

Senate
Senate Chamber
****Remotely via Zoom****
WEDNESDAY, June 24, 2020
1:30 p.m.

A G E N D A

- I MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none
- II ELECTION OF SENATE REPRESENTATIVE**
1. To the Senate Executive Committee Page 6
- III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**
1. Report of the Senate Committee on Curriculum and Course Changes (Addendum to Report of April 30, 2020) Page 7
2. Modification of the Certificate in Applied Management, Division of Extended Education Page 8
3. Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes Page 61
 RE: BFAR Statements, Departments City Planning, Native Studies
4. Reports of the Faculty Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes
- a) RE: Department of Biochemistry and Medical Genetics Page 73
- b) RE: Faculty of Kinesiology and Recreation Management Page 75
- IV MATTERS FORWARDED FOR INFORMATION**
1. In Memoriam: Professor Cliff Eyland Page 78
2. In Memoriam: Reverend Dr. Egil Grislis Page 80
3. Report of the Senate Committee on Awards [May 14, 2020] Page 81
4. Report of the Senate Committee on Academic Review Page 90
 RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2019 – April 30, 2020
5. Report of the Senate Committee on University Research Page 98
 RE: Establishment of C-19 Wild Research Group, Clayton H. Riddell Faculty of Environment, Earth, and Resources

6. **Correspondence from President and Vice-Chancellor**
 - a) **Request for Extension of Suspension of Admissions to Programs: B.Sc.(Maj.) and B.Sc.(Hons.) in Biotechnology, P.B.Dip. in Agrology, Integrated B.Mus./B.Ed., P.B.Cert. in Applied Leadership** Page 101
 - b) **RE: Request to Revise Admission Target, Bachelor of Commerce (Honours), I.H. Asper School of Business, President's Approval** Page 105

V REPORT OF THE PRESIDENT

1. **President's Reports**
 - a) **May 19, 2020** Page 106
 - b) **June 24, 2020** Page 117
2. **Taking Our Place: University of Manitoba Strategic Plan, 2015-2020 Final Report** *(for information)* Page 129
3. **Updates to the Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies**

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 MAY 13, 2020

VIII BUSINESS ARISING FROM THE MINUTES - none

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

1. **Reports of the Senate Executive Committee**
 - a) **June 10, 2020** Page 245
 - b) **Approvals by Senate Executive on behalf of Senate during the Emergency Period (May 6 – May 27, 2020)** Page 247
2. **Report of the Senate Planning and Priorities Committee**

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

X	REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS	
1.	Report of the Faculty Council of the Faculty of Education RE: <u>Modification of Program Requirements and Academic Regulations for the Post-baccalaureate Diploma in Education</u>	
a)	Report of the Senate Committee on Curriculum <u>and Course Changes</u>	Page 249
b)	Report of the Senate Committee on Instruction <u>and Evaluation</u>	Page 251
2.	Undergraduate Course Changes Beyond Nine Credit Hours RE: <u>Faculty of Law</u>	
a)	Report of the Senate Committee on Curriculum <u>and Course Changes</u>	Page 255
b)	<u>Report of the Senate Planning and Priorities Committee</u>	Page 256
3.	Report of the College Council of the College of Nursing RE: <u>Delivery of the Bachelor of Nursing Program to a Collaborative University College of the North Cohort</u>	Page 264
a)	<u>Report of the Senate Committee on Admissions</u>	Page 299
b)	Report of the Senate Committee on Instruction <u>and Evaluation</u>	Page 300
4.	Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes	
a)	RE: <u>Revised Academic Guide, Faculty of Graduate Studies</u>	Page 302
b)	RE: <u>Closure of Diploma in Population Health, Department of Community Health Sciences</u>	Page 357
c)	RE: <u>Department of Biosystems Engineering, Proposal for Graduate Specialization in Engineering Education</u>	Page 372
d)	RE: <u>College of Pharmacy, Proposal for Concentration in Pharmacoepidemiology</u>	Page 392
e)	<u>RE: College of Dentistry</u>	Page 409
f)	<u>RE: Faculty of Education</u>	Page 416
g)	RE: <u>Faculty of Engineering, M.Sc., Ph.D. in Biomedical Engineering</u>	Page 427

h)	<u>RE: Department of Community Health Sciences</u>	Page 434
i)	<u>RE: Department of Electrical and Computer Engineering</u>	Page 458
j)	<u>RE: Department of Food and Human Nutritional Sciences</u>	Page 460
k)	<u>RE: Faculty of Graduate Studies, Individual Interdisciplinary Studies</u>	Page 499
l)	<u>RE: Department of Linguistics</u>	Page 520
m)	<u>RE: Department of Medical Microbiology and Infectious Diseases</u>	Page 523
n)	<u>RE: Natural Resources Institute</u>	Page 542
o)	<u>RE: College of Nursing</u>	Page 548
p)	<u>RE: Department of Political Studies</u>	Page 562
q)	<u>RE: Department of Preventive Dental Sciences</u>	Page 587
r)	<u>RE: Department of Psychology</u>	Page 594
5.	Report of the Senate Committee on Academic Review RE: Revised Mission Statement, Centre for Engineering Professional Practice and Engineering Education, <u>Price Faculty of Engineering</u>	Page 597
6.	<u>Reports of the Senate Committee on Admissions</u>	
a)	RE: Revised Admission Requirements, International Dentist Degree Program, Dr. Gerald Niznick College of <u>Dentistry</u>	Page 606
b)	RE: Revised Direct Entry Admission Requirements, <u>Faculty of Science</u>	Page 610
c)	RE: Revised Admission Requirements, Bachelor of <u>Social Work, Faculty of Social Work</u>	Page 613
7.	<u>Reports of the Senate Committee on Instruction and Evaluation</u>	
a)	RE: Revised Academic Regulations, Bachelor of Nursing, <u>College of Nursing</u>	
(i)	Requisite Skills and Abilities for the Bachelor <u>of Nursing</u>	Page 616

	(ii) Criminal Record, Child Abuse Registry, and <u>Adult Abuse Registry Checks</u>	Page 634
	b) RE: Proposed Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery, College of <u>Nursing</u>	Page 637
	c) RE: Revised Academic Regulations, Bachelor of <u>Social Work, Faculty of Social Work</u>	Page 648
8.	Report of the Senate Committee on University Research <u>RE: Proposal to Establish the Manitoba Quantum Institute</u>	Page 671
	a) <u>Report of the Senate Planning and Priorities Committee</u>	Page 674
9.	Report of the Senate Committee on Nominations <u>[June 11, 2020]</u>	Page 692
XI	<u>ADDITIONAL BUSINESS</u> - none	
XII	<u>ADJOURNMENT</u>	

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

Election of Senate Representative to the Senate Executive Committee

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

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

(y) elect an executive committee, which shall include

(i) the president, who shall be chairman of the committee;

(ii) the member of the senate designated by the president to be vice-chairman of the committee;

(iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;

(iv) a member of the board who has been appointed to be a member of the senate;

(v) a member elected by the students to be a member of senate;

(vi) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. One Senator is to be elected for the balance of a term from July 1, 2020 to May 31, 2021 to replace Brenda Austin-Smith, as she is no longer a member of Senate:

(a) Eligible for election are members of Senate elected by faculty/school councils.

(b) Presently serving:

Brenda Austin-Smith	Arts	2021
<i>(leave replacement is John Anderson until June 30/20)</i>		
Robert Biscontri	Management	2021
Peter Blunden	Science	2021
Derek Oliver	Engineering	2021
Cary Miller	Arts	2022
Annette Schultz	Health Sciences	2022
Tina Chen	Arts	2023
Mark Gabbert	Arts	2023

3. Procedures:

(a) Nominations for the position shall be received from the floor.

(b) Senators shall vote for no more than one candidate. The election will be conducted via an electronic vote.

(c) The candidate receiving the largest number of votes shall be elected.

(d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

May 14, 2020

Report of the Senate Committee on Curriculum and Course Changes - Submitted to Senate for Concurrence Without Debate (*Addendum to Report of April 30, 2020*)

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. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met once, on May 14, 2020, to consider a course change from the Université de Saint-Boniface.

Observations:

1. **Université de Saint-Boniface**

Faculté des arts

département d'études françaises, de langues et de littératures

The département is proposing the modification of one (1) course. There would be no change to the overall number of credit hours in course offerings.

ENGL 3961 Special Topics in Drama Cr.Hrs. 3 0.0
Advanced study of selected topics. Students may not hold credit for ENGL 3961 and ENGL 3960. Prerequisite: a grade of C or better in 6 hours of English at the 2000 level.
NOTE: The content of this course will vary from year to year. Students can earn multiple credits for this course only when the topic subtitle is different.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT the course change proposed by the Université de Saint-Boniface be approved by Senate, effective for September 1, 2020.

Respectfully submitted,

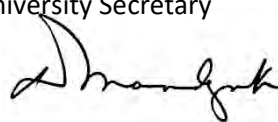
Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Memo

Date: May 29, 2020

To: Shannon Coyston, Academic Specialist, Office of the University Secretary

From: David Mandzuk, Acting Dean, Extended Education



Re: Major Revision to the Certificate in Applied Management

I am pleased to advise that at a meeting held on May 19, 2020, Extended Education's Council approved a proposal for a major revision to our program, Certificate in Applied Management. The proposal document is attached for your review. We are submitting this with a request that it may be recommended as a Matter for Concurrence without Debate at the June 24, 2020 meeting of Senate. We are anticipating our initial offering of the revised programming in the Fall 2020 term.

Thank you very much.



UNIVERSITY
OF MANITOBA

Extended Education

Proposal for a Major Revision: Certificate in Applied Management

Last Modified: 2020-06-02

Document Version:	V 0.03
Document Status:	Final
Created by:	Kari Kumar

Proposal Template v 2.0

Document Location:

This document will be stored in the following area:

S:\Formal Proposals

Filename: 2020-06-02 Certificate in Applied Management proposal

Document Version Control:

Document Creation Date: 2019-10-29			
Date	Author	Version	Change Description
2020-03-18	Kari Kumar	V 0.01	Initial proposal
2020-05-13	Kari Kumar	V 0.02	Version following PRC
2020-06-02	Kari Kumar	V 0.03	Version following Council

Contents

Executive Summary.....	5
1. Programming Description.....	7
1.1 Title	7
1.2 Rationale	7
1.3 Status	7
1.4 Purpose	7
1.5 Area/Unit and Partners.....	8
1.6 Duration	8
1.7 Alignment with Strategic Direction.....	8
2. Needs Assessment	9
2.1 Process	9
2.2 Need.....	9
2.3 Audience Characteristics.....	10
2.4 Benchmarking	10
3. Design and Delivery	14
3.1 Structure	14
3.2 Frequency of Course Offerings	18
3.3 Completion Times	18
3.4 Laddering Opportunities	18
3.5 Delivery Format	19
3.6 Location.....	19
4. Admission Criteria	19
4.1 Eligibility	19
4.2 Transfer Credit Arrangements	20
5. Student Evaluation.....	20
5.1 Student Assessment.....	20
5.2 Grading Scale	20
6. Resources	20
6.1 Teaching Personnel.....	20
6.2 Training	20
6.3 Library Resources.....	21
6.4 Instructional Media.....	21
6.5 Laboratory/Field Placement	21

6.6	Counselling and Advising	21
6.7	Additional Resources	21
7.	Ongoing Management and Evaluation	21
7.1	Consultation and Advisory Committee	21
7.2	Program Review and Evaluation	21
7.3	Instructor and Course Evaluation	22
8.	Operation Support	23
8.1	Financial Plan	23
8.2	Marketing Plan.....	24
	Appendix 1 – Letters of Support: Industry Partners	26
	Appendix 2 – Program Structure: Course Descriptions and Learning Outcomes	27
	Appendix 3 – Pre-approved industry partner elective content	42
	Appendix 4 – Letters of Support: Libraries	44
	Appendix 5 – Terms of Reference: Advisory Committee	49
	Appendix 6 – Letter of Support: Information Services and Technology.....	51
	Appendix 7: Record of Approvals.....	52

Executive Summary: Revised Program Proposal Submitted to Senate for Concurrence without Debate

Proposed Name: Certificate in Applied Management

Proposal Submitted by: Office of the Dean, Extended Education

Purpose of Program: The revised program is intended to provide professional development opportunities for participants who wish to enhance their capacity to perform leadership and managerial roles. Extended Education (EE) currently offers several specialized CAM programs which have been tailored to meet the needs of specific industry partners. This proposal is for the creation of a single revised CAM. The rationales for this are to (1) enable EE to offer a single CAM versus continuing to maintain multiple specialized CAMs, (2) update the program's structure and curriculum, and (3) make it possible for participants who are not sponsored by an industry partner to complete the program.

Objectives: The objectives of the program are to:

1. provide an introduction to contemporary business management in the Canadian context;
2. provide advanced introductions to principles of team leadership and communications within a business context; and,
3. provide professional development in additional general, specialized, and/or industry-specific topics in business and management, according to participant and partner needs.

Program Overview: See the table below.

Core Courses		Elective Courses and/or Workshops	
Core Course Name	Contact Hrs.	Elective Area(s) of Emphasis	
MGMT 0100 Canadian Business: An Introduction	36	The elective requirement can be fulfilled by EE courses and/or approved courses or workshops offered by industry partners to their employees which support professional development in one or more of the following areas: <ul style="list-style-type: none"> • Business Methodology and Skills • Human Resource Management and Leadership Development • Specialized Topics in Business and Management • Industry-Specific Training 	
LDRS 0540 The Art and Practice of Team Leadership	36		
MGMT 0520 Excellence in Communication	36		
Total Required Contact Hrs.	108	Total Elective Contact Hrs.	72 (min)

Number of contact hours: Core: 108 hrs/Electives: min. 72 hrs

Will at Least 50% of instructional contact hours be delivered by the University of Manitoba? Yes

Have Libraries been consulted? Yes

Summary of Participants and Constituents consulted: Extended Education currently offers several specialized CAM programs in partnership with the Bioscience Association of Manitoba, Manitoba Customer Contact Association, Manitoba Hydro, Manitoba Liquor & Lotteries, and QNet. From spring 2019 to winter 2019, representatives from these organizations were consulted several times. Internally, the Delivery area and Program Review Committee of Extended Education were also consulted.

Will this program operate on a cost recovery basis? Yes

Date of Extended Education Council approval: 2020-05-19

1. Programming Description

1.1 Title

Certificate in Applied Management (CAM)

1.2 Rationale

Extended Education (EE) currently offers several specialized CAM programs which have been tailored to meet the needs of specific industry partners. This proposal is for the creation of a single revised CAM. The rationales for this are to (1) enable EE to offer a single CAM versus continuing to maintain multiple specialized CAMs, (2) update the program's structure and curriculum, and (3) make it possible for participants who are not sponsored by an industry partner to complete the program.

With regards to the original intent behind the creation of the CAM, the program was initially developed by EE to consolidate enrolment in courses that were offered across multiple certificate programs. The original idea was to designate these courses as the core within a new certificate program, which was also intended to exhibit sufficient flexibility to accommodate various specialized market groups. However, review of historical records and current practice points towards continued defining and approval of individual CAM specializations by EE Council and UM Senate, rather than maintaining a single, universal, CAM. Offering the single universal CAM proposed here is desirable because this would allow for the administration of the program to be streamlined and maximally flexible for diverse learners.

1.3 Status

This proposal describes a program that will replace several existing specialized CAM programs previously approved by Senate, namely (approval year in brackets):

- CAM: Utilities Management (1996);
- CAM: Retail Management (2000);
- CAM: Organizational Effectiveness (2000);
- CAM: Customer Services (2015); and,
- CAM: Leadership Development (2015).

Courses required by all students who are in the progress of completing the existing specialized CAM programs will continue to be available to them, so that they may complete these programs. However, EE intends to suspend admission into these existing specialized CAM programs, with new students completing the revised CAM program described in this proposal.

1.4 Purpose

The program is intended to provide professional development opportunities for participants who wish to enhance their capacity to perform leadership and managerial roles.

1.5 Area/Unit and Partners

The proposal was developed by EE's Program Development and Assessment (PDA) area, in consultation with industry partners for existing offerings of specialized CAMs (namely, the Bioscience Association of Manitoba, Manitoba Customer Contact Association, Manitoba Hydro, Manitoba Liquor & Lotteries, and QNet) and EE's delivery area. See Appendix 1 for letters of support from industry partners.

1.6 Duration

The program is intended to be ongoing, provided there is a continued market demand and enrolment levels that justify its continuation.

1.7 Alignment with Strategic Direction

1.7.1 UM Strategic Plan 2015 – 2020

This program aligns with the following UM strategic priorities:

- creating pathways to Indigenous achievement; and,
- forging connections to foster high impact community engagement.

To summarize the nature of these alignments, the proposed program will:

- support continued partnership with current industry partners who have collaborated with EE on existing specialized CAMs, and provide an additional means to collaborate with future industry partners; and,
- advance Indigenous achievement and Indigenization by incorporating the perspectives and knowledge of Indigenous peoples.

1.7.2 Creating Pathways to Indigenous Achievement

This program aligns with the UM strategic priority of creating pathways to Indigenous achievement by incorporating the perspectives and knowledge of Indigenous peoples into core and elective courses that are offered by EE.

The MGMT 0100 Canadian Business: An Introduction course was revised in 2019 and includes Indigenous perspectives woven throughout. As a result, all graduates of the CAM will receive some exposure to Indigenous perspectives and knowledge through this proposed core course. For example, Indigenous businesses are included as exemplars in the course to demonstrate positive contributions made by Indigenous peoples to the economy, the course highlights Indigenous perspectives on leadership, and it includes opportunities to explore topics within Indigenous contexts for course activities.

Several of the proposed elective courses offered by EE also incorporate Indigenous perspectives and knowledge:

- BUAN 0100 Fundamentals of Business Analysis recommends several readings related to Indigenous business principles and practices in Canada.
- BUAN 0920 Special Topics: Indigenous Business Perspectives & Practices explores Indigenous perspectives on business and economic development and the challenges and opportunities of doing business in Indigenous contexts.
- EESS 0274 Bridging Cultures: Indigenous Ways of Knowing course provides participants with the opportunity to engage with the history of Indigenous Peoples of Canada and to enhance cultural competency in the workplace.
- During the design and production of EEAS 0120 Introduction to Artificial Intelligence & Machine Learning, Indigenous perspectives will be incorporated, particularly with respect to the ethics and application of artificial intelligence and machine learning technologies.

Nearly all other proposed core and elective courses are pre-existing, and decisions regarding whether to pursue revisions to those courses in order to incorporate Indigenous perspectives and knowledge will be made by the Division. Since the list of courses is diverse, the ways in which this can be achieved would be highly specific to given courses or categories of courses.

2. Needs Assessment

2.1 Process

In 2018, current CAM partners Manitoba Liquor & Lotteries and the Bioscience Association of Manitoba requested revisions to the CAM specializations in Retail Management and Leadership Development in order to better meet workplace needs. In spring of 2019, EE's PDA area was assigned a CAM revision project to explore these needs – and needs of all current CAM partners – further.

Desk research and consultation within EE included review and discussion of governing documents for the existing CAM specializations, information on partnerships, data on program enrolment and student characteristics, benchmarking, and identification of additional EE courses for consideration within a revised program. Initial consultation with current partners was carried out to gather additional information on partner's educational needs, characteristics of staff completing the program, partner satisfaction with and suggested improvements for the program, and curriculum and delivery considerations that are important to partners. Follow-up consultation was carried out to seek feedback from partners on a proposed high-level program concept for a revised CAM which was developed by merging insights and requirements from partners and EE's Delivery area.

2.2 Need

The continued need for the CAM program is evident from review of EE data on program uptake and feedback from current partners. Since the 2014-2015 academic year, there have been approximately 50 program applications per year, on average, across the CAM specializations. Most of the applications (more than 90%) have been for the CAM specializations in Utilities Management and Retail Management (offered in partnership with Manitoba Hydro and Manitoba Liquor & Lotteries,

respectively). Completion of the Utilities Management program provides a basis for staff promotion, and the Retail Management program fulfills a component of an internal staff development program.

Consultation with current CAMs partners identified the need for program revisions. Partners expressed interest in more relevant courses. For example, for some partners, the FINC 0200 course (Introductory Accounting for Business) which is a part of their specialized CAM core is not particularly relevant to current workplace needs; however, curriculum on leadership and communication was rated as highly desirable. Partners also expressed interest in more choices for elective courses, with most also stressing that it is important to them that they can continue to contribute their own curriculum to the program as they have within the current specializations.

2.3 Audience Characteristics

The primary audience for the CAM is emerging leaders (often in managerial roles) who have been identified by their organization and sponsored to complete the program. A secondary audience is other professionals within the partnering organizations or associations (or beyond, including professionals who are not affiliated with a program partner) who are seeking professional development and/or a formal university credential (certificate).

The education level of participants varies, and can be related to their field of employment. Based on 2016-2019 admission data, with most participants employees from Manitoba Hydro and Manitoba Liquor and Lotteries, the most common educational levels amongst participants in decreasing order of rank were high school diploma, college certificate or diploma, or bachelor's degree. Should there be increased participation from members of other organizations or associations, trends in educational levels of participants may change.

2.4 Benchmarking

Relevant programming to consider includes customized or semi-customized training offered by post-secondary institutions for corporate partners, and applied management and leadership programs.

The following is a sampling of customized corporate training offered by post-secondary institutions:

Institution	Programming Type	Selected Details
British Columbia Institute of Technology (BCIT School of Business)	BCIT Corporate and Industry Training ¹	<ul style="list-style-type: none">Options include workshops, and business courses and programsTraining can be delivered on-site or off-siteStatement of Completion or BCIT course credit is issued in some casesWorkshop facilitators have expertise in the areas of adult learning, communication, conflict resolution, analytics and process, organizational learning, organizational change and leadership,

¹ <https://www.bcit.ca/business/industry/training/>

Institution	Programming Type	Selected Details
		human resources and labor relations, and corporate training
University of Alberta (Alberta School of Business)	Custom Programs for Organizations ²	<ul style="list-style-type: none"> ▪ Collaborative approach with four-step design process to create customized programming with distinctive learning goals and objectives
University of Calgary (Continuing Education)	Corporate Training for Leader and Employee Development ³	<ul style="list-style-type: none"> ▪ Options include customized programs (including co-branded certificates), workshops, team building events, and specific training for front line staff ▪ Training can be delivered on-site or off-site ▪ Expertise involved in the programming includes industry experts and professionals in the field and faculty experts (in areas of business and management development, languages for business, and workplace wellness)
MacEwan University (School of Continuing Education)	Corporate Training ⁴	<ul style="list-style-type: none"> ▪ Options include courses or programs ▪ Training can be delivered on-site or off-site ▪ Sample topics include management and supervision, digital media, wellness, effective business writing, project management, business analysis, leadership, effective government lobbying, and Microsoft Office ▪ Expertise involved in the programming includes industry experts and professionals in the field and faculty experts
Mount Royal University (Continuing Education)	Corporate Training Solutions ⁵	<ul style="list-style-type: none"> ▪ Options include customized programs (including co-branded certificates), workshops, coaching, and other forms of capacity building and professional development support ▪ Training can be delivered on-site or off-site ▪ Expertise involved in the programming includes experts in the areas of leadership and management development, business skills, technical training, and industry specific training

² <https://www.ualberta.ca/executive-education>; Note that the Executive Education unit has been closed as of May 1, 2020

³ <https://conted.ucalgary.ca/corporatetraining/>

⁴ <https://www.macewan.ca/wcm/SchoolsFaculties/SchoolofContinuingEducation/CorporateTraining/index.htm>

⁵ <https://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/corporate/index.htm>

The following is a sampling of applied management and leadership programs offered by post-secondary institutions:

Institution	Program	Curriculum
Algonquin College (Centre for Continuing & Online Learning)	Applied Management Certificate ⁶ (min. 280 hr; part-time online; approx. \$2200)	Core courses (4): <ul style="list-style-type: none"> Human Resources Management Introduction to Project Management Labor Relations Training and Development Electives (2 must be completed): <ul style="list-style-type: none"> Management Principles Organizational Behavior Business Writing Strategies
Booth University College (School for Continuing Studies)	Certificate in Advanced Leadership ⁷ (10 months cohort style; FTF and online; \$4245)	Core courses (5) <ul style="list-style-type: none"> Personal Foundations of Successful Leadership Building Collaborative Teams for High Impact Creating Organizational Coherence in the Midst of Change Catalyzing Action in Complex Systems Leadership in Action
Centennial College	Applied Management Studies ⁸ (certificate) (various delivery modes; min. \$2712)	Core courses (3): <ul style="list-style-type: none"> Business Culture and Collaborative Practices Organizational Behavior Human Resource Management Elective courses (5 must be completed): <ul style="list-style-type: none"> Intercultural Communication Organizational Change and Development Introduction to Project Management Labor Relations Dispute Resolution Management Principles
Southern Alberta Institute of Technology (SAIT Continuing Education)	Applied Management Certificate of Achievement ⁹	Course list A (5 must be completed): <ul style="list-style-type: none"> Better Together: Generations at Work Building Personal Power, Performance, and Professionalism Conducting Effective Meetings

⁶ <https://www.algonquincollege.com/online/program-info/applied-management-part-time/>

⁷ <https://boothuc.ca/academics/school-for-continuing-studies/certificate-applied-leadership/>

⁸ <https://db2.centennialcollege.ca/ce/programdetail.php?CertificateCode=7035>

⁹ <https://coned.sait.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1028566#certificateStreamsHeader>

Institution	Program	Curriculum
	(144 hrs; FTF or online; min \$4130)	<ul style="list-style-type: none"> ▪ Effective Delegation ▪ Influence Matters ▪ Time Management and Organizational Skills ▪ Workplace Bullying <p>Course list B (7 must be completed):</p> <ul style="list-style-type: none"> ▪ Accounting and Finance for Non-Accountants ▪ Assertiveness for Personal and Business Success ▪ Basic Business Law ▪ Being a Safety Leader ▪ Business Process Management ▪ Business Writing for Results ▪ Communicating Effectively ▪ Conflict Management ▪ Creating Engaged and Motivated Employees ▪ Customer Relations ▪ Delivery Techniques for Trainers ▪ Diversity in the Workplace ▪ Emotional Intelligence ▪ Ethics in Action ▪ Human Resource Essentials ▪ Innovative Leaders ▪ Instructional Design and Development ▪ Leaders as Coaches ▪ Leadership Skills ▪ Marketing Essentials ▪ Mental Toughness - Take Positive Action ▪ Mentoring ▪ Negotiation Essentials ▪ Performance Management ▪ Presentation Skills ▪ Problem Solving and Decision Making ▪ Project Management Basics ▪ Project Risk Management ▪ Strategic Planning
University of Regina (Centre for Continuing Education)	Leadership Development Program (certificate) ¹⁰	<p>Courses (any 7 can be completed; 2 days each)</p> <ul style="list-style-type: none"> ▪ Principles of Effective Leadership 595 ▪ Creating Effective Work Groups ▪ Interpersonal Communications ▪ Coaching & Mentoring Employees ▪ Negotiation & Conflict Resolution 575 ▪ Authentic Leadership

¹⁰ <https://www.uregina.ca/cce/career-development/assets/docs/pdf/customized/leadership-development-program.pdf>

Institution	Program	Curriculum
	(approx. 98 hrs; cohort-based FTF; min. \$4025)	<ul style="list-style-type: none"> ▪ Leading & Motivating Employees ▪ Leading in a Diverse Environment ▪ Leading Change ▪ Transformational Leadership ▪ Developing a Personal Leadership Plan
University of Winnipeg (Professional, Applied and Continuing Education)	Emerging Leaders Certificate ¹¹ (144 hrs; FTF or hybrid; \$3000)	<ul style="list-style-type: none"> ▪ Leadership Development ▪ Leading Self & Others ▪ Leading Teams & the Organization ▪ Leadership Challenge Capstone Project

3. Design and Delivery

3.1 Structure

The objectives of the Certificate in Applied Management program are to:

1. provide an introduction to contemporary business management in the Canadian context;
2. provide advanced introductions to principles of team leadership and communications within a business context; and,
3. provide professional development in additional general, specialized, and/or industry-specific topics in business and management, according to participant and partner needs.

To summarize the changes that were made from the specialized CAM structures to create the revised CAM:

- Firstly, the sets of core courses from the specialized CAM programs were revised to create a revised core as shown in the following table.

Specialized CAMs Core	Contact Hours	Revised CAMs Core	Contact Hours
MGMT 0100 – Canadian Business: An Introduction	36	MGMT 0100 – Canadian Business: An Introduction	36
FINC 0200 – Introductory Accounting for Business	36	LDRS 0540 – The Art and Practice of Team Leadership	36
HRM 0100 – Managing the Human Resource Function ¹²	36	MGMT 0520 – Excellence in Communication	36

¹¹ <https://pace.uwinnipegcourses.ca/part-time-programs/emerging-leaders-certificate>

¹² Choice of HRM 0100 or MGMT 0110

MGMT 0110 – Organizational Behaviour ¹²	36
MGMT 0270 – Managing in the Utility Sector ¹³	36
MGMT 0120 – Managerial Communication ¹⁴	36
MGMT 0140 – Introduction to Marketing ¹⁴	36
Total Core	108 to 180

Total Core	108
-------------------	------------

- Secondly, a revision was made to replace the existing CAM programs' specialization component with an elective component. The existing specialized CAMs combine a block of specialized industry partner in-house training (which varies in total contact hours and degree of prescription according to the industry partner; see Appendix 3 for a list of this programming) with the core courses rather than combining electives with the core courses. In the revised CAM proposed here, this specialization component is replaced with an elective component. This elective component still accommodates industry partner in-house training (but as elective hours rather than towards creating a formal program specialization) while also allowing for other possibilities through a list of EE courses which can also be selected from to fulfill the program's elective requirement.

To summarize the structure of the revised CAM program proposed here:

- The revised CAM includes 3 core courses (108 contact hours) and a minimum of 72 contact hours of elective courses and/or workshops, as shown in the following table.

Core Courses		Elective Courses and/or Workshops
Core Course Name	Contact Hrs.	Elective Area(s) of Emphasis
MGMT 0100 Canadian Business: An Introduction	36	The elective requirement can be fulfilled by EE courses and/or approved courses or workshops ¹⁵ offered by industry partners to their employees which support professional development in one or more of the following areas: <ul style="list-style-type: none"> Business Methodology and Skills
LDRS 0540 The Art and Practice of Team Leadership	36	

¹³ Utility Management specialization only

¹⁴ Retail Management specialization only

¹⁵ As outlined in Appendix 5, EE's Program Review Committee or other academic body will approve elective content offered by industry partners in accordance with relevant policies/procedures.

MGMT 0520 Excellence in Communication	36	<ul style="list-style-type: none"> • Human Resource Management and Leadership Development • Specialized Topics in Business and Management • Industry-Specific Training 	
Total Required Contact Hrs.	108	Total Elective Contact Hrs.	72 (min)

The electives are organized according to different areas of emphasis in order to:

- present these options in a meaningful way;
- provide information that can help partners or individual students make elective choices; and, to
- provide descriptions of possible elective emphases that can be referred to when considering how partner in-house training may complement the program's core courses.

These elective areas of emphasis are not intended to imply formal program streams or specializations.

Elective hours can be fulfilled with any combination of the following EE and/or partner offerings:

Business Methodology and Skills		
EE Elective Course Name	Contact Hrs.	Partner Elective Courses or Workshops
BUAN 0100 Fundamentals of Business Analysis	36	This elective area of emphasis is defined as programming that supports professional development in topics that are generalizable to aspiring or current managers in any field.
MGMT 0150 Project Management	36	
MGMT 0122 The Practice of Change Management	24	This programming may focus on: <ul style="list-style-type: none">▪ principles and accompanying methods for carrying out management functions; and/or,▪ critical soft and hard skills necessary to manage organizational growth and change, and carry out strategic decision-making.
MGMT 0124 Managing Organizational Change	30	
FINC 0200 Introductory Accounting for Business	36	
Human Resource Management and Leadership Development		
EE Elective Course Name	Contact Hrs.	Partner Elective Courses or Workshops
HRM 0100 Managing the Human Resource Function	36	This elective area of emphasis is defined as programming that supports professional development in topics that address effective

MGMT 0110 Organizational Behavior	36	<p>management of employees and development of one's leadership capacity.</p> <p>This programming may focus on:</p> <ul style="list-style-type: none"> ▪ supporting employee engagement and growth; ▪ creating a positive workplace environment; ▪ meeting leadership challenges in the evolving workplace; and, ▪ meeting workplace challenges that focus on the historical impact of colonial Canada, respond to the needs of Indigenous Peoples in society, and develop cultural competencies to adopt more effective leadership styles within a diverse workplace.
LDRS 0510 Learning for Leaders in the 21st Century: Developing Personal Leadership	36	
EESS 0274 Bridging Cultures: Indigenous Ways of Knowing	12	

Specialized Topics in Business and Management

EE Elective Course Name	Contact Hrs.	Partner Elective Courses or Workshops
MGMT 0190 Quality Assurance Planning	36	<p>This elective area of emphasis is defined as programming that supports professional development in topics that relate to specialized workplace needs or priorities.</p> <p>This programming may focus on:</p> <ul style="list-style-type: none"> ▪ specialized business or managerial knowledge, methodologies, or skills; ▪ Indigenous perspectives on business, management, or leadership; ▪ measures to respond to specific workplace priorities and requirements (e.g., customer service; customer relationship management; operations; workplace wellness); and/or, ▪ new and emerging topics in business, management, or leadership.
MGMT 0192 Quality Improvement: Principles and Procedures	36	
BUAN 0920 Special Topics: Indigenous Business Perspectives & Practices	18	
EEAS 0120 Introduction to Artificial Intelligence & Machine Learning	36	
MGMT 0278 Business Disruptors: Current Issues	36	

Industry-Specific Training

EE Elective Course Name	Contact Hrs.	Partner Elective Courses or Workshops
-------------------------	--------------	---------------------------------------

COUN 0110 Foundations of Case Management	21	<p>This elective area is defined as programming that supports professional development in topics that are specific to a given industry.</p> <p>This programming may focus on:</p> <ul style="list-style-type: none"> ▪ industry-specific knowledge, methodologies, or skills; ▪ industry-specific regulations and accompanying policies and procedures; ▪ functions of specialized teams; and/or, ▪ use of proprietary systems.
MGMT 0292 Building the Business Case for Advanced Manufacturing	36	
MGMT 0976 Special Topics in Industry-Specific Training	up to 36	

As outlined in section 1.7.2, the courses MGMT 0100, BUAN 0100, BUAN 0920, and EESS 0274 include (and, in the case of EEAS 0120, will include) Indigenous knowledge and perspectives. When other core and elective courses are designed or revised, opportunities to incorporate Indigenous knowledge and perspectives will be considered.

See Appendix 2 for Extended Education course descriptions and learning outcomes.

See Appendix 3 for a list of pre-approved partner offerings that can be applied towards program elective hours. These offerings have been previously approved as the specialization components of the various existing CAMs¹⁶, and they will continue to be accepted as transfer credit towards elective program hours within this revised CAM. The list of partner offerings approved as elective hours for this program is expected to grow if current partner offerings change and if new partnerships are established.

3.2 Frequency of Course Offerings

The program will be offered at least once per year, and may be offered more frequently according to demand.

3.3 Completion Times

The program can normally be completed within 1 to 2 years, depending on how regularly the partners' educational content is delivered to employees. Students will have up to 6 years from the initial start date (first date of enrolment) to complete the program.

3.4 Laddering Opportunities

Completion of the current CAM specializations leads to recognition of 21 credit hours towards completion of the Bachelor of Arts in Integrated Studies (BAIS) offered through the Faculty of Arts.

¹⁶ CAM: Utilities Management (Manitoba Hydro partner); CAM: Leadership Development (Bioscience Association of Manitoba partner); CAM: Organizational Effectiveness (QNet partner); CAM: Retail Management (Manitoba Liquor & Lotteries partner); CAM: Customer Service (Manitoba Customer Contact Association partner)

Discussions to explore continued transfer credit from the revised CAM to the BAIS are underway between EE and the Faculty of Arts.

3.5 Delivery Format

This program may be delivered in online, classroom, and/or blended modes. All EE courses will be developed for complete online delivery, with the exception of EESS 0274 Bridging Cultures course. The online version of the courses can be used to support a technology infused classroom-based delivery or blended delivery. The development of the courses in online mode will serve to strengthen other modes of delivery.

Decisions regarding actual delivery mode in any offering of the program and courses will be based primarily on the mode that is most appropriate and effective within a particular delivery context and will consider factors such as the:

- preferences and requisite skills and tools of the students; and,
- most advantageous business arrangement for the University.

The relative efficacy of the various delivery modes will be monitored to ensure that they produce comparable accessibility, experiences, and results for learners.

3.6 Location

Decisions regarding the physical location of any offering of the program and courses will be based primarily on the location that is most appropriate and effective within a particular delivery context and will consider factors such as the:

- preferences and requisite skills and tools of the students;
- location of the students; and/or,
- most advantageous business arrangement for the University.

The relative efficacy of the various delivery locations will be monitored to ensure that they produce comparable accessibility, experiences, and results for learners.

4. Admission Criteria

4.1 Eligibility

Applicants must meet the requirements for entry into the University of Manitoba. Applicants who have not received a high school diploma or university degree from Canada or one of the countries listed on the University of Manitoba's English Language Test Exemption List should refer to the University of Manitoba's English language requirements for more information.

4.2 Transfer Credit Arrangements

There have not been any transfer credit arrangements identified in advance; however, requests will be reviewed on a case-by-case basis.

5. Student Evaluation

5.1 Student Assessment

Final grades in most courses are expressed as letters, ranging from F to A+. Each letter grade has an assigned numerical value, which is used to calculate grade point averages. While a D is considered a passing grade, students seeking the credential must achieve a minimum grade of C in all core courses and in the minimum number of elective courses to meet the program completion requirements. Students who do not achieve a grade of C may retake the course in a subsequent offering of the course.

5.2 Grading Scale

Letter Grade	Explanation	Grade Point
A+	Exceptional	4.5
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Satisfactory	2.5
C	Adequate	2.0
D+	Marginal	1.0
F	Failure	0.0

6. Resources

6.1 Teaching Personnel

All instructors will have a relevant combination of education and expertise and, as much as possible, will bring diverse perspectives in the content area.

6.2 Training

The Division is the primary provider for program orientation and professional development for instructors. Additional learning (UM Learn and other courses, workshops and seminars) may also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (The Centre).

6.3 Library Resources

Letters of support from UM Libraries can be found in Appendix 4.

6.4 Instructional Media

Instructors and students will require access to UM Learn and its support network. The need for additional online resources may be required and will be determined in the course design process.

A letter of support from UM Information Services and Technology can be found in Appendix 6

6.5 Laboratory/Field Placement

N/A

6.6 Counselling and Advising

The normal counselling and advising type of resources provided by Extended Education will be available to students of these courses.

6.7 Additional Resources

Delivery of this programming does not require additional resources.

7. Ongoing Management and Evaluation

7.1 Consultation and Advisory Committee

A broad range of consultation informed the development of the programming, as described in section 2.1.

An Advisory Committee of external and internal constituents will be established to provide an advisory liaison function between Extended Education and the businesses, organizations, and associations that are program stakeholders, to ensure continuous development and revision of the Certificate in Applied Management program. See Appendix 5 for the Terms of Reference for the committee.

7.2 Program Review and Evaluation

7.2.1. Program Review (Academic and Content Review)

The programming will be reviewed on a regular basis by the Division's Program Review Committee (PRC). The longest cycle of duration without review would be 5 years; however, PRC will be consulted to determine specifics.

7.2.2. Program Evaluation (Operational Durability)

The program will be evaluated by the delivery areas on a regular basis with some sample performance indicators including enrolment rate, success rate, student satisfaction, and overall sustainability.

7.3 Instructor and Course Evaluation

The University's Students' Evaluation of Educational Quality (SEEQ) or a customized questionnaire developed by EE will be used for the courses.

8. Operation Support

8.1 Financial Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE					
Total Annual Revenue					
Program Application Fees	4,000	4,000	4,000	4,000	4,000
Tuition Fees	77,291	80,189	80,189	83,197	83,197
TOTAL REVENUE	81,291	84,189	84,189	87,197	87,197
EXPENSES					
Direct Delivery					
Delivery Area Salaries	16,610	16,610	16,610	16,610	16,610
Instructional salaries and wages	25,389	25,888	25,888	26,397	26,397
Miscellaneous Delivery Expenses					
Total Direct Expenses	41,999	42,498	42,498	43,007	43,007
Indirect Delivery and Dean's Office					
Delivery Area Non-Salary Expenses	842	852	852	862	862
Marketing Expenses	4,900	4,900	4,900	4,900	4,900
Indirect Program Development and Assessment					
PDA Salaries	31,401	2,590	5,551	2,590	2,590
PDA Non-Salary Expenses	540	540	540	540	540
STPT Employment Salaries/Service Agreements	13,700	-	-	-	-
Total Indirect Expenses	51,383	8,882	11,843	8,892	8,892
TOTAL EXPENSES	93,382	51,380	54,341	51,899	51,899
NET REVENUE	(12,091)	32,810	29,848	35,297	35,297

8.2 Marketing Plan

8.2.1 Strategy

In contrast to the strategy and tactics required to launch a new program, the announcement and introduction of revisions to an existing program are much different because there is an established – and confirmed – target audience, a level of equity of awareness of the current program to build on – rather than generate, and clear channels of communication that have been successfully utilized to promote the current program offerings.

The underlying marketing strategy for the revised program will be to leverage these existing marketing assets to announce and introduce the revisions that have been made, the benefits to students as a result of these revisions, and a clear call to action to obtain further information. As well, utilization of existing relationships with industry partners – especially to take advantage of their internal and promotional communications channels – will be a key tactic to create renewed interest in the CAM program overall, and highlight the new flexibility relative to each specific industry sector.

Sponsorship opportunities to showcase the revised CAM program as a direct avenue to a particular industry sector aren't available, but again, existing sponsorship agreements with current strategic partners can provide a connection to business management audiences who would have familiarity with this program and a keen interest to learn more about the revisions and enhancements. Examples of these sponsorships, and their associated events and regular communication to their membership, would include CPHR Manitoba, QNet, and CIM Manitoba.

In digital media, an extensive email marketing campaign will provide outreach to current students, former students and alumni, and key contacts with our industry partner organizations to announce and introduce the revised program and encourage expressions of interest to enroll and referral/recommendation to others within those organizations. Google AdWords and all social media channels will also be used to reach the communities of interest that are researching professional development in applied management and engaged in online discussions around the programs of Extended Education.

8.2.2 Sample Tactics and Timing

Activity	Proposed Timeline
Website <ul style="list-style-type: none">• Update current program pages with revisions to the program, highlight of benefits to students• Program and Registration information• Industry partner testimonial videos	6 months prior to first delivery of revised program
Print or e-newsletter advertising in industry partner publications (where available)	6 months prior to delivery of revised program

<p>Google AdWords</p> <ul style="list-style-type: none"> • Capitalize on intent and interest of searches on associated topics; capture data on location of interest and the extent of that interest 	<p>4 months prior to first delivery of revised program</p>
<p>Email marketing</p> <ul style="list-style-type: none"> • Announce and introduce the revised program; highlight the effect of changes and benefits to students; drive traffic to website with a Request for Information (RFI) form to capture lead information for follow-up 	<p>6 months, 4 months, and 2 months prior to registration deadline of revised program</p>
<p>Sponsorship</p> <ul style="list-style-type: none"> • Prominently featured as a “new” program offering in sponsorship activities at membership events for CPHR Manitoba, QNet, and CIM Manitoba 	<p>Events and communications to association membership, as available, throughout the 6 months prior to delivery of revised program</p>

Appendix 1 – Letters of Support: Industry Partners

Received April 21, 2020



Manitoba Liquor and Lotteries (MBLL) has partnered with the University of Manitoba's Extended Education and the Certificate in Applied Management (CAM) program since 1999 as part of our Store Manager Development Program (SMDP). The CAM program has been an integral piece of the required curriculum for employees to become eligible for a Store Manager position.

Educational development is important to MBLL as a way of continuing to grow and enhance the leadership skills and knowledge of our employees. Through these opportunities, our employees have been able to participate in programs and courses such as accounting, marketing, communications, organizational development and Canadian business which are key components for our leadership positions.

Working with the UofM as a partner has been a great experience because of their ongoing support and commitment for this program. Their flexibility to work with us to make this program more current and up to date will benefit our future leaders.

We will continue with SMDP for the foreseeable future and as such rely on the CAM program to supplement our internal training as part of our program requirements.

We have reviewed the proposed changes and are highly supportive of them and look forward to continuing to work with the UofM on this initiative.

Sincerely,

Michelle Kaschl – Senior Organizational Development Consultant
Wesley Frost - District Sales Manager



1555 Buffalo Place Winnipeg MB R3T 1L9 T 204 957 2500 1 800 265 3912
www.mbll.ca



April 27, 2020

To: University of Manitoba
Extended Education
Attention: Natasha Samsonova

Subject Matter: Letter of Support for updated CAM proposal

To whom it may concern,

I am writing this letter on behalf of Manitoba Customer Contact Association and our supporting Partners.

We are endorsing the changes to the current CAM program as outlined in the Proposal for Revision: Certificate in Applied Management that we have been provided.

The Certificate in Applied Management program, in partnership with Manitoba Customer Contact Association and the University of Manitoba, continues to provide education and certification to those interested in future growth as leaders in customer service management.

Our program graduates continue to lead as Industry champions based on the knowledge and skills acquired through these learning programs. Our graduates have the capacity to:

- integrate knowledge gained with stronger communication skills needed as a leader;
- develop stronger teams and empower employees with effective feedback and coaching skills;
- create healthy work environments while adopting situational leadership modalities and successfully resolve workplace conflicts;
- maintain operational standards using appropriate scheduling and forecasting techniques; and
- align human resources, technology, and strategies to retain clients through an effective use of customer relationship management.

It is our intent to maintain a partnership with Extended Education with respect to the Certificate in Applied Management program as per the terms indicated in the updated proposal.

We look forward to our partnership.

All the best,

Bruce Rose, Executive Director | Manitoba Customer Contact Association
1000 Waverley Street | Winnipeg, MB | R3T 0P3
E: bruce@mcca.mb.ca | P: 204-975-6468 | F: 204-975-6460 | W: www.mcca.mb.ca



MCCA - WE ARE PASSIONATE ABOUT CUSTOMER SERVICE



2020 04 27

Division of Extended Education
185 Extended Education Complex
University of Manitoba

To whom it may concern:

CERTIFICATE IN APPLIED MANAGEMENT

I am pleased to write a letter in support of the updated Certificate in Applied Management.

Manitoba Hydro has partnered with the University of Manitoba's Extended Education on the Certificate in Applied Management Program since the year 2000.

As the manager of Employee Learning and Development at Manitoba Hydro, I am very pleased to see that Extended Education is evolving and responding to the changes in the industry. CAM is woven into in-house development that Manitoba Hydro provides to their employees.

An updated program meets an important educational need in terms of preparing emerging leaders for their future tasks. Much needed communication and leadership skills are emphasized in the new core courses, along with a thorough introduction to Canadian business.

We have reviewed the proposed changes and are highly supportive of the new direction and look forward to continuing to work with the University of Manitoba on this initiative.

If you have any questions regarding my support of the program, please do not hesitate to you can contact me.

Sincerely,

Lianne Lagassé

Manager | Employee Learning & Development
Manitoba Hydro Place | 3-360 Portage Avenue | Winnipeg, MB
204.360.3162 | llagasse@hydro.mb.ca

/ll/Manitoba Hydro letter of Support CAM.docx



1000 Waverley Street Winnipeg, Manitoba R3T 0P3 PH: 204.272.5095

Extended Education
University of Manitoba

April 22, 2020

To whom it may concern,

I am pleased to write a letter in support of the updated Certificate in Applied Management.

Bioscience Association Manitoba (BAM) has partnered with the University of Manitoba's Extended Education on Certificate in Applied Management (CAM) Program since the year 2015. CAM courses that Extended Education is delivering are part of our internal Leadership Development program.

From my role as Director, Training and Development, BAM, I am very pleased to see that Extended Education is making changes to the program that also reflect the feedback we were getting from our participants and their managers.

Many of our past program attendees have been very interested in pursuing the remainder of their credit hours to complete the CAM program. I feel with the changes that have been made to the CAM program are more relevant to today's current workforce.

From a review of the proposal, we have evaluated the program structure and curriculum. An updated program meets essential educational needs, especially on leadership and communication.

We have reviewed the proposed changes and are highly supportive of them and look forward to continuing to work with the UofM on this initiative.

If you have any questions regarding my support of the program, you can contact me at kim@biomb.ca.

Sincerely,

Kim Kline
Director, Training and Development
Bioscience Association Manitoba





May 8, 2020

Extended Education
University of Manitoba

To whom it may concern,

I am pleased to write a letter in support of the updated Certificate in Applied Management (CAM).

QNET has partnered with the University of Manitoba's Extended Education on Certificate in Applied Management Program since the year 2000.

The revisions to the CAM program allow it to meet an educational need and respond to changes in the business landscape. QNET is pleased continue to partner with this program that provides an opportunity for clients to apply their QNET courses toward a University of Manitoba Extended Education Certificate. This is a great next step for those interested in further learning and credentials at the university level.

The revised program includes a wide range of well-rounded courses and electives that complement other offerings. These will enhance the leadership and management skills of the participants, and support our vision of excellence in leadership in Manitoba.

We look forward to continuing to work with the University of Manitoba Extended Education on this initiative.

If you have any questions regarding our support, please contact me at trish@qnet.ca.

Sincerely,

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

Trish (Patricia) Wainikka
Executive Director
QNET / Manitoba Quality Network

Suite 660-175 Hargrave St.
Winnipeg, Manitoba
Canada R3C 3R8
Tel: 204.949.4999
Fax: 204.949.4990
Email: mail@qnet.ca
Website: www.qnet.ca

Appendix 2 – Program Structure: Course Descriptions and Learning Outcomes

Core Courses

MGMT 0100 Canadian Business: An Introduction 36 contact hours	
Description	This course will introduce you to contemporary business management in the Canadian context. You will examine the management functions of planning, organizing, directing and controlling and the business functions of personnel, marketing, production and finance. You will learn basic business management concepts through class interaction. On completion, you will be aware of the fundamentals of today's managerial world and will be able to discuss current issues challenging Canadian business.
Learning Outcomes	<p>Upon completion of this course, you should be able to:</p> <ul style="list-style-type: none"> • describe the key components of the contemporary Canadian business environment; • describe the role of social responsibility and the role of ethics in the business environment; • analyze business structures; • describe the key components of the international business environment; • analyze business structures; analyze the functions of management; • analyze marketing strategies in a business enterprise; • analyze the key concepts involved in business operations; • identify the key financial concepts involved in the business enterprise; • develop a business plan incorporating sound business concepts, systems, and strategies; and • apply key business concepts to a chosen business or not-for-profit organization.
LDRS 0540 The Art and Practice of Team Leadership 36 contact hours	
Description	This course introduces students to the principles of team leadership. Learners will review concepts of core and adaptive leadership, team learning and the principles that promote or stand in the way of effective teamwork and team leadership. Leadership will be examined from a systems thinking perspective. The course will consider the importance of leadership style and effective communication in building constructive leader-follower relations and encouraging shared leadership. The relationship between the team, other parts of the organization and the broader environment will be explored.
Learning Outcomes	<p>Upon completion of this course you should be able to:</p> <ul style="list-style-type: none"> • facilitate team development that includes enhancing collaborative workplaces and creating organizational environments that foster learning;

	<ul style="list-style-type: none"> • identify the necessary skills for the exercise of team leadership; • assess your impact on others based on differences in personal profiles and by actively soliciting feedback; • adapt personal leadership style, using your emotional intelligence, to support effective team functioning; • apply relevant concepts of team development (including systems thinking) to promote team learning, creative reflection, collaboration, interaction and performance; • demonstrate awareness of team roles (leaders and followers, shared leadership) and flexibility in role assumption within a team to improve group functioning; • apply the Lencioni model of team leadership to improve group functioning; • describe methods to transform relationships among team members including generating trust, constructing and communicating shared meaning and commitment, and mutual accountability; and • apply appropriate frameworks for helping teams to observe, assess, and learn from group performance.
MGMT 0520 Excellence in Communication 36 contact hours	
Description	<p>This course provides an understanding of the dynamics and impact of Communications within a Business context, including the subtleties of working in a culturally diverse environment. By successfully completing this course, learners will become familiar with key strategies in effectively applying a wide range of organizational communication strategies and styles. Communication plays an essential role in successfully resolving conflict and managing crisis situations. Learners will expand their leadership potential by understanding how to listen and transmit messages effectively to enact and inspire organizational change.</p>
Learning Outcomes	<p>Upon completion of this course, you should be able to:</p> <ul style="list-style-type: none"> • analyze successful business communication skills for work in a global business world; • write clear, concise, and organized written communication that meets professional standards; • prepare an effective business report; • create persuasive and informative presentations for business; • use effective communication strategies to resolve conflict and manage crisis situations; • analyze the components of communication and listening skills in leading teams; • determine the sources of miscommunication in writing; • evaluate gender and cultural differences in communication style as sources of conflict; and • explore verbal and nonverbal strategies for creating a supportive communication environment.

Elective Courses

BUAN 0100 Fundamentals of Business Analysis 36 contact hours	
Description	This course examines the professional roles and responsibilities of business analysts; provides an overview of the Business Analysis Body of Knowledge (BABOK); and introduces Business Analysis (BA) concepts, methodologies, techniques, and tools. After outlining BA's historical and contemporary contexts, the course considers emerging trends and technologies that are shaping the field's future. Also explored are fundamental skills and competencies required to carry out BA tasks.
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • identify general principles, key concepts, and best practices of business analysis; • analyze the six knowledge areas covered in BABOK; • identify the roles and responsibilities of BAs; • apply methods, techniques, and tools used by BAs; • define business needs and recommend business solutions; and • create a roadmap for BA activities and outcomes.
MGMT 0150 Project Management 36 contact hours	
Description	This course is designed to equip and empower you to successfully take on projects. It will teach you the key principles needed to plan, organize and execute projects. You will learn the terminology, tools and techniques used in project management and understand how to balance the competing project constraints- scope, time, cost and quality throughout the entire project life cycle. You will learn the key competencies and skills needed to manage the team, build trust, resolve conflicts and drive high performance on your projects. This course is a good starting point for those aspiring to become successful project managers within their organizations or those who want to be able to manage their individual and personal projects using a standardized process that will boost their chances of success. In addition to receiving an overview of key concepts from the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK Guide) , this course is designed to build your confidence and raise your chances of passing the PMP Exam.
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • describe the role and qualities of the project manager; • distinguish between projects, programs, and portfolios; • describe alternative project management frameworks and methodologies; • apply principles and techniques of effective project management; • produce project management documentation, including the project charter, work breakdown structure, risk plan, and communication plan; and • develop strategies for managing priorities, communication, and cultural diversity in project teams.

MGMT 0122 The Practice of Change Management 24 contact hours	
Description	<p>This course explores theories of change and the practice of change management. Starting with an overview of change management, learners will explore various types of change. The practice of change management includes understanding how individuals respond to change and how to recognize and overcome resistance to change. Learners will apply theory to develop a change management plan and communications, as they study the essential components of a change management plan. Learners will build a foundation in change management tools, including building a case for change, capturing the vision and objectives of a change, assessing the impact of change, and developing strong communications.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • describe how change management works, including typical responsibilities and stages of change management; • articulate the interactions between change management, project management, and project and training teams; • prepare a change management plan, applying theories of change; • conduct an assessment of change impact; • create audience-centric communications; and • describe various change management practitioner roles and when to apply them.
MGMT 0124 Managing Organizational Change 30 contact hours	
Description	<p>This course provides insights and techniques essential for actively managing change. It will explore methods for assessing change readiness and the impact of change management strategies. Learners will apply techniques for meaningful engagement of stakeholders and manage resistance to change. The course will also explore the important role of organizational leaders in change management. A strong emphasis will be placed on assessing change management programs through measurable indicators of success and adapt accordingly.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • define the importance and value of change management; • develop plan for assessing organizational change readiness; • conduct leadership assessments and identify change leadership training/coaching needs; • recognize the value of process thinking for change leaders; • develop introductory awareness of the key elements of culture and sub cultures within organizations; • explore methods to identify current culture and strategies for shifting attitudes, behaviours, and organizational norms; • create a change strategy that includes techniques that support meaningful stakeholder engagement and resistance management;

	<ul style="list-style-type: none"> • define measurable indicators of success; and • assess the success of change management programs, and adapt them accordingly.
FINC 0200 Introductory Accounting for Business 36 contact hours	
Description	<p>This introductory accounting course is designed to help students develop an understanding of how accounting information is prepared and used. This course covers key financial and management accounting topics, including an introduction to the accounting and financial reporting process, analysis of balance sheets and income statements, a study of cost behavior and estimation techniques, and the budgeting process.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • apply the terminology used in both financial and managerial accounting to problems that simulate real-life accounting practice; • illustrate the use of debits and credits through the preparation of journal entries; • demonstrate how business transactions are recorded and summarized by preparing financial statements; • identify the behavior of various manufacturing costs and recognize how those costs respond to changes in activity level; • identify the costing of manufactured products; • apply the concepts of cost-volume-profit analysis; and • prepare budgets, both for planning and control purposes.
HRM 0100 Managing the Human Resource Function 36 contact hours	
Description	<p>This course introduces students to the strategic management of the human resource functions within various types of organizations. While taking into account recent changes in the economic, social, and legal environment, this course examines the essential functions of recruitment, selection, performance management, training and development, health and safety, counselling, union/management relations, and compensation.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • analyse human resources functions from theoretical and practical perspectives; • identify current and leading strategies for the development and application of human resources policies and practices; • align human resources objectives, priorities, and practices in order to achieve the organization's plan; • examine current human resources trends and issues and their implications for organizations and employees; • apply innovative practices to case studies in order to analyse and resolve human resources issues in an organization;

	<ul style="list-style-type: none"> • develop an innovative HR plan to address key HR function issues in an organization with which they are familiar; and • reflect on the use of tools and strategies for personal and staff development.
MGMT 0110 Organizational Behavior 36 contact hours	
Description	Organizational behaviour is the study of how people behave within the context of a specific organization. Through analysis of organizational structure and systems, ways of optimizing performance can be identified. In this course, you will examine what motivates people to behave the way they do, including what factors influence your own behaviour. By assessing the root causes of employee behaviour, you can improve productivity, engagement, and commitment. This course will include the application of organizational behaviour to shape employee behaviour through feedback, reward systems, and operant conditioning.
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • accurately assess the root causes of employee behaviour (internal vs. external) and identify ways of appropriately addressing the behaviour; • manage messaging by choosing the best medium for communicating a message and partnering with the appropriate leadership for a specific situation; • use motivational theory to create processes that improve employee productivity, engagement, and commitment; • use feedback, reward systems, and operant conditioning methods to shape employee behaviour; • make ethical decisions that are consistent with standards of practice, due diligence, and integrity to balance the best interest of all stakeholders; • identify ways of managing and reducing conflict to promote a collaborative work environment and achieve the goals of the organization; • identify the different styles of leadership and describe how situational leadership determines which leadership style is best; • propose ways of managing organizational teams that best meet the needs of the situation; • analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages; • assess organizational structure and systems to identify ways of optimizing organizational performance; and • evaluate personal biases to understand the factors that influence one's behaviour.
LDRS 0510 Learning for Leaders in the 21st Century: Developing Personal Leadership 36 contact hours	
Description	This course will focus on the personal qualities and abilities that are critical for the practice and modeling of effective leadership. As traditional hierarchical approaches to leadership are being replaced by leadership through influence, credibility is established through how values and purposes are consistently enacted and embodied

	in the workplace. It will offer learners an intentional shift away from deeply rooted individualistic and non-systemic views of leadership and their corresponding practices to building personal mastery.
Learning Outcomes	<p>Upon completion of this course, you will:</p> <ul style="list-style-type: none"> • gain personal credibility through an authentic discovery of self; • secure an internal compass to navigate through change; • lead self in the midst of change with personal resiliency, creativity, and consideration of others; • effectively integrate the realm of action with the realm of identity. • model authenticity and openness; • connect and align espoused-values with values in-use; • describe your own subjectivity as a leader; • declare your own value perspective in presenting ideas while remaining open and respectful to the views of others; • slow down your own thinking processes to become more aware of your own mental models and the ways mental models influence actions; • balance advocacy and inquiry; • shift from 'thinking about leadership' to 'thinking about your thinking about' leadership theories and practices. • shift from an “answer-led” to a “question-led” approach to leading organizational change; • use coaching techniques to develop others; and • develop a teachable point of view on leadership.
MGMT 0190 Quality Assurance Planning 36 contact hours	
Description	This course is designed to provide a basic understanding of quality assurance from a manager’s perspective. Key topics include theories of quality management, quality system standards, and implementation plans for quality systems. Concepts and their application in a number of sectors are discussed, including the service and manufacturing sectors.
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • identify various theories and fundamental concepts of quality management and their evolution; • identify various quality system standards and award programs, as well as their applications and benefits; • identify the key elements of a quality system applicable to a variety of business/organizational settings; • articulate ways in which quality systems, principles, and practices can be applied to a chosen organization/workplace; • evaluate the cost of poor quality for a case study organization; • apply the concepts and principles of quality to practical situations in a chosen organization/workplace; and

	<ul style="list-style-type: none"> • prepare basic plans for implementation of a quality system within a chosen setting/workplace.
MGMT 0192 Quality Improvement: Principles and Procedures 36 contact hours	
Description	<p>This course is designed to provide a basic understanding of quality improvement principles and tools from a manager's perspective. Key topics include basic statistical methods, product design, measurement and control of quality, and performance excellence activities. Concepts and their application are discussed in a number of sectors, including both the service and manufacturing sectors.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • utilize various statistical methods and data tools for the analysis and continual improvement of processes within an organization; • design and interpret control charts for a variety of data sets; • develop a comprehensive product design (re-design) by implementing a process improvement model; • apply the concepts and principles of quality improvement to practical situations in a chosen organization/workplace; • develop continual improvement initiatives that extend across all areas of the organization; and • begin exploring performance excellence strategies for long-term continual improvement.
BUAN 0920 Special Topics: Indigenous Business Perspectives & Practices 18 contact hours	
Description	<p>This course explores Indigenous perspectives on business and economic development and the challenges and opportunities of doing business in Indigenous contexts. The topics addressed will vary according to factors, such as current events, instructor expertise, and student need.</p> <p>Topics may include, but will not be restricted to:</p> <ul style="list-style-type: none"> • Indigenous conceptualizations of leadership, entrepreneurship, partnership, and other key concepts; • the historical and contemporary effects of colonization and the Indian Act; • similarities and differences with respect to First Nations, Inuit, and Metis business contexts; • Indigenous approaches to social enterprise and community economic development; • treaty rights, recent court rulings, and jurisdiction; • land tenure, land claims, and resource development; • access to capital and business development; and • Indigenous labour markets and social capital.

EESS 0274 Bridging Cultures: Indigenous Ways of Knowing 12 contact hours	
Description	The overall objective of the Bridging Cultures: Indigenous Ways of Knowing course is to provide participants with the opportunity to engage with the history of Indigenous Peoples of Canada and to enhance cultural competency in the workplace.
Learning Outcomes	<p>By the end of the course, participants will recognize:</p> <ul style="list-style-type: none"> • the importance of Elders in the Indigenous community, some basic protocols to engage with the Indigenous community, and an understanding of the diversity within the Indigenous population; • the in-depth historical discourse between Indigenous Peoples, the Government of Canada, and the broader society; and • the effects of systemic colonization on the economic, cultural, physical, and social well-being of Indigenous Peoples of Canada.
EEAS 0120 Introduction to Artificial Intelligence & Machine Learning 36 contact hours	
Description	AI is moving forward in several distinct areas, such as computer vision, natural language processing, robotics, and automated speech recognition. Participants will learn the differences between these applications and how advances in these areas can be employed to solve a range of real-world business and organizational problems. In addition, participants will understand and explore ethics, social impact, and responsibility of building AI solutions by learning how to keep AI safe from adversaries, detecting and protecting against the unintended consequences of AI, addressing and preventing AI bias, safeguarding against mistakes made by AI, and approaching human-AI interactions with a critical lens.
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • understand the various applications of AI and recognize their value and limitations in addressing real-world problems; • differentiate the four types of ML (supervised, semi-supervised, unsupervised, and reinforced); • understand the importance of security and risk management of AI and ML solutions and the impact of unintended consequences; • investigate broad societal implications of AI and ML and understand their social impact and influence; • evaluate the effects of AI bias; and • investigate accountability structures of AI and ML systems and justify regulations that safeguard against misuse.
MGMT 0278 Business Disruptors: Current Issues 36 contact hours	
Description	This course focuses on current trends and variables that have significant potential to disrupt how businesses function. For example, business disruptors can affect company values and strategies, availability of resources, skills needed for the workforce,

	<p>decision-making behaviors of stakeholders, and even national and global economic growth. The topics addressed will vary according to factors such as current trends and events, instructor expertise, and student or industry partner needs.</p> <p>Topics may include, but will not be restricted to, the impact of the following on business:</p> <ul style="list-style-type: none"> • technology, including artificial intelligence; • environmental change, including climate change; • sustainable business development; and • political climate. <p>Depending on the audience for a given offering of the course, delivery of topics may be customized to emphasize relevance to one or more sector.</p>
MGMT 0292 Building the Business Case for Advanced Manufacturing 36 contact hours	
Description	<p>According to the World Economic Forum we are in the throes of the 4th Industrial era. This new industrial revolution is powered by artificial intelligence, robotics and machine learning, additive manufacturing, and the internet of things, and signals the beginning of a new era of intelligent, integrated computer systems that will fundamentally change manufacturing and the workplace. Aimed at industry stakeholders contemplating the integration of next generation technology, this course highlights core tools and technological literacies needed to sharpen strategy and business case development. Additionally, participants will learn the value and limitations of these new technologies and how they might be applied to solve a range of real-world business and manufacturing problems.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • develop a fundamental understanding of legacy manufacturing materials and management systems, and how they enable or constrain operations and product design; • examine the various applications of Advanced Manufacturing and recognize their value and limitations in addressing real-world problems; • understand key new software tools, such as: The Industrial Internet of Things, Enterprise Resource Planning (ERP), additive manufacturing, manufacturing applications of Artificial Intelligence (AI) and Machine Learning (ML); • analyze deep, enterprise-wide planning necessary to implement Advanced Manufacturing solutions; and • assess advanced manufacturing opportunities from the perspective of management, and develop a business case and strategy to support the investment for implementation.

COUN 0110 Foundations of Case Management 21 contact hours	
Description	<p>This course will provide a foundation in the theory and practice of case management as it is currently practised in a range of agencies within and across education, health, insurance, criminal justice and social services, both in community and institutional settings. Students learn generic terminology and philosophical principles underlying case management. They identify essential core competencies and the components of a case management system. Because this course provides an overview of basic concepts and issues in case management, it is a prerequisite for further courses in case management.</p>
Learning Outcomes	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> • define and apply case management as a method of service delivery across a variety of sectors; • describe case management core competencies and their applications in the day-to-day work of case managers; • characterize key concepts of philosophy, values definitions and case management models that underpin the practice of case management; • discuss the implications of eco systems theory as it pertains to the client system and the environment in which intervention, assessment and services take place; • examine diversity in client populations and its implications for case management practice; • read critically and evaluate timely research articles and support continuous learning activities; and • identify the structure of the formal community service system and the informal support system and explain their importance for case managers.
MGMT 0976 Special Topics in Industry-Specific Training up to 36 contact hours	
Description	<p>This course provides an overview of topics that are important for current or aspiring managers and leaders within a given industry to become aware of and/or proficient in, yet which are not addressed by employers via in-house training programs.</p> <p>Topics may fall under, but will not be restricted to, the following categories:</p> <ul style="list-style-type: none"> • industry-specific knowledge, methodologies, or skills; • industry-specific regulations and accompanying policies and procedures; • functions of specialized teams; and/or, • use of proprietary systems.

Appendix 3 – Pre-approved industry partner elective content

Note that this industry partner content is also applied towards fulfilling the specialization component of specialized CAM programs offered with these industry partners.

Partner	Content Description
Bioscience Association of Manitoba (BAM)	<ul style="list-style-type: none"> ▪ An Introduction to Project Management (3.5 hr) ▪ An Introduction to Succession Planning (3.5 hr) ▪ Building a High Performing Team (3.5 hr) ▪ Building a Respectful Workplace (3.5 hr) ▪ Coaching for Performance (7.0 hr) ▪ Conducting Effective Performance Reviews (3.5 hr) ▪ Delivering Excellent Customer Service (3.5 hr) ▪ Developing Your Leadership (3.5 hr) ▪ Discovering It Developing Your Emotional Intelligence (3.5 hr) ▪ Effectively Facilitating Employment Terminations (3.5 hr) ▪ Effectively Managing Change & Transition (3.5 hr) ▪ EQi 2.0 – Intro to Emotional Intelligence (3.5 hr) ▪ Final Leadership Development Presentations and Graduation (3.5 hr) ▪ Managing Workplace Diversity (7.0 hr) ▪ Recruiting, Interviewing, Selecting Your Staff (3.5 hr) ▪ Retaining & Recognizing Your Talent (3.5 hr) ▪ The Basics of Business Financials (7.0 hr)
Manitoba Customer Contact Association	<ul style="list-style-type: none"> ▪ Customer Relationship Management (36 hr) ▪ Leadership Skills for Customer Service Managers (36 hr) ▪ Operations Management (36 hr) ▪ Skills for Managing Customer Service Performance (36 hr) ▪ Technology Applications for Customer Service Enhancements (36 hr)
Manitoba Hydro	<ul style="list-style-type: none"> ▪ 7 Habits of Highly Effective People (21 hr) ▪ Business Presentation Skills (12 hr) ▪ Career Management (14 hr) ▪ Creating Stellar Customer Relations (14 hr) ▪ Critical Thinking Skills (14 hr) ▪ Editing Skills (14 hr) ▪ Essentials of Supervision (up to 21 hr) ▪ Interpersonal Communication Skills (14 hr) ▪ Leading Teams (14 hr) ▪ Managing in the Utility Sector (36 hr) ▪ P.O.W.E.R. Writing (14 hr) ▪ Project Management Level 1 & 2 (21 hr) ▪ The Art of Writing Effective Reports (14 hr) ▪ Train the Trainer (21 hr)

Partner	Content Description
Manitoba Liquor & Lotteries	<ul style="list-style-type: none"> ▪ Administration (8 hr) ▪ Customer Service (3 hr) ▪ Health & Safety (8 hr) ▪ Hire Them Right & Train Them Right (6 hr) ▪ Inventory Management (8 hr) ▪ Labour Relations (8 hr) ▪ Marketing/Merchandising (8 hr) ▪ Outlook (4 hr) ▪ Scheduling/BUD/ESS (8 hr) ▪ Security (8 hr)
QNet	<ul style="list-style-type: none"> ▪ Seminars offered within QNet's Certificate in Management Development, Certificate in Leadership Development, and Certificate in Change Management programs; seminar topics vary each year to reflect current market conditions and trends

Appendix 4 – Letters of Support: Libraries

University of Manitoba
Libraries Statement for



Curriculum Change

Faculty	Extended Education
Course #	EESS 0274
Course Name	Bridging Cultures: Indigenous Ways of Knowing

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford
Liaison Librarian

Lisa Demczuk
Acting Head, Elizabeth Dafoe Library

A handwritten signature in dark ink, appearing to read "Kristen Kruse".

Kristen Kruse
Coordinator, Collections Management

A handwritten signature in dark ink, appearing to read "Lisa Hanson O'Hara".

Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian₄₅

University of Manitoba Libraries

Statement for Curriculum Change



Faculty Extended Education

Course # MGMT 0278

Course Name Business Disruptors: Current Issues

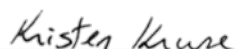
The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

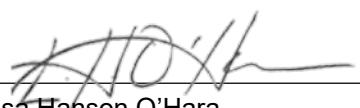
Please advise the liaison librarian about any future changes to the topics discussed in this course so that they have an opportunity to assess the collection's coverage of new topics.

Lyle Ford
Liaison Librarian

Lisa Demczuk
Acting Head, Elizabeth Dafoe Library



Kristen Kruse
Coordinator, Collections Management



Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

May 11, 2020

Date

University of Manitoba Libraries

Statement for Curriculum Change



Faculty Extended Education

Course # MGMT 0292

Course Name Building the Business Case for Advanced Manufacturing

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford
Liaison Librarian

Lisa Demczuk
Acting Head, Elizabeth Dafoe Library

A handwritten signature in dark ink, appearing to read "Kristen Kruse".

Kristen Kruse
Coordinator, Collections Management

A handwritten signature in dark ink, appearing to read "Lisa Hanson O'Hara".

Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

May 11, 2020
Date

University of Manitoba Libraries

Statement for Curriculum Change



Faculty	Extended Education
Course #	MGMT 0976
Course Name	Special Topics in Industry-Specific Training

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.


Please advise the liaison librarian about any future changes to the special topics discussed in this course so that they have an opportunity to assess the collection's coverage of new topics.

Lyle Ford
Liaison Librarian

Lisa Demczuk
Acting Head, Elizabeth Dafoe Library



Kristen Kruse
Coordinator, Collections Management



Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

May 11, 2020

Date

Appendix 5 – Terms of Reference: Advisory Committee

Terms of Reference for the Advisory Committee to The Certificate in Applied Management (CAM)

1. Status

- 1.1 The Advisory Committee to the Program is established by and reports to the Division of Extended Education, The University of Manitoba.
- 1.2 The Terms of Reference are subject to review/revision by Extended Education.

2. Purpose

- 2.1 The purpose of the Committee is to provide an advisory liaison function between Extended Education and the businesses, organizations, and associations that are program stakeholders, to inform continuous development and revision of the Certificate in Applied Management program.

3. Composition

- 3.1 The Committee shall consist of:
 - Manager of the delivery area
 - Program Coordinator for the Certificate in Applied Management
 - one Instructor of a core course within the Certificate in Applied Management
 - at least one representative appointed from each partner business, organization, or association
 - one member from Extended Education's Program Development & Assessment area
 - one current student or alumnus of the Certificate in Applied Management

Other representatives may be added or deleted from time to time to reflect changing trends or the needs of relevant constituencies.

- 3.2 The Dean of Extended Education is an ex-officio member of the Committee.

4. Terms of Office

Committee members are appointed by the Committee for a period of three years or until such time as the program is to be reviewed and will be followed by an appointment review. The first set of appointments will be for one, two, or three years such that replacement of one third of the Committee will take place annually.

- 4.1 Vacancies due to resignations will be filled by appointment by the Committee.

5. Meetings

The Committee will meet a minimum of once annually or at the call of the chair or at the request of other Committee members.

- 5.1 Attendance by 50% of the Committee members, including at least one member from Extended Education in addition to the Chair and at least 3 external stakeholder participants, shall represent quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.
- 5.2 The relevant delivery Manager of Extended Education, or their delegate, shall chair the Committee and will provide minutes and an agenda to the Committee members.
- 5.3 The chair shall give at least two weeks' notice of a meeting.

6. Functions of the Committee

- 6.1 The Committee shall assist in program promotion and the general communication of information about the program to their colleagues and others who would benefit from participating or sponsoring registrants.
- 6.2 The Committee shall gather input from/serve as a liaison with relevant constituencies, and provide feedback to Extended Education from the community.
- 6.3 The Committee shall advise on the needs for revisions to the program to ensure that the program continues to be relevant and effective.
- 6.4 The Committee shall establish sub-committees to deal with specific issues.
 - 6.4.1 When a sub-committee becomes a standing committee, terms of reference shall be established and incorporated into the Terms of References for the Advisory Committee to The Certificate in Applied Management as an appendix.
- 6.5 The Committee shall refer academic matters identified for consideration (including, but not limited to, evaluating curriculum for acceptance as transfer credit, prior learning assessment and recognition, and program completion time extensions) to the Program Review Committee or other relevant academic body in the Division.

Appendix 6 – Letter of Support: Information Services and Technology



Information Services And Technology

Mario Lebar, CIO
Office 107C
Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-8668

May 13, 2020

The University of Manitoba Information Services and Technology
Statement of Support

Faculty: Extended Education

Program Revision of the existing Certificate for Applied Management program

Extended Education will revise the existing Certificate for Applied Management program which includes the below proposed new courses:

- EESS 0274: Bridging Cultures: Indigenous Ways of Knowing
- MGMT 0278: Business Disruptors: Current Issues
- MGMT 0280: Building the Business Case for Advanced Manufacturing and,
- MGMT 0976: Special Topics in Industry-Specific Training

Information Services and Technology can support this new program, as it was described in the documents provided and as described by the requesting area.

It is not expected that this proposed new program will affect Information Services and Technology's ability to continue to provide services such as:

- Service Desk first point of contact for request fulfillment and incident resolution for faculty and students,
- Endpoint Service & Support for the faculty's computers and devices,
- classroom audio visual support for faculty,
- access to university wide applications,
- application maintenance and,
- core infrastructure services such as email, communications infrastructure and network services,
-

Continued support of these services by Information Service and Technology is not expected to cause unusual or intolerable stress on IST's technical infrastructure or resources as a result of the new programs.

Mario Lebar
Chief Information Officer

A handwritten signature of Mario Lebar in black ink, written over a horizontal line.

Date:

MAY 13/2020

Appendix 7: Record of Approvals

Body	Date	Chair
Program Review Committee	2020-04-02	Rod Lastra
Extended Education Council	2020-05-19	David Mandzuk
UM 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 Bona Fide Academic Requirements (BFAR) statements from the Dept. of City Planning and Dept. of Native Studies.

Observations

1. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the Dept. of City Planning: M.C.P. dated November 15, 2019. (See attach.)
2. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the Dept. of Native Studies: M.A. and Ph.D. dated November 15, 2019. (See attach.)

Recommendations

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

Dept. of City Planning

Dept. of Native Studies

Respectfully submitted,

Dr. Louise R. Simard, Chair
Faculty Council of Graduate Studies

/ak



Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: November 29, 2019

TO: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

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

SUBJECT: **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**
(Departments of City Planning and Native Studies)

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

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on November 15, 2019:

- Department of City Planning: Master of City Planning (Department Council of City Planning, May 10, 2019)
- Department of Native Studies: M.A. and Ph.D. in Native Studies (Faculty of Arts Executive Committee, September 5, 2019)

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

/sc

cc: Dean J. Beddoes
Ms. A. Kailer
Prof. R. Milgrom
Prof. C. Miller
Dean J. Taylor
Dr. M. Torchia



UNIVERSITY
OF MANITOBA

Faculty of Architecture

Department of City Planning
201 Russell Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9458
Fax (204) 474-7532

Jeff Leclerc, University Secretary
Office of the University Secretary
312 Administration Building
Winnipeg, MB R3T 2N2

11 September 2019

Re: Master of City Planning BFARs

Dear Jeff

Please find attached a draft of the Bona Fide Academic Requirements (BFARs) for the Master of City Planning program, as approved by the Department of City Planning Council on 10 May 2019 (apologies for this late correspondence).

These BFARs are based on an edit of the approved Faculty of Graduate Studies BFARs. The edits list program specific course numbers and delete references to a PhD program. Most students now complete the program with course work only, however, a few complete a thesis, so specific mention is also made to the requirements of that stream.

If you have any comments or questions, please contact me at (204) 474-6868, or by email at richard.milgrom@umanitoba.ca.

Best regards,

Richard Milgrom PhD RPP MCIP
Associate Professor and Department Head

BONAFIDE ACADEMIC REQUIREMENTS (BFAR)

Students must meet the following bona fide academic requirements, as well as any additional requirements established for specific programs. Students who may require academic accommodations must contact Student Accessibility Services for assistance.

BFAR Statement

Students must successfully complete a co-operative experience or practicum, if required by their program.

Taught

ARCG 7150

Assessed

ARCG 7150

Students in the Thesis Stream must produce a recorded/published thesis commensurate with degree being sought.

GRAD 7000

GRAD 7000

Students must successfully defend their thesis/practicum proposal and thesis (where required), as determined by the assigned examining committee, in real-time.

GRAD 7000

GRAD 7000

Students must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.

GRAD 7500

GRAD 7500

Students must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.

GRAD 7300

GRAD 7300

Students must complete coursework as required by their program.



UNIVERSITY
OF MANITOBA

Faculty of Arts

Dean's Office

316 Fletcher Argue Building

University of Manitoba

Winnipeg, Manitoba

Canada R3T 5V5

September 6, 2019

To: Cooper Commission Implementation Working Group
c/o Jeff Leclerc, University Secretary

From: Jeff Taylor, Dean, Faculty of Arts

Subject: Faculty of Arts BFAR Recommendations

Enclosed are BFAR Recommendations from the Department of Native Studies. These recommendations were approved by Arts Executive Committee on September 5, 2019.

Please forward these recommendations to the Cooper Commission Implementation Working Group for consideration.

Thank you.

JT/gs

Enclosures

cc: G. Smith, Chair, CPAC
G. Sobie, Manager, Student Services, Faculty of Arts



UNIVERSITY
OF MANITOBA

Department of Native Studies

Department of Native Studies
215 Isbister Building
183 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: (204) 474-9266
Fax: (204) 474-7657

TO: Course and Program Approvals Committee

FROM: Dr. Cary Miller, Department Head, Department of Native Studies

DATE: July 30, 2019

Subject: BFAR Statements and Rationales for MA and MRP in Native Studies

On behalf of the Department of Native Studies, I submit new supplemental regulations for our graduate program to clarify our Doctoral language requirement, to add a new MRP stream at the MA level with a research paper of 8,000 – 10,000 words. Also included are the Bona Fide Academic Requirements (BFAR) for MA, MRP, and PhD in Native Studies which are the same as the FGS template but also add the requirement that students working in communities must also submit community ethics forms if the community has established an ethics process.

Sincerely,

Dr. Cary Miller
Department Head
Department of Native Studies
University of Manitoba

Faculty of Arts
Native Studies
BFAR Statements & Rationale

Program: Native Studies MA, and MRP

Liaison: Cary Miller

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Students must demonstrate cognitive abilities necessary to conceptualize, analyze, integrate, synthesize and communicate information at a level commensurate with the MA, or MRP program within which they are enrolled.	The coursework in the Native Studies MA, MRP and PhD programs are designed to provide the student with the knowledge required to produce a thesis or capstone project in the substantive area chosen by the student.	NATV 7230 NATV 7240 NATV 7250 NATV 7280 NATV 7220 NATV 7330	NATV 7230 NATV 7240 NATV 7250 NATV 7280 NATV 7220 NATV 7330
	Students who choose the thesis route must demonstrate knowledge of research planning and methodologies in Native Studies to produce a written proposal that fulfills the requirements for the MA degree set out by the Department of Native Studies.	Graduates of a Native Studies MA or PhD program are expected to communicate all elements of the research process clearly and effectively in writing. Graduates will assume leadership roles within the Indigenous community and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Advisor NATV 7230 GRAD 7000	Advisor Advisory Committee NATV 7230 GRAD 7000
	Students who choose the thesis route must demonstrate the ability to present knowledge of research methods and project design in Native Studies and defend their proposal in real time as set out by the Department of Native Studies.	Graduates of a Native Studies program assume leadership roles within the Indigenous community and educational settings, and are expected to communicate effectively in real time to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	Students who choose the thesis route must demonstrate advanced knowledge and research skills to produce a written thesis commensurate with degree MA in Native Studies.	Graduates of a MA in Native Studies program assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000
	Students who choose the thesis route must demonstrate the ability to orally present advanced knowledge and research skills to complete a thesis defense in real time commensurate with the degree MA in Native Studies.	Graduates of a MA in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate orally effectively in real time to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000
	Students who choose the thesis or MRP route must submit to all appropriate research ethics boards relevant to their research such as the Human Research Ethics Board and any relevant First Nations or MMF ethics protocols and receive approval for the project before the proposal shall be deemed approved.	While Native Studies Students must conform with University ethics protocols, they are also responsible to respect the ethics protocols of Indigenous communities with whom they build research relationships.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000 Various ethics boards
	Students who choose the MRP route must demonstrate content knowledge to produce a written research paper of roughly 8000 – 12000 words that fulfills the requirements set out by the Native Studies Department.	Graduates of a Native Studies program assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Primary Advisor NATV 7XXX	Advisor and Second Reader NATV 7XXX
	Students who choose the MRP route must demonstrate advanced knowledge in Native Studies to produce a written document that fulfills the requirements set out by the Native Studies Department.	Graduates of a MA in Native Studies program assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Primary Advisor Advisory Committee NATV 7XXX	Advisory Committee NATV 7XXX

BFAR Category/	BFAR Statement	Rationale	Taught	Assessed
Skills and Abilities	Students must be able to produce written and oral work in the English language at a level appropriate for the MA, MRP, or PhD degree in Native Studies.	English is the language of instruction and communication for students in the MA or MRP streams of the Native Studies program. Students engage with many individuals and groups through the course of their studies and subsequent careers, and must be able to communicate efficiently and effectively through oral and written communication. Further, the Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Native Studies professionals in most careers, but especially in academic positions must be aware of local Indigenous protocols of interaction, and proficient at grant writing, lecturing, presenting papers, and writing papers and/or monographs.	These skills will be augmented through practice and coursework assignments within the program.	NATV 7230 NATV 7240 NATV 7250 NATV 7280 NATV 7220 NATV 7330
Professionalism	Students in the MA, MRP and PhD programs must demonstrate a high level of competence and professionalism in verbal and non-verbal communication, including the ability to assess their own communication.	Native Studies professionals in most careers, but especially in academic positions must be aware of local Indigenous protocols of interaction, and proficient at grant writing, lecturing, presenting papers, and writing papers and/or monographs. This includes creating an intellectually safe space for the exchange of ideas among faculty, staff, and students in social, and cultural dimensions.	Advisor NATV 7250 NATV 7280	Advisor NATV 7250 NATV 7280

Faculty of Arts
Native Studies
BFAR Statements & Rationale

Program: Native Studies PhD

Liaison: Cary Miller

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Students must demonstrate cognitive abilities necessary to conceptualize, analyze, integrate, synthesize and communicate information commensurate with the level required by the PhD in Native Studies.	The coursework in the PhD in Native Studies is designed to provide the student with the knowledge required to produce their dissertation.	NATV 7230 NATV 7240 NATV 7250 NATV 7280 NATV 7220 NATV 7330	NATV 7230 NATV 7240 NATV 7250 NATV 7280 NATV 7220 NATV 7330
	Students must demonstrate advanced knowledge and critical thinking skills in Native Studies to complete a candidacy examination as set out by the Department of Native Studies.	The candidacy examination determines the student's competence in the discipline of Native Studies and their capacity to produce a thesis at the level required by the University of Manitoba. Graduates of a PhD in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill their responsibilities for research, policy development, publication and education.	Advisor Advisory Committee GRAD 8010	Advisor Advisory Committee GRAD 8010
	Students must demonstrate the ability to present and defend advanced knowledge and critical thinking skills in Native Studies to defend their candidacy examination at a defense in real time as set out by the Department of Native Studies.	The candidacy examination determines the student's competence in the discipline of Native Studies and their capacity to produce a thesis at the level required by the University of Manitoba. Graduates of a PhD in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for research, policy development, and/or education.	Advisor Advisory Committee GRAD 8010	Advisor Advisory Committee GRAD 8010

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	Students must demonstrate knowledge of research planning in Native Studies to produce a written proposal that fulfils the requirements for the degree PhD in Native Studies as set out by the Department of Native Studies.	Graduates of a PhD program in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill to fulfill their responsibilities for research, policy development, publication and/or education.	Advisor Proposal Examining Committee GRAD 8000	Advisor Proposal Examining Committee GRAD 8000
	Students must demonstrate the ability to present advanced knowledge of research planning in Native Studies and defend their proposal in real time as set out by the Department of Native Studies for the degree PhD in Native Studies.	Graduates of a PhD in Native Studies assume leadership roles within Indigenous Communities and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for research, policy development, and education.	Advisor Proposal Examining Committee GRAD 8000	Advisor Proposal Examining Committee GRAD 8000
	Students will submit to all appropriate research ethics boards for approval such as the Human Research Ethics Board at the University of Manitoba and/or any relevant First Nations or MMF ethics boards and receive approval for the project before the proposal shall be deemed approved.	While Native Studies Students must conform with University ethics protocols, they are also responsible to respect the ethics protocols of Indigenous communities with whom they build research relationships.	Advisor Grad 8000	Advisor Proposal Examining Committee Grad 8000 Various Ethics Boards

	Students must demonstrate advanced knowledge and research skills to produce a written thesis commensurate with the degree PhD in Native Studies.	Graduates of a PhD program in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in writing to fulfill to fulfill their responsibilities for research, policy development, publication and education.	Advisor Examining Committee GRAD 8000	Advisor Examining Committee GRAD 8000
	Students must demonstrate the ability to present advanced knowledge and research skills to complete a thesis defense in real time commensurate with the degree PhD In Native Studies	Graduates of a PhD in Native Studies assume leadership roles within Indigenous communities and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for research, policy development, and education.	Advisor Examining Committee GRAD 8000	Advisor Examining Committee GRAD 8000
Skills and Abilities	Students must be able to produce written and oral work in the English language at a level appropriate for the PhD in Native Studies	English is the language of instruction and communication in the PhD in Native Studies program. Students engage with many individuals and groups through the course of their studies and subsequent careers, and must be able to communicate efficiently and effectively through oral and written communication.	The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. These requirements will be augmented through practice and coursework assignments within the program.	All NATV classes and GRAD 8000

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

Preamble

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

Observations

1. The Dept. of Biochemistry & Medical Genetics proposes (4) course modifications: BGEN 7040, BGEN 7142, BGEN 7144, BGEN 7160 and (1) course deletion: BGEN 7030. The modifications entail minor revisions to the course descriptions (which were introduced when the M.Sc. in Genetic Counselling program was developed) to more accurately reflect the content of the courses. The dept. is also proposing the deletion of a course that has not been offered in more than 25 years, and which the Dept. no longer has the expertise to offer.

Course Modifications

BGEN 7040 Seminars in Human Genetics

3

Current topics in human genetics will be explored in the context of the evolving genetic counselling profession. Prerequisite: Enrollment in the M.Sc. Genetic Counselling program or consent of instructor.

BGEN 7142 Clinical Genetics 1

3

This course lays the groundwork for the development of genetic counselling clinical skills. Concepts include pedigree development and analysis, history taking, and risk evaluation as it relates to the genetic counselling practice. Overviews of human development, prenatal genetics, cancer genetics, carrier screening and hemoglobinopathies are provided. Prerequisite: Enrollment in the M.Sc. Genetic Counselling program or consent of instructor.

BGEN 7144 Clinical Genetics 2

3

This course builds on genetic counselling clinical skills developed in BGEN 7142. The genetic counselling approach to rare and common genetic/metabolic conditions in the adult and pediatric populations is discussed. The roles of the genetic counsellor, clinical geneticist, other medical specialist and allied health in an interdisciplinary approach to patient care is explored. Prerequisite: BGEN 7142, enrollment in the M.Sc. Genetic Counselling program or consent of Instructor.

BGEN 7160 Theory and Practice of Genetic Counselling

3

Advanced theoretical and practical aspects of genetic counselling. Ethics, grief, and culture will be explored in the context of genetic counselling practice. Active participation component includes role plays/practical case scenarios. Prerequisite: Enrollment in the M.Sc. Genetic Counselling program or consent of Instructor.

Course Deletion

BGEN 7030 Enzymology

-3

NET CREDIT HOUR CHANGE

-3

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Dept. of Biochemistry & Medical Genetics

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

Preamble

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

Observations

1. The Faculty of Kinesiology & Recreation Management proposes (12) course introductions: KPER 7204, KPER 7400, KPER 7404, KPER 7406, KPER 7402, KPER 7410, KPER 7420, KPER 7430, KPER 7440, KPER 7450, KPER 7802, KPER 7862 and (10) course deletions: PERS 7002, PERS 7004, PERS 7006, PHED 7060, PHED 7140, PHED 7150, REC 7010, REC 7040, REC 7050, REC 7090 in response to recommendations from the unit's 2014 program review which also saw the addition of 12 new faculty members to the unit. The course introductions reflect the Faculty's ongoing process of standardizing course prefixes (eventually all to be KPER).

Course Introductions

KPER 7204 Exercise Adaptations in Whole Body Physiology

+3

This course will cover how exercise training results in adaptations to whole body physiology. Units taught: metabolic system; cardiovascular-respiratory system; neuromuscular-skeletal system; neuroendocrine system; and immune system. Weekly discussion of topics.

KPER 7400 Humanities & Social Sciences in Exercise, Leisure, Physical Education & Sport

+3

This course will include the presentation of current research and scholarship on physical activity, health, and leisure from social science and humanities perspectives.

KPER 7402 Community Development: Qualitative Methods

+1.5

Students will be introduced to traditions in the qualitative field, explore theoretical foundations that underpin qualitative inquires & develop capacity to think critically about ethical issues involved in research processes (working with marginalized groups & conducting community-based research). Cannot be held with the former PERS 7002.

KPER 7404 Indigenous Land-Based Skills

+3

This course brings Indigenous cultural perspectives and practical skills to students in Kinesiology and Recreational Management in Indigenous land based learning.

- KPER 7406 Social Psychology of Exercise, Leisure, Sport and Tourism** **+3**
 This course will explore social psychological principles and theories and their application to the study of exercise, health, sport, leisure and/or tourism. Pre-Requisites: REC 3180: Social Psychology of Leisure, or KPER 2540: Psychology of Sport and Exercise, or PSYC 2540: Social Psychology, or discretion of instructor.
- KPER 7410 Leisure, Recreation, Parks and Tourism: Concepts and Theories** **+1.5**
 Critical analysis of the dominant concepts, theories, and research associated with the development of basic and applied knowledge in fields of leisure, parks and tourism.
- KPER 7420 Diversity/Disability and Inclusion Studies in Leisure, Sport, Health and Physical Education** **+1.5**
 Overview of theories/philosophies, current issues, research trends & methodological considerations in the area of diversity/disability & inclusion studies. This course focuses on scholarly approaches that promote equity, access and social inclusion in the contexts of leisure, sport, health & PE.
- KPER 7430 Critical Race Theory, Indigeneity, in Leisure, Recreation and Sport** **+1.5**
 This course openly discusses issues of race, racism, and settler colonialism. Students will develop an understanding of the role of praxis in CRT and Indigenous scholarship. Students will read, digest, critique, apply, and understand CRT and Indigenous scholarship.
- KPER 7440 Cultural Studies in Leisure, Recreation and Sport** **+1.5**
 Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.
- KPER 7450 Land-Based Education and Outdoor Recreation and Sport** **+1.5**
 Current trends and research related to the social and physical implications of leisure behaviour in the natural environment.
- KPER 7802 Directed Study in Kinesiology and Recreation** **+1.5**
 This course provides in-depth individualized study & exploration within a specific, focused area of interest within a topic area pertaining to Kinesiology or Recreation Management. This course may allow students to study a topic, in great detail, that may be pertinent & important to their degree. May be taken more than once for credit.
- KPER 7862 Special Topics** **+1.5**
 The study of the contemporary research and theory in a selected area through consideration of relevant literature. The course may also provide opportunities for the application of theories or models within the selected topic. May be taken more than once for credit.

Course Deletions

- PERS 7002 Community Development: Qualitative Methods** **-3**
- PERS 7004 Current Research in Physical Activity, Health and Leisure: Physical Aspects** **-3**
- PERS 7006 Current Research in Physical Activity, Health and Leisure: Psycho-Social Aspects** **-3**
- PHED 7060 Social and Psychological Components of Sports and Physical Education** **-3**
- PHED 7140 Mechanisms of Athletic Injuries** **-3**
- PHED 7150 Current Topics in Exercise Physiology** **-3**

REC 7010 Leisure and Recreation: Concepts and Theories	-3
REC 7040 Issues in Leisure for Persons with Disabilities	-3
REC 7050 Issues in Outdoor Recreation	-3
REC 7090 Special Topics in Recreation and Leisure Studies	-3
<u>NET CREDIT HOUR CHANGE</u>	<u>-6</u>

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Faculty of Kinesiology & Recreation Management

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty of Graduate Studies Executive Committee

/ak

In Memoriam: Prof. Cliff Eyland

22.05.2020.

Acting Director Dr. Jeff Taylor and the entire School of Art community are grieving at the passing of Prof. Cliff Eyland. Eyland was hired to the School of Art in August 1998 as Professor of painting and as Director-Curator of Gallery One One One, predecessor to the School of Art Gallery, a position he held until 2010. His work with the Gallery was innovative, dynamic and risk-taking, and with a minimum of means he and his Gallerist Robert Epp were able to mount full exhibition programs, a series of CD-ROM and print publications, and an early Gallery website which became a model of its kind and is still operational, functioning as a full archive of the Gallery during his leadership.

He was an influential and generous teacher beloved by his students, one who never imposed his own aesthetic approaches. He continued to mentor many of them long after they had graduated, just as he also promoted the work of deserving up-and-coming artists no matter what their educational background. Most recently he devoted a significant portion of his downtown studio to his “Library Gallery” which gave many junior artists their start and senior artists a boost. The unprecedented outpouring of grief and the profusion of testimonials referring to his generosity and mentorship on social media following his passing constitute eloquent proof of the effectiveness of his pedagogy and mentorship.

He was himself a prolific and highly skilled artist, producing thousands of paintings and drawings each year in the format of the traditional library card catalogue, and his association with both libraries and archives was deep. He participated in artist residencies at both the National Gallery of Canada Library and Archives in Ottawa and the Library of the New School University in New York. He received major public art commissions from libraries, most saliently the Millennium Library in Winnipeg and the Halifax Central Library. He generously processed his extensive archives before donating them to the University of Manitoba Archives and Special Collections, where they now form a rich treasure trove of research material.

He exhibited widely, including at the National Gallery of Canada, the Art Gallery of Ontario, the Art Gallery of Nova Scotia, and the Winnipeg Art Gallery. He was a co-founder, along with his colleague Prof. Dominique Rey, of the performance art group the Abzurbs, and was Winnipeg’s AKIMBO correspondent from 2006 to 2010. He was an intellectual who read voraciously and published extensively, including many exhibition reviews in *Border Crossings* magazine and texts published in association with his Gallery One One One exhibitions on the Gallery website.

Cliff was prolific in his contributions to the School and the University: He served as School Senate representative for many years, he proposed and instituted the course in curatorial studies (which has since blossomed into a training trajectory for art history students), and he was a major driving force behind the establishment of the successful School of Art Studio MFA Program, among many other initiatives. He was a generous and supportive colleague, who both entertained and teased his fellows (and sometimes ruffled the feathers of administrators), even

while he was a fine administrator himself. He was simultaneously a subversive within bureaucratic structures and yet also be a bridgebuilder between divergent groups and ideas. The Wednesday evening marathon co-teaching sessions in The Art Barn with his colleagues Prof. Sharon Alward and Prof. Kevin Kelley have become the stuff of legend.

Besides mentorship, his service to the community was highly important, including becoming vice-chair of the Board of Plug In Institute of Contemporary Art at the urging of Winnipeg artist Eleanor Bond in 1995, shortly after having arrived here from Halifax. According to Prof. Eyland, “Plug In at the time, was in administrative shambles” and served on the Board until 2005, contributing to Plug In ICA blossoming into the internationally recognized arts organization that it is today.

Suffering from a congenital lung ailment, he went on sick leave in 2014, and despite wanting to do so was unable to return to teaching prior to his retirement in the fall of 2019. We mourn the loss of this generous, brilliant, iconoclastic colleague.

Oliver Botar, Derek Brueckner and Donna Jones

In Memoriam: Reverend Dr. Egil Grislis

Egil Grislis (b. February 19, 1928) died peacefully, at home and with his wife Indra by his side, on April 21, 2020. Predeceased by his parents and his wife of 40 years, Lorraine Sommers Grislis, he is survived by his wife Indra, several children and their families, and an extended family in Latvia, Canada, and the United States. University of Manitoba Professor Emeritus, Dr. Grislis taught for thirty-one years in the Department of Religion, contributing enormously to the Department and the Faculty of Arts, and bringing great distinction to the University and the Province of Manitoba through his nationally and internationally recognized scholarship, as well as through his community outreach: the tireless guidance and service to others that he made part of his Lutheran ministry.

Dr. Grislis was, first and foremost, a teacher. He introduced students, even undergraduate students, to the reading of primary canonical texts, preferably in their original languages, and with this, he gave students a life-long gift. A superb teacher, he was an unparalleled scholar. From the early Christian Church Fathers, Augustine and Aquinas, Calvin and Luther, and other major thinkers of the tradition, he knew, thoroughly, the works of the thinkers he taught, and so, understandably, was much in demand as an Advisor of graduate, Master's and Ph.D. students. A Luther scholar of international reputation, he also published extensively on, and edited the work of, Richard Hooker. Recipient of four honorary degrees, one from St. John's College, as well as Outreach and Graduate Teaching awards, he took special pleasure in being recognized in 1998 by the Sixteenth Century Conference as a Fellow of Early Modern Studies. Numerous books published in English, more than sixty refereed papers published in English, more than a dozen in Latvian, book chapters, papers delivered at conferences, editing work: Egil Grislis remained a scholar to the end. He was a gracious and humble man, a generous friend, and someone with an insatiable sense of humor. We are grateful for all that he gave to the University of Manitoba, his students and colleagues, and we will miss him.

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 May 14, 2020, the Senate Committee on Awards approved 4 new offers, 9 revised offers, and the withdrawal of 2 awards as set out in the *Report of the Senate Committee on Awards (May 14, 2020)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 4 new offers, 9 revised offers, and the withdrawal of 2 awards as set out in the *Report of the Senate Committee on Awards (May 14, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

May 14, 2020

1. NEW OFFERS

Adam Russell Memorial Scholarship for Jazz Guitar

In memory of Adam Russell, an accomplished jazz guitarist, his family established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2020. The purpose of the fund is to reward the achievements of students pursuing Jazz Studies in the Desautels Faculty of Music at the University of Manitoba. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is a jazz guitarist;
- (2) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Jazz Studies offered by the Desautels Faculty of Music;
- (3) has achieved a minimum degree grade point average of 3.5; and
- (4) in the opinion of the selection committee, demonstrates a high level of performance in Jazz Studies.

In the event that there is no eligible candidate who meets all of the criteria outlined above, the award will not be offered and the annual available income will be reinvested into the fund.

A student may hold this award more than once.

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

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

The Barefoot Scholarship in Business

Gordon and Cheryl Barefoot established a scholarship fund at the University of Manitoba with an initial gift of \$55,000 in 2020. The purpose of the fund is to reward the academic achievements of students entering the Asper School of Business and the Faculty of Science (through the Barefoot Scholarship in Science) at the University of Manitoba. Each year, beginning in 2020-2021 and ending in 2024-2025, one entrance scholarship valued at \$5,000 will be offered to an undergraduate student who:

- (1) has graduated from River East Collegiate in Winnipeg;
- (2) has met the Direct Entry requirements for the I.H. Asper School of Business; and
- (3) is enrolled full-time (minimum 80% course load) in the I.H. Asper School of Business.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate).

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

necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

The Barefoot Scholarship in Science

Gordon and Cheryl Barefoot established a scholarship fund at the University of Manitoba with an initial gift of \$55,000 in 2020. The purpose of the fund is to reward the academic achievements of students entering the Faculty of Science and the Asper School of Business (through the Barefoot Scholarship in Business) at the University of Manitoba. Each year, beginning in 2025-2026 and ending in 2029-2030, one entrance scholarship valued at \$6,000 will be offered to an undergraduate student who:

- (1) has graduated from River East Collegiate in Winnipeg;
- (2) has met the Direct Entry requirements for the Faculty of Science; and
- (3) is enrolled full-time (minimum 80% course load) in the Faculty of Science.

The selection committee will be named by the Dean of the Faculty of Science (or designate).

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

The Asper Foundation Entrance Bursary

The Asper Foundation has established an endowment fund with a commitment of \$5,000,000 to the University of Manitoba in 2019. The purpose of the fund is to financially support undergraduate students pursuing studies at the University of Manitoba. When the endowment reaches a minimum of \$750,000, the available annual income from the fund will be used to offer bursaries in August which will be valued at \$1,000 each to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in their first year of study in University 1 or any faculty, college or school at the University of Manitoba;
- (2) have achieved a high school average of at least 70% calculated on those courses considered for admission to the University of Manitoba; and
- (3) have demonstrated high financial need on a Financial Aid and Awards approved bursary application form.

The bursaries are renewable beginning in the following year's regular bursary cycle, at the same value for up to three years provided the student meets the following criteria:

- (1) is enrolled full-time (minimum 60% course load) in the next ensuing year in any faculty, college or school at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number of awards each year as outlined above, based on the available annual income from the fund. Priority will be given to any renewals first, then to any new awards after all renewals have been offered. When the annual endowment spending permits, a maximum of 200 students may receive bursaries in one academic year.

The selection committee will be named by the Director of Financial Aid and Awards (or designate).

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

2. AMENDMENTS

Helen Mann Award

The following amendments were made to the terms of reference for the **Helen Mann Award**:

- The preamble was revised to:
This bursary was established as the Helen Mann 50th Anniversary Award to honour Professor Helen Mann, the first staff member hired in the School of Social Work in 1943 and a Director of the School of Social Work from 1953-1968. The purpose of the fund is to support undergraduate students who are enrolled in the Inner City Social Work program or the Northern Social Work program offered by the Faculty of Social Work. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. Each year, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:
- The numbered criteria was revised to:
 - (1) *are enrolled full-time (minimum 60% course load) in the second year of study or higher in the Inner City Social Work program or the Northern Social Work program offered by the Faculty of Social Work;*
 - (2) *have achieved a minimum degree grade point average of 2.5; and*
 - (3) *have demonstrated financial need on the standard University of Manitoba bursary application form.*
- The selection committee paragraph was revised to:
The Dean of the Faculty of Social Work (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.

Israel Grosser and Amalie Rath Grosser Bursary

The following amendments were made to the terms of reference for the **Israel Grosser and Amalie Rath Grosser Bursary**:

- The preamble was revised to:
Ms. Renie Grosser (BA/'53, BPed/'54, BEd/'58) established an endowment fund at the University of Manitoba in honour of her parents with an initial gift of \$25,000 in 2013. In 2019, Ms. Grosser left a bequest valued at \$159,330. The purpose of the gift is to provide bursary support to students from Norway House and Norway House Cree Nation in Manitoba who are enrolled in the Faculty of Education at the University of Manitoba. Each year, beginning in 2015-2016, the

available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

- The numbered criteria was revised to:
 - (1) *have graduated from the Helen Betty Osborne Ininiw Education Resource Centre located in Norway House, Manitoba;*
 - (2) *are enrolled part-time or full-time in the Faculty of Education;*
 - (3) *have achieved a minimum degree grade point average of 2.5; and*
 - (4) *have demonstrated financial need on the standard University of Manitoba bursary application form.*
- The following paragraph was added:

In the event that there are no eligible students who meet criterion (1), the bursaries may be awarded to students who meet criteria (2) through (4) who have self-declared as First Nations, Métis or Inuit people from Canada and have graduated from a high school north of the 53rd parallel. In the further event that there are no eligible candidates, the bursaries may be awarded to students who have self-declared as First Nations, Métis or Inuit people from Canada who meet criteria (2) through (4).
- The standard Board of Governors statement was added.

John (Jack) MacDonald Lederman and John MacDonell Bursary

The following amendments were made to the terms of reference for the **John (Jack) MacDonald Lederman and John MacDonell Bursary**:

- Numbered criteria (2) and (3) were revised to:
 - (3) *is conducting research in health economics or health policy ;*
 - (4) *has achieved a minimum grade point average of 3.0 in the last 60 credit hours (or equivalent) of study; and*
- The selection committee paragraph was revised to:

The Dean of the Max Rady College of Medicine will name the selection committee which will include the Head of the Department of Community Health Sciences (or designate).
- The standard Board of Governors statement was added.

Lewis E. Lloyd Memorial Scholarship

The following amendments were made to the terms of reference for the **Lewis E. Lloyd Memorial Scholarship**:

- The preamble was revised to:

In memory of Lewis Ewan Lloyd, first Dean of the Faculty of Human Ecology at the University of Manitoba, his colleagues, family and friends established a scholarship fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. 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 second year of study in any degree*

program in the Faculty of Agricultural and Food Sciences; and
(2) *has achieved the highest degree grade point average amongst all eligible second-year students in the Faculty of Agricultural and Food Sciences.*

- The following paragraph was added:

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

- The selection committee statement was revised to:

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

- The standard Board of Governors statement was added.

Lynn Sissons Memorial Scholarship

The following amendments were made to the terms of reference for the **Lynn Sissons Memorial Scholarship**:

- The preamble was revised to:

Through a bequest to The Winnipeg Foundation, Lillian (Lynn) Sissons established an annual award at the University of Manitoba in 1986. The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The purpose of the scholarship is to reward the academic achievements of students in the Bachelor of Fine Arts program with a focus on watercolour painting. Each year, one award with a minimum value of \$350 will be offered to an undergraduate student who:

- The numbered criteria was revised to:

(1) is enrolled full-time (minimum 80% course load) in any year of study in the Bachelor of Fine Arts (Honours) program offered through the School of Art;

(2) has achieved a minimum degree grade point average of 3.5; and

(3) has a focus on watercolour painting.

- The following paragraphs were added:

In order to demonstrate how they meet criterion (3), candidates must submit a portfolio representing their focus in watercolour painting.

In the event that there are no eligible candidates who meet criterion (3), the scholarship may be awarded to students who meet criteria (1) and (2) with a focus on any painting media.

Candidates are required to submit a portfolio demonstrating their focus on painting.

- The selection committee paragraph was revised to:

The selection committee will be named by the Director of the School of Art (or designate).

- The standard Board of Governors statement was added.

Petrasko Award of Excellence for Clinical Pharmacy I

The following amendments were made to the terms of reference for the **Petrasko Award of Excellence for Clinical Pharmacy I**:

- The name of the award was changed to:
Prize of Excellence for Clinical Therapeutics I
- The preamble was revised to:
Mrs. Kristine Petrasko provides an annual contribution to offer the Prize of Excellence for Clinical Therapeutics I to a student in the College of Pharmacy at the University of Manitoba. Each year, one prize, valued at \$500, will be offered to an undergraduate student who:
- The numbered criteria was revised to:
(1) was enrolled full-time (minimum 80% course load) and has completed the first year of the Pharm D program in the year in which the award was tenable;
(2) has achieved a minimum degree grade point average of 3.0; and
(3) has shown outstanding merit in Clinical Therapeutics I (currently numbered PHMD 1014).
- The selection committee paragraph was revised to:
The selection committee will be The College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was added.

Pharmacy Class of 2004 Memorial Scholarship

The following amendments were made to the terms of reference for the **Pharmacy Class of 2004 Memorial Scholarship**:

- Criterion (1) was revised to:
(1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in any degree program in the College of Pharmacy at the University of Manitoba;
- The paragraph following the numbered criteria was revised to:
Applicants will be required to submit a curriculum vitae and a statement (maximum 500 words) demonstrating their leadership experience, participation in extra-curricular activities, or educational experiences.
- The selection committee paragraph was revised to:
The selection committee will be the College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was updated.

Philip Shane Memorial Bursary

- The following amendments were made to the terms of reference for the **Philip Shane Memorial Bursary**:
- The preamble was revised to:

In memory of Mr. Philip Shane, his family established a bursary at the University of Manitoba. Each year, beginning in 1985-1986, 85% of the available annual income from the fund will be used to offer one bursary to an undergraduate student who:
- The numbered criteria was revised to:
 - (1) *is enrolled full-time (minimum 60% course load) in the second year of study or higher in any degree program in the College of Pharmacy at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 2.0; and*
 - (3) *has demonstrated financial need on the standard University of Manitoba bursary application.*
- The following paragraph was removed:

The value of the bursary will be the multiple of \$10 coincident with, or next below, 85% of the annual earnings on the fund supporting this bursary.
- The selection committee paragraph was revised to:

The selection committee for this award will be the College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was added.

Rose Scholarship

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

- The preamble was revised to:

Minna Rose Chung, DMA, and Kenton Fast generously established an endowment fund at the University of Manitoba with an initial gift of \$10,000 in 2016. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The purpose of the fund is to reward outstanding musical talent in students pursuing studies in cello (Performance Concentration) in the Desautels Faculty of Music. Each year, beginning in 2018-2019, the available annual interest from the fund will be used to offer one or more scholarships to cello students in the Desautels Faculty of Music who:
- The numbered criteria was revised to:
 - (1) *are enrolled either:*
 - (a) *as undergraduate students, full-time (minimum 80% course load) in the third or fourth year of study in the Performance Concentration,*
 - (b) *as Post-Baccalaureate students, full-time (minimum 80% course load) in the Post-Baccalaureate Diploma in Performance, or*
 - (c) *as graduate students, full-time in the Faculty of Graduate Studies in the Master of Music (Performance Concentration);*
 - (2) *have achieved either:*
 - (a) *as undergraduate students, a minimum degree grade point average of 3.0, or*

- (b) *as a graduate students, a minimum grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;*
- (3) *have been ranked as the top cellists based on the performance assessment of the following:*
 - (i) *as 3rd-year undergraduates, the 2nd year-end jury exam for Performance Concentration consideration;*
 - (ii) *as 4th-year undergraduates, the 3rd-year recital mark; or*
 - (iii) *as Post-Baccalaureate and Master's students, the entrance audition.*
- The following paragraph was revised to:
In any given year if there are no eligible cello candidates, the scholarship may be awarded to double bass students in the Performance Concentration who meet the criteria outlined above. If there are no eligible double bass candidates, the interest for that year shall be reinvested into the fund.
- 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 funds.
- The selection committee paragraph was revised to:
The Dean of the Desautels Faculty of Music (or designate) will name the selection committee for this award, and will include the donor (or designate) and/or the primary cello professor (or designate). Any graduate student recipients named to receive the scholarship will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies.

3. WITHDRAWALS

Centre for Aboriginal Health Education Student Support Fund

At the request of the donor

G. Sydney Halter, O.C., Q.C. Memorial Bursary

At the request of the donor

May 12, 2020

Report of the Senate Committee on Academic Review RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2019 – April 30, 2020 (for information)

Preamble:

1. The [terms of reference](#) for the Senate Committee on Academic Review (SCAR) are found on the University Governance website.
2. At its meeting on May 12, 2020, the Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2019 – April 30, 2020*, for information.

Observations:

1. The Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2019 – April 30, 2020*, for information. The *Annual Report* (attached) will also be provided to Senate and to the Board of Governors, in June 2020, for information.
2. Production of the *Annual Report* responds to a request from the Board, which had asked to receive information on the outcomes of the academic program review process.

Respectfully submitted,

Dr. Todd Mondor, Chair
Senate Committee on Academic Review



**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: April 28, 2020

To: Dr. Todd Mondor, Chair, Senate Committee on Academic Review (SCAR)

From: Cassandra Davidson, Academic Program Specialist

Re: **Annual Report on the Status of Academic Program Reviews and Accredited Programs:
May 1, 2019 – April 30, 2020**

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

1. REVIEW OF POLICY AND PROCEDURE

Since approval of the current policy and procedure in 2005, undergraduate programs have completed nearly one full cycle of academic program reviews, and graduate programs, two full cycle of reviews. Throughout the course of these reviews a number of issues have been raised, including:

- programmatic issues that span across undergraduate and graduate programs within a unit cannot be addressed under the current review structure;
- inconsistent presentation of data makes it challenging for review teams to properly assess the program(s);
- the time and resources required to complete the review process has delayed the completion of a number of reviews; and,
- an identified need to be able to address broader issues impacting on units and the delivery of their programs.

In response to these issues, the Office of the Provost and Vice-President (Academic) has conducted three pilot reviews combining undergraduate and graduate programs into a single review process and has consulted with key stakeholders on proposed revisions to the Academic Program Review Policy and Procedure¹.

¹ Academic Program Review Policy and Procedures,
https://umanitoba.ca/admin/governance/governing_documents/academic/364.html

The resulting proposed revisions to the policy and procedure put in place a more robust and comprehensive review process with the objective of creating a more meaningful exercise that can be better utilized for continual improvement of academic programs at the institution. Key highlights of the proposed changes include an option to combine undergraduate and graduate reviews where appropriate, and to provide increased support to units undergoing review. The additional support will be provided by the Office of the Provost in assisting with development of self-study documents and in administering the overall review process. As well, units will be provided with standardized program data produced through the Office of Institutional Analysis. With this change, administration of all reviews – undergraduate and graduate – will be moved into the Office of the Provost, under the portfolio of the Deputy Provost (Academic Planning and Programs).

The revised policy and procedure was endorsed by SCAR in April 2020 and is to be considered by Senate at the May 2020 meeting. If approved by Senate, the revised policy and procedures will come into effect for September 2020. Given the current operational changes resulting from the COVID-19 pandemic, it is expected that a select and limited number of reviews will be initiated for the first year.

2. CURRENT STATUS OF ACADEMIC PROGRAM REVIEWS

Commencement of the next cycle of reviews, originally scheduled to begin in the 2017-2018 academic year, has been delayed to accommodate the completion of any outstanding undergraduate and graduate reviews, as well as to facilitate the review and approval of revisions to the current policy and procedures.

There are currently a total of 21 reviews in progress, at various stages in the review process - seventeen undergraduate reviews, two graduate reviews, and two piloted combined reviews. It is expected that the majority of these reviews will be completed for the end of 2020-21 academic year. Since May 2019, two site visits have taken place and two full reviews have been presented to SCAR. Eight reviews, including those presented to SCAR, are currently in the follow-up stage, during which any changes resulting from the review begin moving through the approval and implementation processes. Additionally, eleven reviews have submitted final follow-up reports to SCAR, completing the formal review process.

Please refer to Attachment A for the list of programs currently under review.

3. ACCREDITED PROGRAMS

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

Currently, there are 35 external bodies accrediting and/or certifying over 45 academic programs at the university. In 2019-2020, nine programs underwent a review process, of which five were renewed and four are in progress. Twelve programs are scheduled for review over the 2020-2021 year.

Please refer to Attachment B for the list of accredited programs.

Cc: Jeff Leclerc, University Secretary

ATTACHMENT A: List of Current Academic Program Reviews

The following is a detailed list of programs currently undergoing an academic program review; the list has been sorted by review stage as of April 30, 2020.

SELF-EVALUATION

Program	Level	Round	Self-Evaluation Report Due
1. Agriculture (Diploma)	Undergrad.	1	Postponed to next cycle.
2. Asian Studies	Undergrad.	1	SER due Fall 2018 (overdue)
3. Canadian Studies	Undergrad.	1	SER due Winter 2018 (overdue)
4. Design and Planning	Graduate	2	Postponed to next cycle.
5. Icelandic	Undergrad.	1	SER due Winter 2017 (overdue)
6. Ind. Interdisciplinary Studies (IIS)	Graduate	1	Postponed to next cycle.

EXTERNAL REVIEW

Program	Level	Round	Date of Site Visit
There are currently no programs undergoing external review.			

PROGRAM AND DEAN/DIRECTOR RESPONSES

Program	Level	Round	Program Category ²
1. Genetics	Undergrad.	1	Minor revisions (2)

PROVOST AND/OR FGS RESPONSE

Program	Level	Round	Program Category
1. Agribusiness & Agric. Economics	Undergrad.	1	Not provided.
2. Agriculture	Undergrad.	1	Minor revisions (2)
3. Agroecology	Undergrad.	1	Minor revisions (2)
4. Food Science	Undergrad.	1	Minor revisions (2)
5. General Science (B.Sc.)	Undergrad.	1	Minor revisions (2)
6. Philosophy	Undergrad.	1	Minor revisions (2)
7. Public Administration (MPA)	Graduate	2	Not provided.
8. Statistics	Combined	2/3	Minor revisions (2)
9. Ukrainian Canadian Heritage St.	Undergrad.	1	Major revisions (3)

REVIEW BY SCAR (MEETING OF JANUARY 14, 2020)

Program	Level	Round	Program Category
1. Global Political Economy	Undergrad.	1	Minor revisions (2)
2. Interdisciplinary Health Programs	Undergrad.	1	Minor revisions (2)

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

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

FOLLOW-UP

Program	Level	Round	Category	Follow-up
1. Environment and Geography	Graduate	2	Minor revisions (2)	Due Summer 2020
2. Environment and Geography	Undergrad.	1	Not provided	Due Summer 2018
3. History (inc. Medieval and Early Modern Studies)	Combined	1/2	Minor revisions (2)	Due Summer 2020
4. Integrated Studies (B.A.I.S.)	Undergrad.	1	Not provided	Due Summer 2020
5. Law	Undergrad.	1	Continue as is (1)	Due Summer 2017
6. Linguistics	Undergrad	1	Minor revisions (2)	Due Summer 2020

COMPLETED (FOLLOW-UP PRESENTED TO SCAR, JAN. 14, 2020 and APRIL 13, 2020)

Program	Level	Round	Program Category
1. Anthropology	Undergrad	1	Minor revisions (2)
2. Applied Health Sciences	Graduate	1	Major revisions (3)
3. Art (M.F.A.)	Graduate	2	Minor revisions (2)
4. Biological Studies	Combined	1	Minor revisions (2)
5. Canadian Studies (U.S.B.)	Graduate	2	Minor revisions (2)
6. Linguistics	Graduate	2	Minor revisions (2)
7. Music	Undergrad.	1	Not provided
8. Native Studies	Graduate	2	Minor revisions (2)
9. Native Studies	Undergrad	1	Major revisions (3)
10. Natural Resources Management	Graduate	2	Not provided
11. Political Studies	Graduate	2	Minor revisions (2)

ATTACHMENT B: Accredited Programs by Faculty

Programs where an accreditation review has been used in lieu of an academic program review are marked with an asterisk (*).

Faculty of Agricultural and Food Sciences	Status
B.Sc., Food Science (Science Option) Institute for Food Technologists (IFT)	2020-2025
B.Sc. (Human Nutritional Sciences) (Nutrition Option); and Human Nutritional Sciences (Second Degree Option – Dietetics Prep.) * Partnership for Dietetic Education and Practice (PDEP)	2018-2020
Faculty of Architecture	
Master of Architecture (M.Arch.) Canadian Architectural Certification Board (CACB)	2018-2024
Master of City Planning (M.C.P.)* Canadian Institute of Planners (CIP)	2020-2026
Master of Interior Design (M.I.D.) Council for Interior Design Accreditation (CIDA)	2018-2024
Master of Landscape Architecture (M.L.A.)* Canadian Society of Landscape Architects (CSLA)	2015-2021
Faculty of Arts	
Ph.D., Psychology (Clinical Stream) Canadian Psychological Association (CPA)	2018-2023
I.H. Asper School of Business, Faculty of Management	
B. Comm. (Hons.)* Association to Advance Collegiate Schools of Business (AACSB)	2019-2024
Co-operative Education and Work-Integrated Learning Canada (CEWIL)	2018-2024
Chartered Professional in Human Resources (CPHR) (<i>Human Resources major</i>)	<i>In progress</i>
M.B.A. Association to Advance Collegiate Schools of Business (AACSB)	2019-2024
M.Sc., Ph.D., Management Association to Advance Collegiate Schools of Business (AACSB)	2019-2024
B.Sc. (Hons.), Actuarial Mathematics (<i>joint program with Faculty of Science</i>) Canadian Institute of Actuaries (CIA)	<i>In progress</i>
Centre of Excellence (CEA), Society of Actuaries (SOA)	2019-2024
Price Faculty of Engineering	
B.Sc. (Biosystems Engineering)* Canadian Engineering Accreditation Board (CEAB)	2019-2025
B.Sc. (Civil Engineering)* Canadian Engineering Accreditation Board (CEAB)	2019-2025
B.Sc. (Computer Engineering)* Canadian Engineering Accreditation Board (CEAB)	2019-2025

B.Sc. (Electrical Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2019-2025
B.Sc. (Manufacturing Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2019-2025
Clayton H. Riddell Faculty of Environment, Earth, and Resources	
Bachelor of Environmental Science (B.Env.Sc.)	
Canadian Environmental Accreditation Commission and ECO Canada	<i>In progress</i>
Rady Faculty of Health Sciences	
<i>DR. GERALD NIZNICK COLLEGE OF DENTISTRY</i>	
Doctor of Dental Medicine (D.M.D.)*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Oral & Maxillofacial Surgery)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Periodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Preventive Dental Science (Pediatric Dentistry)	
Commission on Dental Accreditation of Canada (CDAC)	2017-2024
M.Sc., Preventive Dental Science (Orthodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Sc., Prosthodontics	
Commission on Dental Accreditation of Canada (CDAC)	2020-2022
Dental Internship, Dental Diagnostic & Surgical Sciences	
Commission on Dental Accreditation of Canada (CDAC)	2015-2020
Diploma, Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
B.Sc., Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
<i>MAX RADY COLLEGE OF MEDICINE</i>	
Undergraduate Medical Education – UGME (M.D.)*	
Committee on Accreditation of Canadian Medical Schools (CACMS)	2019-2027
Post-graduate Medical Education - PGME*	
Royal College of Physicians and Surgeons of Canada (RCPSC)	2014-2021
Canadian Residency Accreditation Consortium (CanRAC)	2014-2021
Canadian Academy of Clinical Biochemistry (<i>Clinical Biochemistry Training</i>)	2016-2021
Canadian College of Medical Geneticists (<i>Molecular Genetics. & Cytogenetics</i>)	2019-2024
Canadian Psychological Association (CPA) (<i>Clinical Psychology Training Program</i>)	2018-2023
College of Family Physicians of Canada (CFPC) (<i>Family Medicine</i>)	2014-2021
Physician Assistant Studies (M.P.A.S.)*	
Canadian Medical Association (CMA)	2016-2022
M.Sc., Genetic Counselling	
Accreditation Council for Genetic Counseling (ACGC)	2017-2020
Continuing Professional Development (C.P.D.)*	
Committee on Accreditation of Continuing Medical Education (CACME)	2016-2024

COLLEGE OF NURSING

Bachelor of Nursing (B.N.)*

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

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

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

COLLEGE OF PHARMACY

B.Sc., Pharmacy*

Canadian Council for Accreditation of Pharmacy Programs (CCAPP) 2019-2023

Pharm.D., Pharmacy*

Canadian Council for Accreditation of Pharmacy Programs (CCAPP) 2019-2023

COLLEGE OF REHABILITATION SCIENCES

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

Equal (Educational Quality) program, Health Standards Organization (HSO) and Accreditation Canada (*replaces CoARTE*) 2013-2021

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

Canadian Association of Occupational Therapists (CAOT) 2019-2026

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

Physiotherapy Education Accreditation Canada (PEAC) *In progress*

Faculty of Kinesiology and Recreation Management

Bachelor of Kinesiology (B.Kin.)

Canadian Council of Physical Education & Kinesiology Administrators (CCUPEKA) 2019-2026

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

Canadian Athletic Therapists Association (CATA) 2016-2020

Faculty of Law

Juris Doctor (J.D.), Common Law

Federation of Canadian Law Societies (*programs reviewed annually*) 2020-2021

Faculty of Science

B.Sc. (Hons.), Actuarial Mathematics (*joint program with Faculty of Management*)

Canadian Institute of Actuaries (CIA) *In progress*

Centre of Excellence (CEA), Society of Actuaries (SOA) 2019-2024

B.Sc. (Maj.), B.Sc. (Hons.), Biochemistry

Canadian Society for Chemistry (CSC) 2015-2020

B.Sc. (Maj.), B.Sc. (Hons.), Chemistry*

Canadian Society for Chemistry (CSC) 2015-2020

M.Sc., Ph.D. – Physics (Medical Physics)

Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP) 2018-2022

Faculty of Social Work

Bachelor of Social Work (B.S.W.)*

Canadian Association for Social Work Education (CASWE) 2014-2022

Master of Social Work (M.S.W.)

Canadian Association for Social Work Education (CASWE) 2014-2022

May 21, 2020

Report of the Senate Committee on University Research Re: The establishment of C-19 Wild Research Group

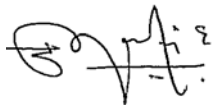
Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on May 20, 2020 SCUR received for information a decision from the Vice-President (Research and International) regarding a proposal for the C-19 Wild Research Group.
3. The University of Manitoba Policy for Research centres, Institutes and groups specifies (section 2.9) “research groups are established under the authority of the Vice-President (Research and International), normally on the recommendation of the department head (where appropriate) and dean/director”.

Observations:

1. The Clayton H. Riddell Faculty of Environment, Earth, and Resources proposed a virtual research group to bring together ecologists from different provinces and countries to study the impacts of COVID-19 related travel restrictions on wildlife.
2. The C-19 Wild Research Group will report to the Vice-President (Research and International).
3. Objectives of the research group is to “understand impacts of COVID-19 related travel restrictions on wildlife” and to “share knowledge, ideas, and data sources to optimize the quality of ecological research conducted.”

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

Research Group: Impacts of COVID-19 related travel restrictions on wildlife (C19-Wild)

Objectives:

This will be a virtual research group established to bring together ecologists who are interested in studying impacts of COVID-19 related travel restrictions on wildlife.

The COVID-19 pandemic has resulted in unprecedented impacts on human social behaviour. Air and ground traffic has been dramatically altered as a result of travel restrictions imposed on communities world-wide. This may have impacts on many species of wildlife, including mammals, resident and migratory birds, and many species at risk.

Travel restrictions may have both positive and negative impacts on wildlife. Reduced anthropogenic noise and traffic may decrease traffic mortality and acoustic masking of vocal communications (songs and calls), which may benefit some species. Conversely, some species may actually respond negatively to decreased traffic, often because noise and traffic mediate complex interactions among prey, predators, and competitors of focal species. For example, decreased traffic may lead to increased abundance and activity of introduced mammals such as rats and domestic cats; as these introduced species are responsible for declines of many bird and reptile species, their increased abundance or activity may negatively impact native species. To understand the impacts of traffic and associated disturbances, such as air and noise pollution, we must monitor the wildlife that may be impacted by them. This will help us understand impacts of traffic on wildlife, while also alerting us to population responses that require management intervention.

Our objectives are to,

- 1) Understand impacts of COVID-19 related travel restrictions on wildlife,
- 2) Provide a virtual venue to bring together research teams from across the world,
- 3) Share knowledge, ideas, and data sources to optimize the quality of ecological research conducted,
- 4) Maximize complementarity among different research projects,
- 5) Minimize duplication of research efforts.

Founding Partners:

University of Manitoba: Dr. Nicola Koper

Environment and Climate Change Canada: Drs. Barry Robinson, Nancy Mahoney, and Adam Smith.

Carleton University: Dr. Lenore Fahrig

University of Washington: Dr. Beth Gardner and Ms. Olivia Sanderfoot

Florida Gulf Coast University: Dr. Kara Lefevre

Dr. Emily Williams, Avian Biologist, Alaska

Dr. Dan Bert, Landscape Ecologist, Ottawa, ON

Dr. Miya Warrington, Behavioural Ecologist, Oxfordshire, UK.

(See abbreviated CVs in Appendix).

Funding:

Dr. Koper's lab group will provide in-kind support using staff time to set up and run C19-Wild. Dr. Koper will take the lead as Director of the research group. Dr. Koper has a part-time research assistant (Ms. Jessica Jasso) who will contribute some time to administration, and 10 volunteers who have agreed to contribute to the associated research.

In addition, Dr. Koper is applying for an NSERC Alliance COVID-19 research grant (with Environment and Climate Change Canada as the partner) to fund a 1-year post-doctoral fellow (PDF), who will conduct research on impacts of COVID-19 related travel restrictions on wildlife, while also contributing to coordinating C19-Wild and facilitating collaboration among research teams. The PDF would significantly facilitate progress with both the research group and associated research, but C19-Wild can be established even if this funding is not secured.

Format:

C19-Wild will include a website that allows research teams to register and indicate their research interests, and will serve as a focal point to facilitate academic discussion, problem-solving, building collaborations, and maximizing the quality of research among partners with mutual interests in impacts of travel restrictions on wildlife. Partners will keep in touch via email, virtual meetings, and quarterly internal updates.

C19-Wild will be widely advertised through academic Conservation Biology and Ornithology networks (e.g. eBird, Audubon, Birds Canada, Society for Conservation Biology) in an effort to attract ecologists to this central forum to facilitate networking among research teams.

Reporting, Review & Assessment:

- 1) Twice annual report to members of Research Group.
- 2) Annual report on activities to VPRIO.
- 3) Annual review and assessment of continued need for Research Group.



Date: May 14, 2020

To: Jeff Leclerc
University Secretary

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

Re: Request for Extension of Suspension of Intake to Programs

I attach recommendations from Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs) for a request to extend the suspension of intake to the following programs:

- Biotechnology Major (B.Sc.Hons.; B.Sc.Maj.)
- Internationally Educated Agriologists Post-Baccalaureate Program (IEAP)
- Integrated Bachelor of Music/Bachelor of Education Program
- Post-Baccalaureate Certificate in Applied Leadership (PBCAL)

Under the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation and discussion with the Dean/Director, Senate, and the Board of Governors, and subject to the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the June 3, 2020 Senate Executive Committee meeting and the June 24, 2020 Senate meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Ms. Cassandra Davidson, Academic Programs Specialist



**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: May 11, 2020

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

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Request for Extension of Suspension of Intake to Programs

In accordance with the Admission Targets Policy, I am requesting that you consider a one-year extension to the suspension of intake to the following programs:

- **Biotechnology Major (B.Sc.Hons.; B.Sc.Maj.)** – intake to the program has been suspended to allow for the Faculty of Science to complete an assessment of its long-term viability. Students currently enrolled in the program will continue to be able to complete program requirements.
- **Internationally Educated Agrologists Post-Baccalaureate Program (IEAP)** – intake to the program is currently suspended as the Faculty continues to consult with external stakeholders on a proposal to formally close it. There are currently no students in the program.
- **Integrated Bachelor of Music/Bachelor of Education Program** – this program has been replaced by the Bachelor of Music (Music Education) program. Intake to the program has been suspended until such a time that all current students have had an opportunity to complete their program of study; at which point, the Faculties will put forward a proposal to formally close the program.
- **Post-Baccalaureate Certificate in Applied Leadership (PBCAL)** – intake to the program has been suspended to allow the Division of Extended Education to complete an assessment of its long-term viability. Students currently enrolled in the program will continue to be able to complete program requirements.

The ongoing status of the suspension of intake to these programs is scheduled for review in May 2020. I have consulted with the Deans responsible for each of these programs, and as a result of the ongoing work and resources needed to respond to operational changes resulting from COVID-19, I am requesting that the units be provided with a one-year extension to allow for additional time to complete these reviews.

As established by the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation with the Dean/Director, Senate, and the Board of Governors. If you support the suspensions described above, then the province will be updated as appropriate under the provincial Program of Study Regulations.

Please provide your advice concerning this matter to the Office of the University Secretary by Wednesday May 27, 2019 so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Stefi Baum, Dean, Faculty of Science
Edward Jurkowski, Dean, Desautels Faculty of Music
David Mandzuk, Dean, Faculty of Education; Acting Dean, Division of Extended Education
Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Jeff Leclerc, University Secretary
Jeff Adams, Executive Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



**University
of Manitoba**

Office of Provost and Vice-President (Academic)

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

Date: June 5, 2020

To: Dr. Gady Jacoby, Dean, I.H. Asper School of Business, Faculty of Management

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Increase to Admission Target, Bachelor of Commerce (Honours), I.H. Asper School of Business, Faculty of Management

At the request of the I.H. Asper School of Business, Faculty of Management, and following consultation with Senate and the Board of Governors, the President has approved an increase to the undergraduate admission target to the Bachelor of Commerce (Honours) program from 420 to 584 students, pending provincial review and approval. Following review of the proposal, the Province has concluded that the proposed increase involves the reallocation of previously unfilled seats, and does not trigger the provincial Program of Study Regulations.

Accordingly, and following further consultation with the President, Enrolment Services, and the Registrar's Office, please accept this letter as notice to proceed with the approved increase for the 2020-2021 intake. I understand that the seats will be allocated as detailed in the proposal document and that the Faculty will continue their efforts to consult with impacted units across campus as the program expands.

As indicated throughout the approval process, any resources required to accommodate this expansion will come from additional tuition revenue and from within the Faculty; as such, no additional financial support will be allocated in support of this implementation.

Thank you to everyone involved in the process.

Cc.: Dr. David Barnard, President and Vice-Chancellor
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Mr. Jeff Leclerc, University Secretary
Mr. Jeff Adams, Director, Enrolment Services
Mr. Neil Marnoch, Registrar
Mr. Randy Roller, Executive Director, OIA
Ms. Cassandra Davidson, Academic Programs Specialist



**University
of Manitoba**

Office of the President

Office of the President
Room 202 Administration Bldg.
University of Manitoba
Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

Date: May 25, 2020

To: Jeff Leclerc
University Secretary

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

Re: Increase to Admission Targets, Bachelor of Commerce (Honours), I.H. Asper School of Business, Faculty of Management

The I.H. Asper School of Business, Faculty of Management has requested an increase to the undergraduate admission target for the Bachelor of Commerce (Honours) program due to evidence of increasing and sustained demand. The recommendation to allow this increase was forwarded for consultation to Senate on May 13, 2020 and the Board of Governors on March 24, 2020. No significant concerns were raised by either body.

Under the Admission Targets Policy, the President approves changes to, and the introduction of, enrolment limits following consultation and discussion with the relevant Dean or Director, Senate, and the Board of Governors; and subject to the provisions of the provincial Program of Study Regulations.

In accordance with this policy, I approve an increase to the undergraduate admission target to the Bachelor of Commerce (Honours) program from 420 to 584 students, effective for the Fall 2021 intake and pending approval by the Province. I note that the majority of this increase reflects a reallocation of unused seats from other program initiatives. As indicated in the proposal, any incremental costs associated with the proposed increase will be recovered through tuition revenue and through the Faculty.

Given the impact that the proposed change may have on the university community, I would encourage the Faculty to continue their consultation efforts so that implementation plans are in place should the proposal be considered favorably by the Province.

Please proceed accordingly.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Ms. Laurie Schnarr, Vice-Provost (Students)
Dr. Gady Jacoby, Dean, I.H. Asper School of Business, Faculty of Management
Mr. Jeff Adams, Director, Enrolment Services
Ms. Cassandra Davidson, Academic Programs Specialist

PRESIDENT'S REPORT: May 19, 2020

GENERAL

As the University of Manitoba reaches two months since the closure of university buildings and the sudden shift to remote delivery of all classes for all of our students, I wanted to share again with the members of the Board of Governors my profound gratitude to our faculty and staff. Throughout the past few months, they have demonstrated tremendous dedication in their efforts to support our students and ensure the critical work of the University continues, despite the COVID-19 pandemic.

Not only did their contributions result in the successful conclusion of the winter term, despite extraordinary challenges, they have swiftly moved to prepare for a summer term that will be delivered entirely via remote means, and similarly are getting ready for a fall term. Our community of teaching, learning, discovery and engagement has responded with professionalism and commitment to the need to deliver on the University's mission in a way that has never before been done. As I shared with our faculty and staff communities recently, I am confident that our students and their families, our alumni and the entire community are grateful for their efforts and leadership. We can also take pride in the exceptional contributions of our world-class researchers and Rady Faculty of Health Sciences students who have stepped up to the front line of the pandemic response.

The work that is done at the University of Manitoba is meaningful and important, and its value must not be understated. Post-secondary education is an investment, and benefits not only students but our society as a whole. Our province's economic and social well-being is inextricably linked to the work that happens here, and I am deeply proud of and extremely grateful for the University of Manitoba's faculty and staff.

ACADEMIC MATTERS

- Nancy Kang, psychology, was awarded the Guy Alexandre Paper Prize from the Haitian and Dominican Studies Section of the Latin American Studies Association (LASA). This organization has over 13,000 members worldwide and the award was for the best paper presented at the Latin American Studies Association Congress 2019 (Boston, MA) on a Haitian or Dominican studies topic in English, French, Kreyol, Portuguese, or Spanish.
- Esyllt Jones, history, was named to the Royal Society of Canada Task Force on COVID-19.
- Jillian Horton, internal medicine, is the recipient of the 2020 Association of Faculties of Medicine of Canada–Gold Humanism Award. The national award recognizes her extraordinary commitment to compassion in medical education and health care.
- A team of five researchers led by Dr. Anand Kumar, internal medicine and critical-care physician at Health Sciences Centre and the National Microbiology Laboratory (NML) in Winnipeg, have identified effective standard hospital sterilization techniques that may enable in-demand N95 masks to be sterilized up to 10 times for reuse in clinical settings.

- Aleeza Gerstein, science and Jason Kindrachuk, medical microbiology and infectious diseases have teamed up to collect protective gear for health-care workers in the COVID-19 fight. With the assistance of the University of Manitoba's Environmental Health and Safety office, gloves, protective gowns, safety glasses and face shields have been collected from labs, along with chemicals such as ethanol and isopropanol for disinfectant use. The Rady Faculty has also collected lab supplies for donation or loan to Shared Health or Public Health Agency of Canada (PHAC).
- In response to the COVID-19 pandemic, Executive Education has created a "Virtual Leadership Series" comprised of topics designed to help businesses navigate through this unprecedented time. The sessions commence the last week of April and will be running every week until the first week of June. These sessions are being delivered primarily by Asper faculty with one session conducted by an external facilitator.
- Over 600 Rady Faculty of Health Science students are assisting with COVID-19 response efforts. Students are screening individuals at the entry points of the Health Sciences Centre, Grace and St. Boniface hospitals. Medical students are assisting front-line workers at the drive-thru testing centres, auditing and coaching health-care workers on the use of personal protective equipment, following up with potentially affected individuals over phone, providing child care and running errands for health-care workers, delivering food hampers for community organizations and recruiting personal protective equipment to replenish stocks for frontline workers. More than 100 fourth-year College of Nursing students are working with Health Links and senior students have been staffing the Health Links lines as screeners for their community health course requirement.
- A group of students from the Max Rady College of Medicine are publishing a weekly newsletter called [The Manitoba COVID-19 Report](#). The newsletter pulls together the latest evidence found on the virus based on questions from the medical community. The newsletter's team currently includes 22 medical students, one resident, five fellows and 10 librarians who meet regularly via online platforms. The newsletter originated through Dr. Jared Bullard an associate director at Cadham Provincial Laboratories, pediatrics and child health and medical microbiology/infectious diseases. The newsletter is distributed to about 9,000 medical professionals in Canada.
- On March 25, it was announced that Manitoba's first clinical trial to test whether the malaria drug hydroxychloroquine can prevent people from contracting COVID-19 is being led by a Rady Faculty team. The trial lead is Ryan Zarychanski, internal medicine, Max Rady College of Medicine and medical oncology and hematology, CancerCare Manitoba. The clinical trial will take place in Manitoba, Quebec, Alberta and the United States and is being conducted with researchers at the Research Institute of the McGill University Health Centre, the University of Alberta and the University of Minnesota. This trial is the first of six COVID-19 clinical trials Zarychanski is helping to coordinate in Manitoba in collaboration with University of Manitoba researchers.
- On April 13, 2020, the World Health Organization (WHO) issued a public statement for collaboration on COVID-19 vaccine development. A diverse international group of more than 125 researchers and experts on COVID-19, including ten Canadians, made a declaration on intent and recommendation to work together collaboratively to mitigate the COVID-19 crisis. Among the signatories to this declaration is Jason Kindrachuk, infectious disease expert in medical microbiology in the Rady Faculty of Health Sciences.

RESEARCH MATTERS

- All UM researchers are continuing as much research as possible remotely, but only limited essential research is continuing in university research facilities, including off-campus research sites upon approval from VPRI with recommendation from Faculties. All the COVID-related research is continuing. Research trainees (undergraduate and graduate students) as well as post-doctoral fellows are working remotely and being supported by their respective faculty members through this difficult time.
- To date, the following COVID-related research has been awarded to UM researchers:

PI	Sponsor	Title	Awarded
Driedger, S. Michelle (Community Health Sciences)	CIHR COVID-19 Rapid Response Research	The paradox of precaution: Examining public health COVID-19 outbreak management strategies	\$499,731
Mark, Brian (Microbiology)	University of Toronto; CIHR COVID-19 Rapid Response Research	Rapid development of antiviral compounds to fight the COVID-19 outbreak	\$253,344
McLachlan, Stephane (Environment & Geography); Ballard, Myrle (Chemistry)	CIHR COVID-19 Rapid Response Research	kitatipithitamak mithwayawin: Indigenous-Led Planning and Responses to Coronavirus (COVID-19) and other Pandemics Then, Now, and Into the Future	\$500,000
Menec, Verena (Community Health Sciences)	McMaster University; Canadian Longitudinal Study on Aging	Aging adults' experience of COVID-19 pandemic	\$54,128
Ng, Adolf (Supply Chain Management)	Research Manitoba - COVID-19 Rapid Response	An Investigation on Epidemic Logistical Response and Planning: The Case of Novel Coronavirus (Covid-19)	\$258,900
Pickering, Bradley (Medical Microbiology & Infectious Diseases; Canadian Centre for Human & Animal Health)	CIHR COVID-19 Rapid Response Research	Development of field-deployable and point-of-need diagnostics for SARS-CoV-2 using CRISPR-based technology	\$140,270
Pickering, Bradley (Medical Microbiology & Infectious Diseases; Canadian Centre for Human & Animal Health)	Research Manitoba - COVID-19 Rapid Response	Development of field-deployable and point-of-need diagnostics for SARS-CoV-2 using CRISPR-based technology	\$270,550
Yao, Xiao-Jian Yao (Medical Microbiology & Infectious Diseases)	CIHR COVID-19 Rapid Response Research	Development of a novel DC-targeting vaccine that targets COVID-19 spike protein to control COVID-19 infection	\$326,578
Yao, Xiao-Jian Yao (Medical Microbiology & Infectious Diseases)	Research Manitoba - COVID-19 Rapid Response	Development of a novel DC-targeting vaccine that targets COVID-19 spike protein to control COVID-19 infection	\$270,550

Zarychanski, Ryan (Internal Medicine)	Research Manitoba - COVID-19 Rapid Response	Clinical trial of hydroxychloroquine as a treatment for COVID-19	\$700,000
--	---	---	-----------

- In addition, the following research is being undertaken by UM faculty, but led by other institutions:

PI	Sponsor	Title
Arino, Julien (Mathematics) - Co- investigator	Fields Institute for Research in Mathematical Sciences (PI); CIHR COVID-19 Rapid Response Research	COVID-19 Mathematical Modelling Rapid Response Task Force

- Sixty-eight research projects led by thirty-seven investigators received a total of \$7,937,590 in grant funding from multiple sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Alfaro, Marolo (Civil Engineering)	Research Manitoba	Understanding the mobilization of frost heave uplift forces on pile foundations	\$25,000
Annakkage, Udaya (Electrical and Computer Engineering)	Mitacs Accelerate	Investigation of power system performance with integration of inverter based generation	\$30,000
Arora, Sandeep (Marketing)	SSHRC Insights Grant	The impact of corporate political activities on customer mindset metrics	\$75,415
Asadzadeh, Masoud (Civil Engineering)	NSERC Collaborative Research & Development (CRD)	Integrated water management modelling of Manitoba's river- reservoir system under changing climate	\$148,239
Asadzadeh, Masoud (Civil Engineering)	Research Manitoba	Global optimization for climate- resilient water resources infrastructure in Manitoba	\$25,000
Cardona, Silvia (Microbiology)	CIHR Project Grant	Identification of novel antibiotic molecules by chemogenetic analysis and machine learning	\$799,425
Cicek, Nazim (Biosystems Engineering)	Emerson Milling Ltd	Converting waste oat hulls to value- added products: Cattle feed pellets and single-use biodegradable plates	\$34,500
Cicek, Nazim (Biosystems Engineering)	Research Manitoba	Converting waste oat hulls to value- added products: Cattle feed pellets and single-use biodegradable plates	\$25,000
Clark, Shawn (Civil Engineering)	NSERC Collaborative Research & Development (CRD)	Understanding and mitigating the negative effects of dynamic river ice processes in the Manitoba hydro system	\$794,640
Currie, Raymond (Sociology)	Power Corporation of Canada	Circles for Reconciliation - Power Corp	\$50,000

Dart, Allison (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba (CHIRM)	Development and validation of a Patient-Reported Outcome measure for children with chronic Kidney Disease (PRO-Kid)	\$60,000
El-Salakawy, Ehab (Civil Engineering)	NSERC Alliance Grant	Rehabilitation of wooden utility poles with sprayed-GFRP composites	\$40,000
Fowke, Keith (Medical Microbiology and Infectious Diseases)	McGill University	Study IFITM restriction of HIV-1 entry: Cross-talk with adaptive immunity	\$25,000
Goertzen, Andrew (Radiology)	Cubresa Inc.	Development of a PET insert for hybrid PET/MR neuroimaging	\$50,000
Gulden, Robert (Plant Science)	Mitacs Accelerate	Evaluation of plant growth promotion and antifungal effects through the application of bacteria <i>Paenibacillus polymyxa</i> strain KGS3, <i>Pseudomonas jessinii</i> strain KGS-2 and <i>Pseudomonas</i> spp. strain KGS-10 on commercial crops	\$165,000
Hicks, Geoffrey (Biochemistry and Medical Genetics)	Kids Brain Health Network	Fetal Alcohol Spectrum Disorder Code: Development of a genomic assessment tool for early identification of at-risk infants and children	\$56,000
Ho, Ngai Man (Carl) (Electrical and Computer Engineering)	Research Manitoba	A Power-HIL system for power quality evaluation of multiple EV on-board chargers connecting to grid	\$25,000
Hollaender, Hartmut (Civil Engineering)	Research Manitoba	Extent of permafrost degradation in Northern Manitoba and its impact on the hydrological regime	\$25,000
Jian, Fuji (Biosystems Engineering)	Research Manitoba	Natural-air (barn) drying of buckwheat hay used for the commercial production of rutin	\$25,000
Jones, Meaghan (Biochemistry and Medical Genetics)	CIHR New Investigator Operating Grant	Epigenetic changes linking prenatal exposure to tobacco or cannabis smoke with asthma risk	\$105,000
Kirouac, Gilbert (Oral Biology)	CIHR Project Grant	The midline thalamus and anxiety	\$707,625
Koczanski, Krystyna (Faculty of Science)	NSERC PromoScience	Discover Days	\$105,000
McKenna, Sean (Chemistry)	CIHR Project Grant	Investigating BC200, a long non-coding RNA critical for cancer cell survival	\$619,650
Mehran, Babak (Civil Engineering)	NSERC Alliance Grant	Canada-UK Artificial Intelligence Initiative: Responsible Automation for Inclusive Mobility (RAIM): Using AI to develop future transport systems that meet the needs of ageing populations	\$517,288

Miller, Donald (Pharmacology and Therapeutics)	CIHR Collaborative Health Research Project	SSAT1 as a biomarker drug target for early detection and clinical management of glioblastoma	\$410,761
Muthukumarana, Saman (Statistics)	Canadian Statistical Sciences Institute	Addressing spatial and computational issues in integrated analysis of modern ecological data	\$180,000
Nixon, Kendra (RESOLVE (Research and Education for Solutions to Violence and Abuse))	Rainbow Resource Centre	Examining the nature of context of IPV in the 2SLGBTQ community	\$74,922
Protudjer, Jennifer (Pediatrics and Child Health)	CIHR New Investigator Operating Grant	The mental health impact and needs of those living with food allergy: Perceptions from children, parents and care providers to inform a needs-based multi-faceted support programs and policy	\$105,000
Rajapakse, Athula (Electrical and Computer Engineering)	Research Manitoba	Critical assessment of battery energy storage options and development of advanced secondary level controls for hybrid renewable energy systems in Northern Manitoba	\$25,000
Shalaby, Ahmed (Civil Engineering)	Research Manitoba	Value-added applications for waste plastics in roads and civil infrastructure projects	\$25,000
Sorensen, John (Chemistry)	Research Manitoba	Identification of bioactive natural products produced by crop beneficial bacteria	\$25,000
Stobart, Jill (Pharmacy)	CIHR Project Grant	The progression of brain pericyte alterations in Alzheimer's disease and aging	\$504,900
Svecova, Dagmar (Civil Engineering)	NSERC Collaborative Research & Development (CRD)	Effect of cycling temperature on initiation of tensile fatigue crack propagation in concrete mass dams	\$238,695
't Jong, Geert (Pediatrics and Child Health)	CIHR Operating Grant	National pediatric drug handbook	\$70,000
Tenuta, Mario (Soil Science)	NSERC Industrial Research Chair	NSERC/Fertilizer Canada/Western Grains Research Foundation Industrial Research Chair in 4R nutrient stewardship	\$882,289
Thille, Patricia (College of Rehabilitation Sciences)	Manitoba Medical Service Foundation	The swarm at the clinic door: Developing methods to study multiple, co-existing practice change attempts in Canadian primary care clinics	\$30,000

Thomson, Douglas (Electrical and Computer Engineering)	Research Manitoba	Acoustic emission from tendon wire breaks in pre-stressed and post- tensioned concrete girders	\$25,000
Westmacott, Robin (Clinical Health Psychology)	Manitoba Medical Service Foundation	Prospective cohort study examining psychosocial outcomes in people who participate in gender affirming medical interventions	\$30,000
Zvomuya, Francis (Soil Science)	Mitacs Accelerate	Effect of topsoil replacement depth and amendments on wellsite reclamation success in northeastern Alberta	\$60,000
Zvomuya, Francis (Soil Science)	NSERC Industrial Research Chair	NSERC/Fertilizer Canada/Western Grains Research Foundation Industrial Research Chair in 4R Nutrient Stewardship	\$457,711

ADMINISTRATIVE MATTERS

- The Legal Office has provided support and advice around COVID-19 impacts (urgent measures, response plans, employment issues, safety and security, contractual amendments and cancellations, new contracts to support COVID-19 initiatives and research) and the University's ongoing critical obligations (contracts, leases, placements, construction, labour relations, and statutory compliance obligations).
- The Copyright Office has provided support and advice regarding copyright/ownership issues during the change to online course delivery, developing best practices for use of protected materials during pandemic, and assessing and advising on copyright implications for platforms and tools for online course delivery.
- The Access and Privacy Office has provided support and guidance in assessing new tools required for online course and exam delivery, in responding to and upholding health care privacy obligations, in responding to access requests and complaints filed, and in supporting the technical requirements for the University community to work remotely and ensure business continuity.
- The Human Rights and Conflict Management Office has adapted its systems to continue providing services in relation to issues of Accommodations and allegations of Harassment, Discrimination, Racism, Sexual Violence, and Reprisals, while also reallocating its staff to support the work conducted by the other offices of Fair Practices and Legal Affairs.
- There are over 90 active construction projects ongoing on both campuses in April. Upcoming capital projects are being evaluated on a case by case basis to assess priority and risk in proceeding during this current COVID-19 environment.

- The University has engaged with a client advocate to advance the Fort Garry Campus Power re-servicing Project. A concept design is being finalized and has been identified to Manitoba Hydro for prioritization and scheduling. This is a major step forward in advancing the modernization of the university power system and a milestone achievement. Over the coming months, further refinement of the concept and costing will be developed. The university continues to experience issues with the electrical system, with a major outage due to a transformer failure in Elizabeth Dafoe Library on Feb 24, 2020.
- In the spring of 2020, the cultural history document titled *The Cultural Landscape of the Fort Garry Campus: Landform, Use, and Occupancy Prior to 1900* was completed. This project is the culmination of extensive archival research and engagement within the University of Manitoba community, focused on illustrating the pre-colonial history of the lands on which the Fort Garry campus is situated. This report is a tool to help inform the planning and design of the Fort Garry campus. The intent in applying this information to planning and design is to reflect and emphasize the Indigenous and environmental histories of the land on which the campus sits, making them visible and significant components of the campus environment, and recognizing them as a crucial part of campus' culture, heritage, and identity.
- The organics collection program was suspended at the beginning of March in response to COVID-19. Pre-consumer food waste is still being collected from Pembina Hall, which is still operational.
- The Office of Sustainability recently purchased an online waste tracking and reporting software, Re-TRAC Connect, which will help evaluate the effectiveness of the UM waste streams. The software allows for more accurate reporting, including easier greenhouse gas reporting and diversion rate calculations, both of which are helpful to the ongoing success of waste management and reduction programs.
- The Office of Sustainability encouraged the University community to get involved with various Earth Day online activities. Webinars, videos, at home activities and Zoom calls were taking place all day April 22 in celebration of the 50th Anniversary of Earth Day.
- The Campus Commute Survey ran January 13-31. During this time, the campus community was encouraged to fill out a survey, which looked at how they got to, from and around campus. Final report will be issued and summarized by mid-May.
- On Friday, April 24 a nation wide climate strike took place. The Office of Sustainability helped local youth groups promote an at home climate strike in the form of a sound action. At 10:15 AM on April 24, people were encouraged to tune into CKUW 95.9 or UMFH and blast the station out their windows. The radio recording had a message about climate action followed by a song called The Only World . Several U of M students are part of the youth groups organizing the Winnipeg climate strike related events.
- Purchasing Services has been helping the Government of Manitoba Procurement Office secure urgently needed COVID-19 supplies like masks, hand sanitizer, gloves, test kits & swabs, reagents and ventilators. To date, UM procurement staff have contributed to analyzing over 1,000 supplier offers and the award of 61 contracts for over \$180 million.

- Human Resources has spent a considerable amount of time preparing for and responding to the implications of the continuation of the stay at home orders and government reductions due to COVID-19.
- Learning & Organizational Development (LOD) has moved current staff development workshops online for the spring term. In order to support employees to meet their certificate program completion dates, LOD is using the university's Webex platform, within UM Learn, to provide synchronous online training.
- LOD has developed new workshops to support employees to address some of the challenges with working remotely. Four new learning labs were offered in April on topics ranging from "Working from Home", "Resiliency", "Developing a Growth Mindset" and "Journaling". These workshops are open to all employees and are also available to intact working groups and teams as a means of encouraging team-building while learning.
- 37 academic and support staff employees will celebrate 25 years of service in June, 2020. Human Resources recognizes the contribution of these employees towards our outstanding learning and working environment.
- The Office of the CIO and Chief Information Officer continues to provide support to the University community:
 - Encryption - desktop/laptop encryption (Bitlocker) pre COVID 64% (2,800) completed.
 - On April 14 at 2:00 pm a phishing test was conducted by the Information Security and Compliance Team. The subject of the email, "Urgent: Password Review", encouraged users to click a link to test the strength of their password. 5.8% of email recipients clicked the link and 2.5% submitted data into the password field on the bait page. These results are an improvement over the historical results in the March/April timeframe (tax season). Information Security and Compliance follows up with each person who submitted credentials as part of our education and awareness process.
 - Additional email hygiene tool (ATP-Advanced Threat Protection) implemented to reduce the number of increased threats due to COVID to the university.
 - M365 project accelerated to support Pandemic remote work
 - Two Factor Authentication project accelerated due to increased risk with Pandemic remote work
- Service Desk volumes for March were up 35% as compared to 2019.

Month	2018	2019	2020
March	6,952	8,853	11,910
April	7,515	9,868	5,328 ¹

Note ¹ as of April 19, 2020

- Increased workload in March due to assisting with working remotely, i.e. installing and using VPN, Webex licensing and setup, Office 365 distribution, MS Teams, etc.
- Preparation for online exams: coordinating student support with The Centre staff, training, borrowing resources from other teams, phone queue changes, etc.
- Recruitment of Service Desk Analyst (IT2) complete. Start date delayed due to current situation.

EXTERNAL RELATIONS

- Significant gifts made in the current reporting period include:
 - The Winnipeg Regional Health Authority made a gift of \$169,352.28 to Dr. F. Estelle R. Simons Lecture in Pediatric Allergy.
 - Chancellor Anne [B.H.Ec./1987] and Mr. Paul [BComm.Hons./1986] Mahon made a gift of \$100,000 in support of the COVID-19 Student Support Fund.
- The majority of current fundraising activity is focused on the promotion of the COVID-19 Student Support Fund. The purpose of this fund is to provide some financial support in the form of a bursary to students facing financial hardship due to the current COVID-19 Pandemic crisis. Students must demonstrate that their current financial distress is a direct result of unforeseen costs associated with the pandemic crisis, and that financial support is needed in order to continue with their studies at UM. To date, 182 donors have donated \$386,636 to this fund to be dispersed to UM students.
- Our dedicated communications team is actively working with areas across UM to support timely decision-making and communications. Our strategy has been to direct all communications to our central COVID-19 webpage at umanitoba.ca/coronavirus which serves as the primary source for all information required by students, faculty and staff, and visitors. We are actively communicating new information to our community via our news and social media channels, linking back to our main webpage to access the latest information.
 - To date, we have communicated over 200 COVID-19 related messages and stories across our digital channels.
 - At April 29, total pageviews for umanitoba.ca/coronavirus were over 155,000.
 - UM Today news stories continue to draw significant traffic – over the month of March there were over 210,000 pageviews, up more than 120% as compared to March 2019.
 - In the current reporting period, UM students, faculty and staff members have received extensive media coverage including 1,735 print and online stories and 305 broadcast news stories from outlets across Canada, US, UK, Austria and more.
 - Dr. Jason Kindrachuk, Assistant Professor of Viral Pathogenesis and Canada Research Chair, continues to be a top-featured UM expert on various media outlets including the World Health Organization's publications, Forbes, Reuters, CBC, CTV and others.
- Engagement, activity and collaboration with all levels of government continues to increase. UM is continuously working in solidarity with our partners at the City of Winnipeg, Province of Manitoba and Government of Canada to find solutions to the complex and diverse challenges we face due to the pandemic while continuing to advance our other important priorities as potential funding opportunities post-pandemic.

- The Distinguished Alumni Awards 2020 Celebration of Excellence event previously scheduled for October 1, 2020 will be postponed, along the announcement of the award recipients. Further details about the Distinguished Alumni Awards and Homecoming 2020 will be made available in the fall.
- The 2020 Board of Governors Alumni Representative nominations opened on February 13 and closed on March 16. The election will be held via online voting from April 15 to May 15, with the successful candidate to be announced on May 26.
- We will begin announcing online engagement opportunities for alumni in the coming weeks including the Seniors' Alumni Learning for Life program which will be delivered as an online lecture series in May and June.
- Following the April 2, 2020 Front and Centre Campaign celebration, a number of elected officials and external champions have continued to share the announcement through social media. Mayor Brian Bowman, for example, recently shared a personalized congratulatory video and spoke about the positive impact of the University in Winnipeg.
- The migration of the University website to the redesigned umanitoba.ca continues, on track to wrap-up late 2020. We are currently experiencing a quarterly growth of over half a million visits to umanitoba.ca. Traffic to the new website has grown by 174% since the initial launch in August 2019.
- Work continues on the implementation of UM Intranet, a staff portal, with initial content being available for faculty and staff later this year.

PRESIDENT'S REPORT: June 24, 2020

GENERAL

A COVID-19 Recovery Working Group has been established to lead the review of academic, research and other recovery plans for a slow, safe and phased-in restoration of on-campus activity. This working group is chaired by both Andrew Konowalchuk, Associate Vice-President (Administration) and Todd Mondor, Deputy-Provost (Academic Planning and Programs), and provides strategic advice to the President through the Vice-President (Administration).

At this time, research at University of Manitoba (UM) is continuing remotely to the extent possible. A process for a phased reopening of research—defined broadly as research, scholarly work, creative activities—that requires access to labs and facilities located in UM buildings and field research stations has been outlined by the Office of the Vice-President (Research and International). The phased approach does not apply to research that can be conducted remotely. To limit the spread of COVID-19, researchers are asked to continue to conduct research remotely to the extent practical. It is important to note, this is not a return to normal. Rather it is a step to allow those with a compelling need to access laboratories and facilities to do so.

Online voting for the 2020 Board of Governors alumni representative closed on May 15. With over 2,400 votes cast, alumni have elected Nora Murdock [PhD/16, Med/05, CertEd/78, BA/78] as the 2020 – 2023 alumni representative on the Board of Governors. As his term comes to a finish, the University wishes to thank Jerome Knysh [MBA/90 ExtEd/87 BSc(IE)/84] for his outstanding service as an alumni representative on the Board of Governors over the last three years.

On Monday, June 29, the University of Manitoba will come together to celebrate the 3,834 members of the graduating class of 2020 and confer them with their degrees in a virtual ceremony. Though an in-person celebration is not possible at this time, the virtual celebration promises to be a meaningful experience for all involved. As soon as it is safe to do so, each member of the class of 2020 will be invited to participate in an in-person celebration.

ACADEMIC MATTERS

- Andrea Charron, political studies, was named Vice-President of Canada's Defence Advisory Board (DAB) by the Chief of the Defence Staff and Deputy-Minister of Defence. The Defence Advisory Board (DAB) provides advice to the Department of National Defence and the Canadian Armed Forces.
- Janilyn Arsenio, internal medicine and immunology, has been selected for membership to the prestigious Global Young Academy (GYA). She is one of four Canadians among this year's 40 Global Young Academy (GYA) inductees, who represent 30 countries. The Global Young Academy (GYA) brings together outstanding early-career researchers for international dialogue and collaboration.

Members are selected for their scientific excellence and commitment to service. Each member joins the academy for a term of five years.

- Cheryl French, emergency medicine, has been honoured with the Resident Doctors of Canada's Puddester Award for Resident Wellness. The RDoC Puddester Award for Resident Wellness is awarded annually to a student, resident, staff member, physician, program, or institution that has made a significant contribution to resident wellness.
- On May 12, a large-scale international clinical trial to test whether the blood thinner heparin can help improve survival for COVID-19 patients was launched. Ryan Zarychanski, internal medicine and community health sciences, is co-Principal Investigator of the clinical trial with Dr. Ewan Goligher and Dr. Patrick Lawler, both at the University of Toronto. The trial was started with funding from a COVID-19 Fast Grant from the ThistleDown Foundation, and an Innovation Award from the Peter Munk Cardiac Centre Innovation Committee.
- Lauren MacKenzie, internal medicine, infectious diseases, in collaboration with the University of Minnesota and McGill University, launched an online clinical trial titled Pre-Exposure Prophylaxis (PrEP) for health-care workers at higher risk of exposure to COVID-19. The purpose of the trial is to study the medication hydroxychloroquine to see if it can help prevent health-care workers from contracting COVID-19. This trial is part of a suite of trials overseen by Ryan Zarychanski, internal medicine and community health sciences, and his research team.
- Laura Forsythe, native studies, student received the Joseph-Armand Bombardier Canada Graduate Scholarship Doctoral award. The award aims to develop research skills and assist in the training of highly qualified personnel by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities.
- An Asper MBA business venture team excelled at the world's first virtual business plan competition by reaching the final round of the 2020 SCG Bangkok Business Challenge. MBA students Sankalp Kalra, Meycee Kalaw, Paul-Emile Crevier, and Yusuf Kacamak were selected as one of the six finalists from a pool of 208 teams representing 83 institutions and 24 countries all competing for more than US \$60,000 in cash awards. As one of only two Canadian business schools to qualify for the final, Team MYCA's presentation represented a unique interconnection of business, agriculture and science.
- Two graduates of the Dr. Gerald Niznick College of Dentistry's pediatric dentistry graduate program, Rena Sihra and Tara Kennedy, were awarded the 2019 Richard C. Pugh Achievement Award. It is awarded to those who score in the top three per cent on the American Board of Pediatric Dentistry Qualifying Examination. The exam is written by about 500 people each year. They were the only two graduates from a Canadian university to receive the award in 2019.
- As a response to economic challenges facing many local businesses, the Asper School of Business has developed a new undergraduate course for the fall entitled Applied Small Business Consulting. This experiential course, supported by the Stu Clark Centre for Entrepreneurship, gives senior students hands-on consulting experience, by providing qualifying small businesses access to pro bono business consultation.

- The Asper School of Business has created a COVID-19 Student Emergency Fund with close to \$500,000 allocated to students experiencing financial hardship. Thank you to the Associates for the \$50,000 donation made through the University of Manitoba Business School Foundation. Faculty and staff have also contributed more than \$22,000 to the fund.
- Professors and instructors from the Dr. Gerald Niznick College of Dentistry are treating patients for dental emergencies at Health Sciences Centre two days a week. Nine dentistry professors and seven dentists, most of whom teach part-time at the dental college, have stepped forward to provide this frontline care. The team includes general dentists and specialists in endodontics, oral surgery, pediatric dentistry and support staff from the dental college. The community dentists are working as unpaid volunteers. The Rady Faculty, Shared Health, Winnipeg Regional Health Authority (WRHA) and the Manitoba Dental Association collaborated to establish and make the services available, on a referral basis, to all Manitobans.

RESEARCH MATTERS

- Further to the phased re-opening of research, the responsibility for operationalizing increasing research activity within each faculty lies with the respective faculties. Therefore, each faculty will be asked whether it wishes to increase research activity within their units, recognizing that different faculties may have different needs or impediments. Details on the guiding principles, process for requesting access and preventative measures are available in the updated Researcher FAQs section of the COVID-19 webpage.

- The following COVID-related research has been awarded to UM researchers:

PI	Sponsor	Title	Awarded
Herbert, David (Chemistry)	NSERC Alliance COVID-19	Production of a synthetic library of chloroquine analogs and precursors for future treatment development of COVID-19	\$50,000
Koper, Nicola (Natural Resources Institute)	NSERC Alliance COVID-19	Effects of COVID-19-related travel restrictions on migratory birds, including species at risk, in Canada	\$50,000

- One hundred and seven research projects led by 102 investigators received a total of \$13,640,214 in grant funding from multiple sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Acar, Elif Fidan (Statistics)	NSERC Discovery Grants Program	Dependence models for complex and massive data	\$120,000
Akcora, Cuneyt (Computer Science)	NSERC Discovery Grants Program	Data science of blockchains	\$120,000
Anderson, W. Gary (Biological Sciences)	NSERC Industrial Research Chair	NSERC/Manitoba Hydro Industrial Research Chair in conservation aquaculture of Lake Sturgeon	\$608,406
Appadoo, Srimantoora (Supply Chain Management)	NSERC Discovery Grants Program	On the role of data analytics and fuzzy sets theory in healthcare supply chain management	\$130,000

Azad, Meghan (Pediatrics and Child Health)	Mitacs Industrial Postdoctoral Fellowship	Optimizing the prebiotic profile of donor human milk for preterm infants: feasibility of new donor milk matching strategy based on maternal secretor status.	\$220,000
Bailis, Daniel (Psychology)	SSHRC Insight Grants	Self-Compassion at the Point of Sale: Investigating Linkages to High and Low Consumerist Behaviours	\$97,914
Bakker, Matthew (Microbiology)	NSERC Discovery Grants Program	Microbiome management for sustainable agriculture	\$150,000
Bassuoni, Mohamed (Civil Engineering)	City of Winnipeg	Nano-modified polymer coatings for concrete bridges	\$78,000
Bassuoni, Mohamed (Civil Engineering)	NSERC Discovery Grants Program	Improving the process for cold weather concreting: Novel concrete mixtures and innovative curing methods	\$215,000
Becker, Allan (Pediatrics and Child Health)	CIHR Project Grant	CHILDhood asthma and puberty: Understanding the gender shift in asthma to female predominance	\$1,220,940
Bieringer, Mario (Chemistry)	NSERC Discovery Grants Program	Understanding inorganic solid state reactivity for the design of functional materials	\$145,000
Bookman, Sonia (Sociology)	SSHRC Insight Grants	Cosmopolitan consumption, culture, and markets in a Canadian society	\$88,395
Budisa, Nediljko (Chemistry)	NSERC Discovery Grants Program	Chemical evolution of synthetic bacterial cells by reprogramming protein translation with noncanonical amino acids	\$250,000
Bunt, Andrea (Computer Science)	NSERC Discovery Grants Program	Technologies to support online knowledge sharing and retrieval for feature-rich software	\$205,000
Chelikani, V.G.B. Prashen (Oral Biology)	NSERC Discovery Grants Program	Food chemosensation: Characterization of novel bitter taste blockers and structure-function analysis	\$250,000
Clay, Adam (Mathematics)	NSERC Discovery Grants Program	Low dimensional topology, ordered groups and actions on 1-manifolds	\$135,000
Collins, Eric (Centre for Earth Observation Science)	New Frontiers Research Fund - Exploration	Arctic coastal community-based prediction of oil biodegradation potential using real-time DNA sequencing and machine learning	\$250,000
Cossar, Roisin (History)	SSHRC Insight Grants	To everything there is a season: Seasonality and the history of late medieval Christianity	\$90,060
Costamagna, Alejandro (Entomology)	NSERC Discovery Grants Program	Effects of landscape complexity on the functional diversity of natural enemies and the provision of pest control ecosystem services in agricultural landscapes	\$140,000
Dahl-Jensen, Dorte (Centre for Earth Observation Science)	NSERC Discovery Grants Program	Ice2Sea	\$375,000
Davidson-Hunt, Iain (Natural Resources Institute)	SSHRC Insight Grants	Living autonomously in precarious times: the persistence and emergence of artisanal practice in rural regions	\$358,178

Doble, Bradley (Pediatrics and Child Health)	NSERC Discovery Grants Program	Elucidating Wnt signalling mechanisms in pluripotent stem cells	\$160,000
Driedger, S. Michelle (Community Health Sciences)	University of the Fraser Valley	Improving the health of immigrant and refugee women and children through immunization	\$54,855
Durocher, Stephane (Computer Science)	NSERC Discovery Grants Program	Algorithms for summarizing, representing, and analyzing trajectories of moving objects	\$240,000
Eltonsy, Sherif (Pharmacy)	Manitoba Medical Service Foundation	Comparative safety of antiepileptic therapies during pregnancy	\$30,000
Ferguson, Philip (Mechanical Engineering)	NSERC Collaborative Research and Development	A virtual ground station for automated spacecraft operations	\$30,000
Fernandez, Enrique (French, Spanish and Italian)	SSHRC Insight Grants	Post-mortem gender identities in early modern Iberia: Relics and anatomies	\$88,689
Filizadeh, Shaahin (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Solutions and study methods for power grids with diminishing inertia	\$230,000
Fowler, Kent (Anthropology)	SSHRC Insight Grants	Between commoners and kings: An integrated approach to the political economy of the Zulu Kingdom	\$399,511
Frederiksen, Andrew (Geological Sciences)	NSERC Discovery Grants Program	Seismic structure of central Canada at multiple scales	\$150,000
Giesbrecht, Gordon (Kinesiology and Recreation Management)	NSERC Discovery Grants Program	Neuromuscular mechanisms for cold-induced changes in voluntary and involuntary muscle activity	\$140,000
Gilmore, Colin (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Bridging the gap between computations and experiment in electromagnetic inversion	\$140,000
Glazebrook, Cheryl (Kinesiology and Recreation Management)	NSERC Discovery Grants Program	How to harness the benefits of multisensory-motor integration: Attention and preparation	\$200,000
Harris, Steven (Biological Sciences)	Manitoba Hydro	NSERC/Manitoba Hydro Industrial Research Chair in conservation aquaculture of Lake Sturgeon - Renewal	\$175,375
Harris, Steven (Biological Sciences)	NSERC Industrial Research Chair	NSERC/Manitoba Hydro Industrial Research Chair in conservation aquaculture or Lake Sturgeon - Renewal	\$259,500
Hatala, Andrew (Community Health Sciences)	University of Winnipeg	Kishaadigeh: Indigenous self determination through research for our future generations - Manitoba NEIHR	\$66,667
Hausner, Georg (Microbiology)	NSERC Discovery Grants Program	Introns, nested introns and intron encoded proteins in the mitochondrial genomes of fungi	\$210,000
Hawthorne, Frank (Geological Sciences)	NSERC Discovery Grants Program	A theoretical basis for mineralogy and the behaviour of minerals in earth processes	\$150,000
Irani, Pourang (Computer Science)	Huawei Technologies Canada Co., Ltd.	Finger-tip computing	\$132,000

Jafari Jozani, Mohammad (Statistics)	NSERC Discovery Grants Program	Statistical learning with expert knowledge and complex data	\$120,000
Jeffrey, Ian (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Meta-optimization of wavefield imaging for agricultural and biomedical applications	\$140,000
Jian, Fuji (Biosystems Engineering)	Mitacs Accelerate	Desorption and sorption isotherms of hemp seeds with dockage	\$45,000
Kelly, Lauren (Pediatrics and Child Health)	Mitacs Accelerate	Cannabis used for medical purposes by children in Canada	\$30,000
Koksel, Filiz (Food and Human Nutritional Sciences)	NSERC Research Tools & Instruments	Rheometer for characterizing mechanical properties of food materials	\$144,145
Kopotun, Kirill (Mathematics)	NSERC Discovery Grants Program	Topics in nonlinear approximation	\$90,000
Kumar, Ayush (Microbiology)	Mitacs Accelerate	Development and testing of novel antimicrobial fabrics	\$110,000
Labouta, Hagar (Pharmacy)	NSERC Discovery Grants Program	Combined in vitro experimental and computational approaches for predicting the identity and behaviour of protein corona-adsorbed nanoparticles	\$140,000
Li, Hong (Warren Centre for Actuarial Studies and Research)	NSERC Discovery Grants Program	Stochastic mortality modeling and longevity risk management in multiple-population context	\$115,000
Liao, Kang-Ling (Mathematics)	NSERC Discovery Grants Program	Mathematical analysis and modelling of Notch signalling in zebrafish somitogenesis	\$90,000
Lindsey, Benjamin (Human Anatomy and Cell Science)	Manitoba Medical Service Foundation	Immune cell regulation of neural stem cells for spinal cord repair in a zebrafish model	\$30,000
Lindsey, Benjamin (Human Anatomy and Cell Science)	NSERC Research Tools & Instruments	Connecting cellular dynamics with animal behaviour in small teleost models	\$95,202
Livi, Lorenzo (Computer Science)	NSERC Discovery Grants Program	Machine learning for graph-structured data: Understanding complex biological systems	\$145,000
Martin, Robert (Mathematics)	NSERC Discovery Grants Program	Multi-variable Hardy Spaces and Operator Theory	\$90,000
McKinnon, Lyle (Medical Microbiology and Infectious Diseases)	NSERC Discovery Grants Program	Immune regulation at mucosal surfaces	\$150,000
McLachlan, Stephane (Environment & Geography)	Mitacs Accelerate	Pangnirtung land and climate program	\$30,000
Menec, Verena (Community Health Sciences)	SSHRC Insight Grants	Age-friendly community initiatives: Impact and sustainability	\$220,476
Mezghani, Amine (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Multi-functional millimeter-wave radios for connected and autonomous vehicles: Signal processing algorithms and practical design	\$140,000
Mookherjee, Neeloffer (Internal Medicine)	NSERC Discovery Grants Program	Cytokines and host defence peptides: Mechanisms of immunomodulation	\$210,000

Nagy, James (Physiology & Pathophysiology)	NSERC Discovery Grants Program	Structural organization and functional roles of electrical synapses formed by Cx36-containing gap junctions in neural systems	\$180,000
Ng, Koi Yu Adolf (Supply Chain Management)	Research Manitoba	An investigation on epidemic logistical response and planning: The case of Novel Coronavirus (COVID-19)	\$258,900
Nixon, Kendra (RESOLVE (Research and Education for Solutions to Violence and Abuse))	Western Manitoba Women's Regional Resource Centre	Responding to women who experience IPV in rural municipalities across the prairies	\$74,922
Okhmatovski, Vladimir (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Forward and inverse problems of electromagnetics: Novel algorithms and their implementations	\$165,000
Pascoe, Chris (Physiology & Pathophysiology)	NSERC Discovery Grants Program	Elucidating the role of the hydroxyeicosatetraenoic acid family of eicosanoids in airway smooth muscle physiology	\$150,000
Peng, Qingjin (Mechanical Engineering)	NSERC Discovery Grants Program	Research on key technologies of a virtual reality based product test platform	\$195,000
Peter, Tracey (Sociology)	SSHRC Insight Grants	A cross-national, cross-sectional study of women's retention and advancement in information technology and engineering careers	\$212,170
Prymak, Andriy (Mathematics)	NSERC Discovery Grants Program	Multivariate approximation	\$90,000
Qi, Dake (College of Pharmacy)	CIHR Project Grant	Macrophage migration inhibitory factor (MIF), a novel factor regulates hyperphagia and obesity associated with atypical antipsychotics	\$520,200
Rachul, Christen (Office of Educational and Faculty Development)	University of Alberta	Coronavirus outbreak: Mapping and countering misinformation	\$25,408
Stobart, Jill (College of Pharmacy)	CIHR Early Career Investigator Award	Brain pericyte calcium signaling in health and disease	\$88,500
Regehr, Jonathan (Civil Engineering)	NSERC Discovery Grants Program	Modelling truck loads on secondary rural highway networks	\$130,000
Salimi, Elham (Electrical and Computer Engineering)	NSERC Discovery Grants Program	Electrically-enhanced modular microfluidics for single-cell analysis	\$140,000
Schultz, Annette (Nursing)	CIHR - Fellowship: Patient-Oriented Research Awards - Transition to Leadership Stream	Building capacity for patient-oriented research within a Canadian research hospital	\$232,500
Schweizer, Frank (Chemistry)	CIHR Project Grant	Rescuing β -lactam antibiotic/ β -lactamase inhibitor combinations from resistance against multidrug-resistant gram-negative pathogens	\$100,000
Schweizer, Frank (Chemistry)	NSERC Research Tools & Instruments	Purification system for polybasic amphiphiles	\$58,425

Shafai, Cyrus (Electrical and Computer Engineering)	Mitacs Accelerate	Groundless MEMS DC voltage sensors for electric power utilities	\$160,000
Shankar, Jai (Radiology)	Manitoba Medical Service Foundation	CT perfusion (CTP) for Assessment of poor Neurological outcome in Comatose Cardiac Arrest Patients (CANCCAP)-a prospective cohort study	\$25,000
Souleymanov, Rusty (Social Work)	CIHR Catalyst Grant: HIV/AIDS and STBBI Community-Based Research	An exploratory qualitative study of migration, sex health and HIV/STBBI in Manitoba	\$40,000
Starzyk, Katherine (Psychology)	Mitacs Accelerate Industrial Postdoctoral Fellowship	The psychometric development and validation of the Canadian Reconciliation Barometer	\$55,000
Stobart, Jill (Pharmacy)	NSERC Discovery Grants Program	Delineation of astrocyte microdomain calcium events during cortical activity	\$205,000
Strachan, Shaelyn (Kinesiology and Recreation Management)	Mitacs Elevated Post-Doctoral Fellowship	Enhancing exercise adherence in people with persistent musculoskeletal pain using behaviour change approach	\$60,000
Stroeve, Julianne (Centre for Earth Observation Science)	Laval University	Improved Canadian arctic sea ice thickness estimates	\$25,000
Tenuta, Mario (Soil Science)	NSERC Research Tools & Instruments	Back to capacity: Replacement of a 20 year old nonservicable automated gas chromatograph for determination of greenhouse gas emissions from agriculture	\$104,194
Thavaneswaran, Aerambamoort (Statistics)	NSERC Discovery Grants Program	Inference for stochastic processes and applications	\$90,000
Thomson, Douglas (Electrical and Computer Engineering)	NSERC Discovery Grants Program	High throughput and accuracy single cell dielectric analysis and dielectric dyes	\$140,000
Thulasiram, Ruppa (Computer Science)	NSERC Discovery Grants Program	Advances in computational finance and its application with decentralized distributed systems	\$175,000
Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	Manitoba Medical Service Foundation	Artificial intelligence and genomics-driven precision oncology for breast cancer	\$75,000
Tze, Virginia (Educational Administration, Foundations and Psychology)	SSHRC Insight Grants	Empowering students to fight boredom through an online intervention	\$143,034
Van Lierop, Johan (Physics and Astronomy)	NSERC Research Tools & Instruments	Atomic magnetism of skyrmion lattices: Probing dzyaloshinskii-moriya interactions using advanced low temperature conversion electron mossbauer spectroscopy	\$83,395
Van Nest, Byron (Biological Sciences)	NSERC Discovery Grants Program	The neural circuitry of learning, memory, and decision making in honey bees	\$140,000

Woodgate, Roberta (Nursing)	CIHR Catalyst Grant: Patient-Oriented Research	Engaging youth in patient-oriented research to develop a research project on culturally sensitive mental healthcare for youth	\$99,880
Wu, Zhenyu (Business Administration)	SSHRC Insight Grants	Family involvement and longevity of joint ventures: International evidence	\$98,280
Yang, Po (Statistics)	NSERC Discovery Grants Program	Optimal experimental designs and response surface optimization	\$90,000
Yao, Xiao-Jian (Medical Microbiology and Infectious Diseases)	Research Manitoba	Development of a novel DC-targeting vaccine approach targeting 2019-nCoV spike protein for controlling nCoV infection	\$270,550
Zahradka, Peter (Physiology & Pathophysiology)	Mitacs Accelerate PhD Fellowship	Selection of standardization of a metabolite profile for diagnosis of Peripheral Arterial Disease (PAD)	\$55,000
Zarychanski, Ryan (Internal Medicine)	Research Manitoba	Antithrombotic therapy to ameliorate complication of Covid-19 (ATTACC)	\$500,000
Zhang, Yang (Mathematics)	NSERC Discovery Grants Program	Efficient algorithms for the symbolic computation of matrices	\$205,000

ADMINISTRATIVE MATTERS

- The Office of the CIO and Chief Information Officer continues to provide support to the University community. Two Factor Authentication product purchased and implementation being accelerated due to increased risk with Pandemic remote work.
- Human Resources continues to spend a considerable amount of time preparing and planning for staffing and budget implications due to the continuation of the stay at home orders and government reductions due to COVID-19.
- With the announcement of fall classes being offered by remote learning, Learning & Organizational Development (LOD) designed several new workshops for support staff and teams. New workshops include “Virtual Meetings” and “Managing Teams in an Online Environment” and are open to all employees and to intact working groups and teams.
- Purchasing Services is sourcing Personal Protection Equipment (PPE) and supplies and developing a list for the website to assist University staff to purchase these supplies. Where supplies need to be sourced, Purchasing Services is consolidating volumes with other universities in Manitoba in collaboration with the Province for procurement sourcing events.
- The year-end audit being conducted by the Office of the Auditor General (OAG) is drawing to a close, with no known errors being identified to date. They are anticipated to have the audit substantially completed by May 22.

- The Office of Fair Practices and Legal Affairs is providing opinions, advice and guidance regarding:
 - Best practices for the use of electronic signatures for contract execution while working remotely
 - Landlord-tenant and real property concerns including:
 - Preparation of a memo: re deferral/abatement of rent
 - Preparing a draft template lease amendment agreement for the deferral/abatement of rent
 - Guidance on the federal government's commercial rent relief program, including considerations surrounding eligibility requirements
 - Employment and labour relations issues relating to:
 - temporary lay-off of bargaining unit members
 - new academic appointments set to start in July and September 2020; and
 - ongoing discussions between staff relations and union leadership about remote work and remote learning
 - Reviewing, negotiating and finalizing seven (7) clinical trials agreements related to the COVID-19 virus (set out in Appendix "A").
 - Assistance with preparing and finalizing a number of Material Transfer Agreements and data sharing agreements, which are also related to COVID-19 related research.
 - Participation on the UM COVID-19 Recovery Working Group.
 - Coordinating and synthesizing information into FAQs and other communications to support consistent messaging and directions.
 - The Office of Fair Practices and Legal Affairs continues to provide support and advice around COVID-19 impacts (urgent measures, response plans, employment issues, safety and security, contractual amendments and cancellations, new contracts to support COVID-19 initiatives and research) and the University's ongoing critical obligations (contracts, leases, placements, construction, labour relations, and statutory compliance obligations). Some staff have also been reallocated to provide additional support to the Vice-President Administration's office.
- The Copyright Office continues to provide support and advice regarding copyright/ownership issues during the change to online course delivery, developing best practices for use of protected materials during pandemic, and assessing and advising on copyright implications for platforms and tools for online course delivery.
- The copyright office is assisting the University of Manitoba Libraries to develop digital and remote access provisions for print holdings, including through membership in the HathiTrust library consortium.
- The copyright office is also developing copyright guides and presentations for rapidly changing course delivery from in-person to online.
- The Access and Privacy Office continues to provide support and guidance in assessing new tools required for online course and exam delivery, in responding to and upholding health care privacy obligations, in responding to access requests and complaints filed, and in supporting the technical requirements for the University community to work remotely and ensure business continuity.
- The Access and Privacy Office is developing a Response Plan for COVID-19 Positive Cases in the University Community.

- The Human Rights and Conflict Management Office has adapted its systems to continue providing services in relation to issues of Accommodations and allegations of Harassment, Discrimination, Racism, Sexual Violence, and Reprisals, while also reallocating its staff to support the work conducted by the other offices of Fair Practices and Legal Affairs.

EXTERNAL RELATIONS

- Like most other philanthropic organizations, the University is experiencing a significant downturn in fundraising activity. Fiscal year to date, giving is down approximately 69% compared to the same time period in 2019. To date, only a small number of donors (<10) have asked to cancel, decrease or defer existing pledge payments.
- The majority of current fundraising activity is focused on the promotion of the COVID-19 UM Student Relief Fund and the COVID-19 UM Student Technology Fund. The purpose of these funds is to provide support to students in the form of bursaries and personal computer equipment facing barriers to complete their studies as a result of the pandemic. To date, 257 donors have made gifts totalling \$476,086 to these funds to be dispersed to UM students.
- Our dedicated communications team is actively working with areas across UM to support timely decision-making and communications. Our strategy has been to direct all communications to our central COVID-19 webpage at umanitoba.ca/coronavirus which serves as the primary source for all information required by students, faculty and staff, and visitors. We are actively communicating new information to our community via our news and social media channels, linking back to our main webpage to access the latest information.
 - To date, we've communicated over 200 COVID-19 related messages and stories across our digital channels.
 - Over the month of May, total pageviews for umanitoba.ca/coronavirus were approximately 50,000.
 - In the current reporting period, UM students, faculty and staff members have received extensive media coverage including 1,500 print and online stories and 170 broadcast news stories from outlets across Canada, US, UK, Austria and more.
 - Dr. Jason Kindrachuk, Assistant Professor of Viral Pathogenesis and Canada Research Chair, continues to be a top-featured UM expert on various media outlets.
 - Dr. Nicola Koper, Professor and Acting Director of the National Resources Institute, received national media attention for her project that aims to unite North American biologists to study the effects of the pandemic on the continent's wildlife.
- Engagement, activity and collaboration with all levels of government continues to increase. UM is continuously working in solidarity with our partners at the City of Winnipeg, Province of Manitoba and Government of Canada to find solutions to the complex and diverse challenges we face due to the pandemic while continuing to advance our other important priorities as potential funding opportunities post-pandemic.
- The 2020 Distinguished Alumni Awards, Homecoming and milestone reunions will be celebrated virtually, with all in-person celebrations to be moved to 2021.

- Carrying on the longstanding tradition of student philanthropic giving, all eight of the student councils that voted in this period were positive in confirming a renewal of their support. A contribution per credit hour or term is being proposed in each of these eight academic units with funds to be used to support projects selected by the students.
- The Canadian Council for the Advancement of Education has recognized the University with five 2020 Prix D'Excellence Awards:
 - Gold – Best Photograph for Dorthe Dahl-Jensen: Below the Surface, UM Today The Magazine
 - Silver – Best Print Magazine for UM Today The Magazine
 - Bronze – Best Social Media for @umstudent Instagram account, Best Public Relations/Marketing/Communications Initiative for James Peebles: Our Nobel Laureate event, and Best Poster for James Peebles airport installation
- The migration of the University website to the redesigned umanitoba.ca continues, on track to wrap-up late 2020. We are currently experiencing a quarterly growth of over half a million visits to umanitoba.ca. Traffic to the new website has grown by 174% since the initial launch in August 2019.
- Work continues on the implementation of UM Intranet, a staff portal, with initial content being available for faculty and staff later this year.



University
of Manitoba

TAKING OUR PLACE:
UNIVERSITY OF MANITOBA STRATEGIC PLAN
2015–2020

FINAL REPORT



MESSAGE FROM THE PRESIDENT AND PROVOST

We are pleased to present the final report on the implementation of *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*.

Since 2015, this strategic plan has guided our efforts as a university. The plan was developed through extensive consultation with the UM community and has been implemented through the efforts of that same collective. Together our faculties, staff and administration have partnered and engaged to deliver on our shared institutional priorities.

In 2018, we issued a mid-term report that reported on progress. This final report provides the university community with an overview of what has been accomplished under the whole five years of the strategic plan.

We set strategy so that our large and multi-faceted community can act purposefully towards our collective goals. Local and world events impact us (as we are all being reminded) and sometimes require us to make tactical adjustments as we go along but having a strategic plan helps us to keep our eyes on our priorities as we adapt to changing circumstances.

As we write this in the spring of 2020, COVID-19 has changed our circumstances significantly. The content in this report focuses on the period prior to the onset of the pandemic. The coming months, and a new President, may bring new areas of focus but as this report documents, the UM is well-positioned to respond to whatever priorities are identified.

There is always more to be done. The coming year will bring an opportunity to review progress and adjust the course for the future but for now we wish to take this opportunity to reflect on what has been accomplished and to celebrate the progress we have made together.

Dr. David Barnard
President and Vice-Chancellor

Dr. Janice Ristock
Provost and Vice-President (Academic)

EXECUTIVE SUMMARY

The final report on [*Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*](#) summarizes the progress we have made on achieving the goals and priorities we set out in the strategic plan and provides a broad overview of the major highlights during the entire period of implementation. For a full picture of the progress made, this final report is best read in conjunction with the mid-term report, [*Sharing Our Progress: January 2015 – March 2017*](#).

The University of Manitoba (UM) is a highly complex, decentralized organization with wide-ranging activities at multiple locations. This report cannot represent the full breadth and depth of all activities during the implementation of *Taking Our Place* but provides insights into the many ways in which UM as a whole has worked together to advance our collective priorities.

Substantial progress has been made on each of the strategic priorities identified in *Taking Our Place*, with most goals having been met in each area or demonstrated noteworthy progress. Highlights of UM-wide achievements are outlined below. In the Appendix of the report, faculties and other academic units highlight their most important accomplishments.

PRIORITY 1: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- *Academic program renewal:* Since 2015, UM has undertaken over 20 undergraduate program reviews, 40 graduate program reviews and 35 accreditation reviews. Over this period, nine new academic degree programs were introduced and 13 programs suspended intake or were closed due to declining student interest or in response to changes in the discipline.
- *Optimizing enrolment:* The University of Manitoba Strategic Enrolment Management Plan 2018 – 2023 identifies overarching goals for maintaining enrolment levels and plans for monitoring undergraduate enrolment, undergraduate student success, graduate enrolment, undergraduate student success, graduate enrolment, graduate student success and Indigenous achievement. A particular area of focus has been increasing the number of Indigenous students. Since 2015, Indigenous students have increased from 7.8% of undergraduate students to 9.0% in 2019 and from 4.8% of graduate students to 6.8%. International enrolment has also risen from 14.7% of total undergraduate enrolment in 2015, to 18.1% in 2019 and from 28.1% of graduate students to 33.5% during the same period.
- *Advancements in flexible learning:* Responsibility for delivery of online degree-credit courses was transferred from Extended Education to faculties, along with support for course development from the Centre for the Advancement of Teaching and Learning. A significant upgrade to WiFi distribution across campus during this period has enhanced connectivity for students, supporting enhanced access to the Learning Management System, library and student support resources and open educational resources. Over 165 classrooms, laboratories and seminar rooms have been upgraded to enhance student learning experiences and facilitate teaching. The Manitoba Flexible Learning Hub was established through which UM provides leadership to the province's post-

secondary community in providing a community for advancing teaching and learning through the use of technology.

- *Increased financial assistance to students:* The total dollar value of awards disbursed to undergraduate and graduate students has increased from \$22.5 million in 2015-16 to \$36.0 million in 2018-19. Support comes from a variety of sources including athletic awards, bursaries, entrance and in-course scholarships, external awards, fellowships, prizes and research awards.
- *Increased opportunities for experiential learning:* An experiential education task force was created and the Vice-Provost (Teaching and Learning) has worked to implement its recommendations and to establish a more coordinated and expanded approach to experiential education through supports, funding and faculty development. Co-operative education has seen considerable growth, with a 35% increase in annual participation rates since 2015. Over 40 programs now offer co-op options to students.
- *Incorporating Indigenous content:* Since 2015, 61 unit-based projects have been supported through a new Indigenous Initiatives fund. Twelve Indigenous Scholars have been funded to further the integration of Indigenous knowledge(s) and perspectives into curriculum, program and initiatives. Libraries has offered Indigenous Cultural Competency training to their staff and the Academic Administrators workshop series has led a number of related workshops. A report was developed by a committee established in 2019 to assess the existing mandate and support structures for Indigenous senior leadership and provide recommendations going forward on the role and its mandate, appropriate reporting structures and units and necessary supports. In response to this report UM appointed its first Vice-President (Indigenous) in early 2020.

PRIORITY 2: DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- *New professorships and chairs:* Sixteen research chairs have been created to develop and lead research in leadership, multiple sclerosis, internal medicine, human rights and social justice, pediatrics and child health, pediatric emergency medicine, clinical strokes, cardiology, 4R nutrient stewardship, design engineering for sustainable development and enhanced design integration, women in science and engineering, power systems simulation, river ice engineering and sex and asthma. Five professorships were established in business ethics, traumatology, endocrinology, business sustainability and clinical research.
- *Additional undergraduate support:* Undergraduate Research Awards (URAs) have increased, from 82 awards worth \$492,000 in 2015 to 170 awards worth \$1,183,000 in 2019, allowing more students to work on research projects with UM professors. Ten per cent of all URAs are dedicated for Indigenous students.
- *Recognition of researchers:* UM faculty have received prestigious awards from the Royal Society of Canada, the Canadian Academy of Engineering, Women's Executive Network Canada's Most Powerful Women Top 100, Canadian Academy of Health Sciences, Canadian Medical Hall of Fame, Institute of Public Administration of Canada, Governor General's Innovation Awards, Manning Awards, Canada Gairdner Foundation Wightman Award, Canadian Institutes of Health Research, Royal-Mach-Gaensslen Prize in Mental Health Research, Graham Boeckh Foundation and Health Research Foundation. This is in addition to internally administered faculty research awards offered through the Office of the Vice-President Research and International.

- *Indigenous perspectives in research:* Over 30 projects were funded through the University Indigenous Research Program at an average of \$25,000 per project for a total of \$763,000. The National Centre for Truth and Reconciliation became the permanent home for all statements, documents, and other materials gathered by the Truth and Reconciliation Commission of Canada and has established an archival website for use by Survivors, researchers and others. The centre is an important focal point for First Nations, Inuit and Métis research at UM.
- *Internal grants programs:* University Research Grant Program supports were increased from \$7,500 to \$10,000 per project with priority given to new faculty. The amount of eligible funding doubled under the University Creative Works Grants Program from \$2,500 to \$5,000.

PRIORITY 3: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- *Raised awareness of Indigenous perspectives:* Numerous initiatives include the introduction of an Indigenous Languages Elders-in-Residence Program, community service-learning partnerships with external Indigenous service organizations; workshops, lectures and events. The establishment of the Indigenous Scholars Fund and Indigenous Initiatives Fund have also facilitated the embedding of Indigenous knowledge(s) and perspectives into curriculum, programs and initiatives. The first Vice- President (Indigenous) was appointed in early 2020.
- *Increased financial and other supports:* Financial supports awarded to self-declared Indigenous students steadily increased during this period with new supports in scholarships, bursaries, new prizes and a new fellowship. UM Bursaries awarded to Indigenous students grew from \$874,014 in 2015-2016, to \$2,232,829 in 2018-2019. UM Scholarships awarded to Indigenous students grew from \$566,673 in 2015-2016 to \$1,089,448 in 2018-2019. New programmatic supports include Supporting Aboriginal Graduate Enhancement programming, the Blankstein Momentum program for Indigenous students looking to improve their academic performance, the EmpoweringU Financial Wellness program, the Qualico Bridge to Success program and Métis inclusion programming. A bi-weekly Indigenous Student Newsletter was also introduced in 2016, to provide information about supports, programs, financial aid and other opportunities available to Indigenous students.
- *Strengthened engagement with K-12 Indigenous students:* Numerous initiatives from across UM campuses engage Indigenous youth to encourage pursuit of post-secondary education. UM also continues to deliver on its responsibilities under the Manitoba Collaborative Indigenous Education Blueprint which commits us to work in partnership with all provincial post-secondary institutions and the Manitoba School Boards Association to make excellence in Indigenous education a priority.
- *Recognizing and celebrating achievements:* The Indigenous Awards of Excellence were established in 2017 and have since recognized 21 students, six faculty and six support staff. In 2018, Indigenous Engagement launched an Indigenous Scholars Speaker Series to highlight the research and expertise of these scholars. Eighteen talks have been held since September 2018, with audiences ranging between 30 and 150 attendees and thousands more on line. Since 2015, two Indigenous alumni have been recognized by UM with Distinguished Alumni Awards and eight Indigenous leaders have received honorary degrees. UM continues to host an annual Traditional Graduation Pow Wow to celebrate Indigenous graduates and an Indigenous Homecoming event to celebrate the achievements of Indigenous alumni.
- *Creating welcoming spaces:* An Indigenous Advisory Committee and Subcommittee was formed in 2015 to guide the drafting of Indigenous Planning and Design Principles for UM and

implementation of these is now incorporated into the ongoing work of the university. These processes continue to be refined based on ongoing engagement, with a commitment to reconciliation and to making Indigenous languages, knowledges and cultures more visible within our campus environments.

PRIORITY 4: BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- *Respectful and inclusive environments:* As Manitoba's largest post-secondary institution, UM fosters a student and staff community that is complex and dynamic. In order to continually remain well-informed, to ensure that best practices are consistently applied, and to advance and improve the state of our community, four distinct reviews of UM's approach to prevention and response to discrimination, harassment and sexual violence were conducted to deepen the understanding of its community's needs. The Campus Climate Survey on Sexual Violence, review of Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies and Procedures, review of processes related to the RWLE and Sexual Assault Policies by the Office of Human Rights and Conflict Management and an independent external review all resulted in change, the last of which resulted in *Responding to Sexual Violence, Harassment & Discrimination at The University of Manitoba: A Path Forward* which made 43 recommendations to current practices which are in planning for implementation.
- *IT infrastructure and security:* To meet the growing needs of the UM, more than 2,200 wireless access points are now available and a six-year local area network upgrade plan is well underway. In general, the coverage and resiliency of the entire network has been improved since 2015 and improvements continue. Initiatives such as mobile encryption and multi-factor authentication have also improved IT security.
- *Improving maintenance:* Both preventative and corrective maintenance has increased since 2015 and Physical Plant has made changes to their processes to improve tracking of issues and service response.
- *Resource sustainability:* In 2019, UM achieved a 'Gold Stars' rating from the Association for the Advancement of Sustainability in Higher Education, who ranked UM in their top 10 in the categories of Coordination and Planning and Research. UM has been designated as the United Nations Academic Impact hub for their sustainable development goal related to clean water and sanitation based on UM's research, innovation and scholarship in the field.
- *Enhancing connections between faculties and other units:* A number of initiatives have built on interaction between faculties and the rest of the campus community. A Finance Working Group was established to support stronger financial stewardship, management and planning by collaborating in addressing financial issues across faculties and administrative units. Communities of practice were established to build community and foster collaboration on topics such as Leadership and UM Plan, the university's budgeting software. A summer term transition project saw delivery of summer term move from Extended Education to academic faculties through a collaborative process involving a number of central units and faculties. A travel booking and expense practice review project improved travel and booking and expense claim practices across the institution.

PRIORITY 5: FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- *Multi-platform storytelling:* The UM Today News network shares stories of the university community's successes in learning, discovery and engagement. *UM Today The Magazine* has been recognized with awards from the Canadian Council for the Advancement of Education in 2016, 2017, 2018 and 2019 and by the International Council for Advancement and Support of Education in 2018. Readership of UM Today News has increased year-over-year since 2015 and eight social media channels generated approximately one million engagements from the community with over 260,000 followers.
- *Website and brand update:* UManitoba.ca was redesigned through extensive consultation in 2017-2018 and a new website was successfully launched in the summer of 2019. The redesigned website also reflected the first expression of UM's new brand, an initiative which included updating the UM's twenty-year-old logo and a new brand strategy. This project involved extensive consultation with the community and sought to embrace Indigenous perspectives and shed outdated, colonial symbols.
- *Strengthened alumni relationships:* Over 145,000 UM alumni live throughout Canada and in 140 countries. The Distinguished Alumni Awards have honoured 27 outstanding alumni, joined by more than 1,600 event guests. Since 2015, UM has hosted over 200 class reunions and welcomed more than 4,000 alumni and community members back to campus for celebrations.
- *Community outreach:* Visionary Conversations featured 75 researchers and alumni experts at 17 different events presented to over 4,500 attendees. These public discussion sessions addressed many critical issues including: "The power of one: what's my responsibility as a global citizen?," "What does a decolonized Canada look like?" and "How can our community come together to combat the impacts of drug addiction?."
- *Milestone fundraising:* UM's Front and Centre campaign was concluded in spring 2020 with 62,075 donors from 48 countries coming together to raise \$626,260,909, surpassing the campaign's initial \$500 million goal and making it the largest philanthropic endeavour in Manitoba's history. This will support 702 new scholarships and bursaries for students; 21 research chairs and professorships established and enhanced to inspire teaching and learning; 37 building upgrades to create an outstanding educational environment and over 331 estate gifts pledged for UM's future. The campaign also helped to build seven new spaces that change the footprint of the campus such as the Active Living Centre, the Stanley Pauley Engineering Building, Taché Arts Complex (Desautels Concert Hall & Rehearsal Building), Campus Children's Centre, Churchill Marine Observatory and Dairy Farmers of Manitoba Discovery and Learning Centre.

ORGANIZATION OF THIS REPORT

This report is presented in sequence of the priorities as listed in [*Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*](#). Each section begins with an excerpt from *Taking our Place* and proceeds to list all goals as originally published and provide a final update on our progress accordingly. For a full picture of the progress made, this final report is best read in conjunction with the mid-term report, [*Sharing Our Progress: January 2015 – March 2017*](#).

The University of Manitoba (UM) is a highly complex, decentralized organization with wide-ranging activities at multiple locations. This report cannot represent the full breadth and depth of all activities during the implementation of *Taking Our Place*, but provides insights into the many ways in which the university as a whole has worked together to advance our collective priorities.

Substantial progress has been made on each of the identified strategic priorities. Highlights of UM-wide achievements are outlined throughout the main body of the report. In the Appendix of the report, faculties and other academic units highlight their specific accomplishments. All contained data is from UM sources unless otherwise indicated.

REPORT CONTRIBUTORS

PRESIDENT

David Barnard

VICE PRESIDENTS

Janice Ristock

Digvir Jayas

Catherine Cook

Lynn Zapshala-Kelln

John Kearsey

DEANS/DIRECTORS

Stefi Baum

Jonathan Beddoes

Jonathan Black-Branch

Douglas Brown

Norman Halden

Gady Jacoby

Edward Jurkowski

David Mandzuk

Brian Postl

Martin Scanlon

Louise Simard

Jeff Taylor

Michael Yellow Bird

OTHER CONTRIBUTORS

Naomi Andrew

Andrea Bilash

Tatjana Blazevska

Jenn Bouchard

Shannon Coyston

Steve Cumpsty

Cassandra Davidson

Sigrid Dahl

Jay Doering

Rejeanne Dupuis

Andrea Edmunds

Mike Ferley

Cory Fielding

Gary Glavin

Janine Harasymchuk

Diane Hiebert-Murphy

Jaret Klymchuk

Vanessa Koldingnes

Andrew Konowalchuk

Rowena Krentz

Jane Lastra

Mario Lebar

Joel Lebois

Jeff Leclerc

Giselle Martel

Kerry McQuarrie Smith

Todd Mondor

Ry Moran

Christie Nairn

Lisa O'Hara

Randy Roller

Laurie Schnarr

Valerie Shantz

Ruth Shead

Darlene Smith

Don Stewart

Jennifer St. Laurent

Mark Torchia

Wen Trask

Brandy Usick

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT AND PROVOST	I
EXECUTIVE SUMMARY	II
ORGANIZATION OF THIS REPORT	VII
TABLE OF CONTENTS.....	I
TABLE OF FIGURES	II
I. INSPIRING MINDS <i>THROUGH INNOVATIVE AND QUALITY TEACHING</i>	1
II. DRIVING DISCOVERY AND INSIGHT <i>THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES</i>	21
III. CREATING PATHWAYS <i>TO INDIGENOUS ACHIEVEMENT</i>	39
IV. BUILDING COMMUNITY <i>THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT</i>	53
V. FORGING CONNECTIONS <i>TO FOSTER HIGH-IMPACT COMMUNITY ENGAGEMENT</i>	78
CONCLUSION	88
APPENDIX: FACULTIES/SCHOOLS/LIBRARIES INITIATIVES	89

TABLE OF FIGURES

Figure 1-1	Student Enrolment – Undergraduate and Graduate	5
Figure 1-2	Student Enrolment Averages from 2015-2019	5
Figure 1-3	Indigenous Student Enrolment – Undergraduate and Graduate	6
Figure 1-4	International Student Enrolment.....	7
Figure 1-5	International Students Countries of Citizenship 2015 and 2019	7
Figure 1-6	Undergraduate Graduation Rate after 6 Years.....	9
Figure 1-7	Master’s Graduation Rate after 5 Years	11
Figure 1-8	Mean Number of Terms to Completion for PhD Degree	12
Figure 1-9	PhD Graduation Rate after 9 Years.....	12
Figure 1-10	Mean Number of Terms to Completion for PhD Degree.....	13
Figure 1-11	Bursaries Awarded	13
Figure 1-12	Scholarships Awarded	14
Figure 2-1	Research Awards	23
Figure 2-2	Undergraduate Research Awards.....	24
Figure 2-3	Poster Competition Registrations.....	25
Figure 2-4	Game Changer Competition	30
Figure 2-5	Technology Transfer Activities.....	31
Figure 2-6	Royalties Received	32
Figure 2-7	Collaborative Internal Grants Programs	34
Figure 2-8	Percentage of UM Publications with National Collaborations	35
Figure 2-9	Percentage of UM Publications with International Collaborations	35
Figure 2-10	Number of Publications by UM Scholars	38
Figure 3-1	Indigenous Students by Indigenous Identity	42
Figure 3-2	Percentage of Indigenous Students Enrolled in Faculties.....	43
Figure 3-3	Percentage of Students Self-identified as Indigenous	44
Figure 3-4	Indigenous Students, Degrees Conferred	44
Figure 3-5	UM Bursaries Awarded to Indigenous Students.....	46
Figure 3-6	UM Scholarships Awarded to Indigenous Students.....	46
Figure 4-1	UM Population, Fall 2019	53
Figure 4-2	Self-Declared Employment Equity (All Faculty & Staff by Equity Group)	54
Figure 4-3	Full-time Tenured & Tenure-Track Faculty	55
Figure 4-4	2018 Academic and Staff Population by Employment Group	65
Figure 4-5	Cumulative Learning Space Renewal Projects.	67
Figure 4-6	Preventative vs. Corrective Maintenance Work Orders Completed	70
Figure 5-1	UM Social Media Subscribers	79
Figure 5-2	UM Alumni.....	80
Figure 5-3	Mini U Summer Registrations.....	84

I. INSPIRING MINDS

through innovative and quality teaching

The University of Manitoba is this province's research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size and that equip our undergraduate and graduate students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with their courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside of the University of Manitoba. They are taught by excellent professors who are properly recognized and rewarded for their skills and achievements. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

GOALS

a. Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources.

As a medical-doctoral university, UM delivers a comprehensive range of liberal arts, science and professional programs while attending to issues such as program innovation, program quality and enhancement, strategic enrolment planning, maintaining appropriate admission standards and supporting student progress. Enrolments have increased since 2010-11 and with costs increasing annually: maintaining UM standards in these areas requires careful, informed planning.

UM is the primary source of university-level professional training in the province with more than 45 programs accredited and/or certified by 35 external agencies. Meeting the requirements of external accreditation requires extensive human and financial resources.

Program Renewal and Review

Regular review of all academic programs occurs on a cyclical basis, either through a Senate-mandated external academic program review process, or a formal accreditation review by an external accreditation agency. Review results inform program and curriculum changes to ensure programs remain current and of high quality. Proposed academic programs and curriculum changes are subject to a rigorous internal review process and significant changes must be reviewed and approved by the provincial government prior to implementation.

In 2000, Senate approved a policy and procedure for the periodic review of all academic programs. The review process requires that the unit responsible for the program under review generate a summary and analysis of its programming and strengths and weaknesses. A peer reviewed team, which includes at least two experts from other universities, is tasked with providing a critical assessment together with recommendations for improvement of the program after reviewing the self-study and after visiting campus to meet with stakeholders including students, staff and faculty members. Senate is expected to approve a revised policy and procedure governing academic program reviews in 2020 that will increase the efficiency and efficacy of the review process by:

- (i) Providing increased support to academic units undergoing reviews
- (ii) Allowing the possibility of concurrent undergraduate and graduate reviews to better address issues that span programs
- (iii) Expanding the scope of reviews to include identified elements of strategic and institutional importance, including Indigenous achievement, experiential learning, academic integrity and equity, diversity and inclusion

Since 2015, UM has undertaken over 20 undergraduate program reviews, 40 graduate program reviews (including three combined undergraduate and graduate reviews and two reviews each for programs delivered in collaboration with the University of Winnipeg and Université de Saint-Boniface) and 35 accreditation reviews.

Details on other program renewal activities are included in the faculty summaries in the Appendix of this report.

As a component of ensuring programs remain relevant, UM introduces, expands, suspends intake to and occasionally closes programs in response to the needs of learners and evolving discipline needs. The following highlights changes made in the suite of major program offerings since 2015. All changes are initiated by faculties and follow relevant Senate processes.

Program Expansion

Nine new academic degree programs have been introduced since 2015:

Master of Finance (2016)

Introduced to provide Manitoba with a professional program that will prepare graduates to obtain a Chartered Financial Analyst (CFA) designation and to work in both private and public sectors.

Master of Social Work, Indigenous Knowledges (2016)

Introduced to provide social workers with training in Indigenous forms of caring unique to Indigenous clients and communities in Manitoba.

Master of Science, Genetic Counselling (2016)

Introduced to provide a Manitoba-based training program that responds to growing need for genetic counsellors.

Master of Science, Prosthodontics (2017)

Introduced to bring Prosthodontics training to Manitoba and to address a shortage of practitioners in Manitoba and in the other Prairie provinces.

Bachelor of Music, Music Education (2018)

Introduced to replace the Bachelor of Education/Bachelor of Music, Education-Music Integrated program both to provide better preparation for music educators and to fulfill all teacher education requirements.

Doctorate of Pharmacy (2018)

Introduced to meet new entry-to-practice and accreditation standards and to ensure that pharmacy education and practice in the province meet evolving health professional needs.

Master of Human Rights (2018)

Introduced to prepare graduates with the knowledge and skills required to integrate human rights perspectives into research, advocacy and negotiation skills, for careers in the private and public sectors.

Post-baccalaureate Diploma in Medical Physiology and Pathophysiology (2019)

Introduced to provide an option for students interested in human sciences and health-related disciplines to be exposed to upper-level laboratory experiences in the areas of medical physiology and/or biomedical research.

Bachelor of Midwifery (2020)

Introduced to bring midwifery training back to Manitoba and prepare professional midwives to meet provincial health workforce demands.

Program Suspension and Closure

The utility and viability of existing academic programs may change over time as new programs such as those described above are introduced and as student demand and labour market needs shift. The following programs have either had their intake suspended, or been closed, due to declining student interest or in response to changes in the discipline.

Post-baccalaureate Diploma in Agrolgy (2015)

Intake suspended because of low enrolment and the high cost of program delivery.

Master of Science, Family Social Sciences (2015)

Intake suspended and replaced by the Master of Science, Community Health Sciences due in part to the 2014 closure of the Faculty of Human Ecology.

Master of Arts, Icelandic Language and Literature (2015)

Intake suspended as a result of very low demand for the program.

Master of Science, Textile Science (2016)

Intake suspended and replaced by the Master of Science, Biosystems Engineering due in part to the 2014 closure of the Faculty of Human Ecology. The program is expected to be closed in 2020.

Bachelor of Education/Bachelor of Music, Education-Music Integrated Program (2017)

Intake suspended because of a change in music teacher education requirements and the introduction of a new Bachelor of Music, Music Education program.

Bachelor of Nursing, Registered Nurse (2018)

Intake to this bridging program, initially developed for practicing nurses or those with a college nursing diploma, suspended due to decreasing demand.

Bachelor of Science (Major, Honours), Biotechnology (2018)

Intake suspended as a result of very low demand.

Bachelor of Human Ecology, Family Social Sciences (2019)

Intake suspended due in part to the 2014 closure of the Faculty of Human Ecology with the Bachelor of Health Studies program now offered as an alternative.

Bachelor of Science, Pharmacy (2019)

Intake suspended because the program has been replaced by the Doctorate of Pharmacy as the new entry-to-practice degree requirement.

Master of Mathematical, Computational and Statistical Sciences (2015)
Program closed due to historically low demand.

Bachelor of Human Ecology, General Human Ecology (2017)
Intake suspended in 2013 and the program closed in 2017 due to low demand.

Bachelor of Science, Textile Sciences (2019)
Intake suspended in 2014 and the program closed in 2019 due to low demand.

Doctor of Philosophy, Cancer Control (2019)
Program closed after being replaced by Doctor of Philosophy, Nursing.

b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous and international students for Manitoba's research university.

STRATEGIC ENROLMENT PLANNING

Strategic Enrolment Management (SEM) Plan: 2013 – 2018 established broad goals to help shape undergraduate and graduate enrolment. An implementation plan established in 2015 encouraged faculties to develop their own plans to align with UM's broader SEM goals.

A revised and updated Strategic Enrolment Plan: 2018 – 2023 was created that includes a strengthened focus on student success and on the goals of each faculty. To support the plan, a new governance structure was created for implementation. The SEM committee includes representation from a variety of perspectives including the Provost Office, Enrolment Services, Deans, Financial Planning, Office of Institutional Analysis and undergraduate and graduate student representatives. The committee is responsible for consulting with Provost Council, Faculty of Graduate Studies Executive Committee and the Associate Deans Undergraduate. These bodies and Senate receive updates at least annually, regarding progress towards the plan's goals.

In addition, three councils have been created to oversee implementation. The Graduate SEM Council (fulfilled by the Faculty of Graduate Studies Council), Undergraduate SEM Council (fulfilled by the Associate Deans Undergraduate group) and an Indigenous Council will review goals and tactics and provide updates on an annual basis where appropriate. Faculties also have the option of creating their own SEM subcommittees to support the creation of strategies and drive the SEM process.

As faculties set out their specific SEM goals, central support units — such as Enrolment Services, Student Engagement and Success, the Office of Institutional Analysis and the Centre for the Advancement of Teaching and Learning — will assist in defining tactics to support the desired outcomes.

As part of this work of managing enrollment, UM monitors student body demographics and progression, with specific emphasis on undergraduate enrolment, undergraduate student success, graduate enrolment, graduate student success and Indigenous achievement.

The revised SEM plan continues to identify a number of overarching goals for UM including maintaining enrolment levels of incoming Manitoba high school students, increasing enrolment of students from other Canadian provinces, increasing enrolment and improving success of Indigenous students at both undergraduate and graduate levels, supporting the international student enrollment goals of individual faculties, improving the persistence rates for students as they move through their program of study, improving graduation rates, increasing the time-to-degree-completion (especially for graduate students as per d below) and increasing the number and proportion of doctoral students.

Enrolment trends

Enrolment at UM is generally stable with only modest increases occurring at both undergraduate and graduate levels between 2015 and 2019. (Figure 1-1). These enrolment trends are generally consistent with those of other U15 peers.

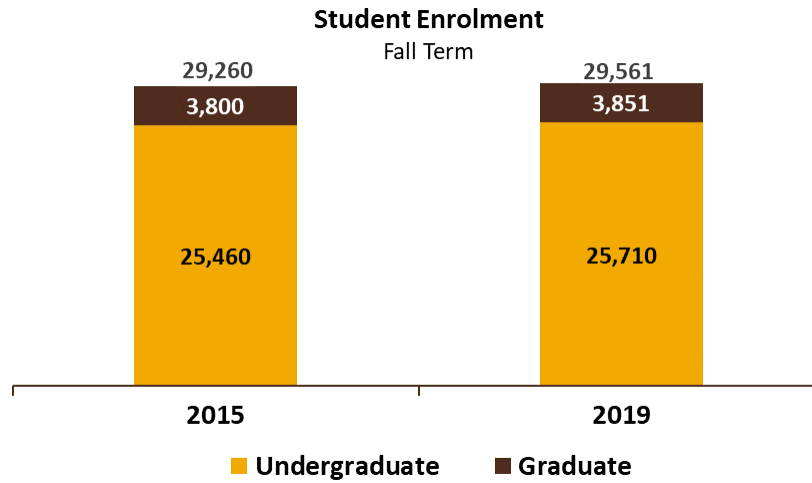


Figure 1-1 Student Enrolment – Undergraduate and Graduate

UM seeks to grow graduate student enrolment but this has proven challenging to achieve with a steady proportion of overall enrolment stable at about 13% (Figure 1-2). Given that the pool of funding available to recruit and support graduate students is low relative to other research-intensive Canadian universities, it is likely that this proportion will remain relatively stable in future as well.

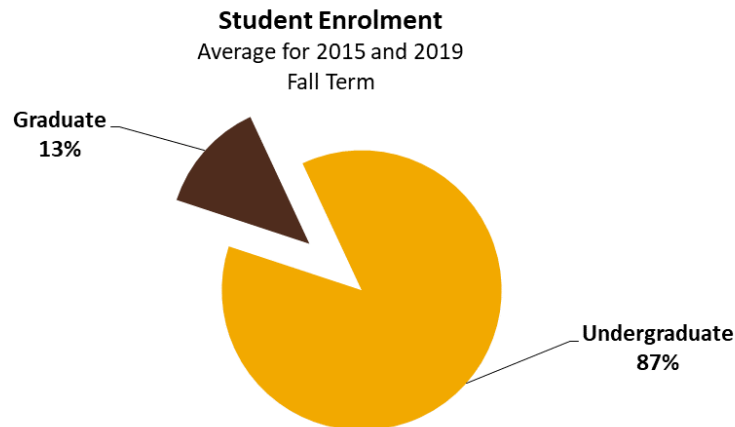


Figure 1-2 Student Enrolment Averages from 2015-2019

Indigenous Enrolment

Increasing the representation of Indigenous students at both undergraduate and graduate levels is a long-standing goal of UM. Figure 1-3 shows that since 2015 Indigenous students have increased from 7.8% of undergraduate students to 9.0% in 2019. In 2015, 4.8% of graduate students were Indigenous and by 2019 this had risen to 6.8%.

The increase in the number of Indigenous students at UM has been driven by initiatives such as improved programming and student supports and outreach recruitment initiatives. In addition, since 2016, concerted efforts have been made to encourage all students to declare their Indigenous ancestry, a factor to be considered when interpreting the resultant enrolment increase (Figure 1-3). Enrolment patterns will continue to be monitored through the SEM process.

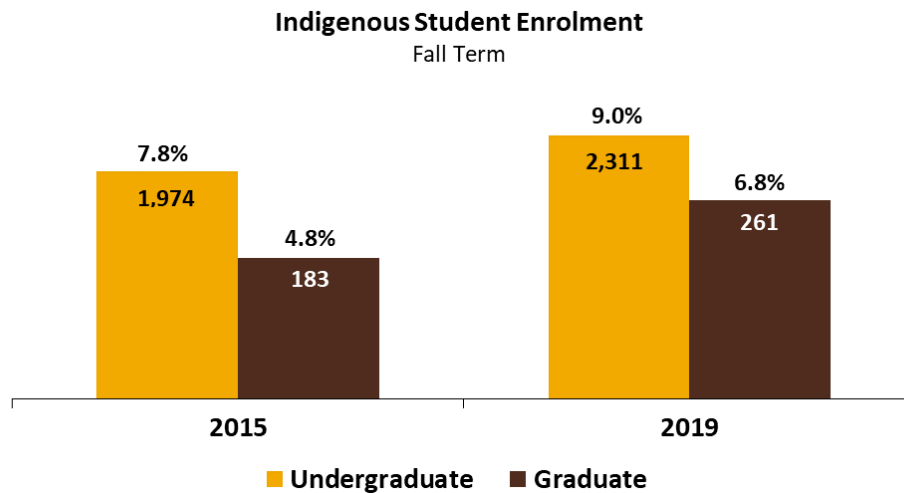


Figure 1-3 Indigenous Student Enrolment – Undergraduate and Graduate

International enrolment

While total enrolment at UM remained relatively constant between 2015 and 2019, international student numbers have risen from 14.7% of total undergraduate enrolment in 2015 to 18.1% in 2019 and from 28.1% of graduate students to 33.5% during this same period. (Figure 1-4)

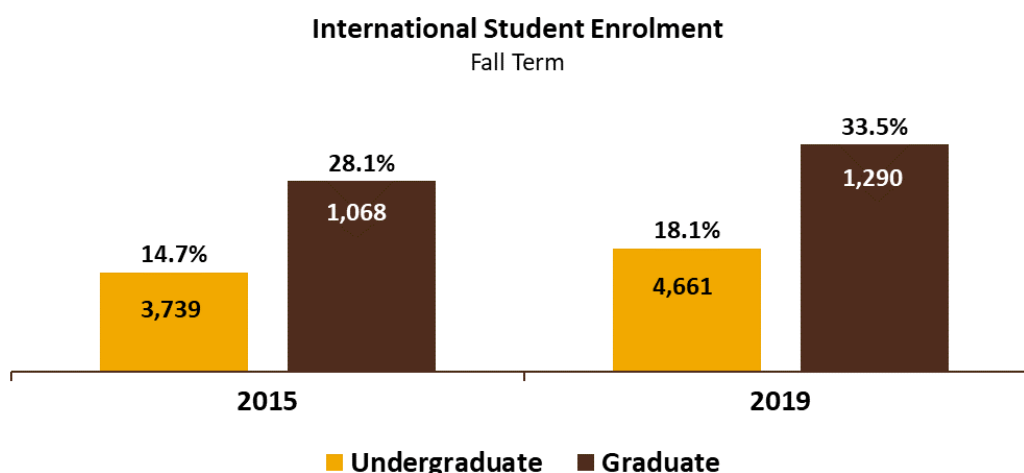


Figure 1-4 International Student Enrolment

International students come to the university from throughout the world. Since 2015, the top eleven countries have remained consistent, with some variation in the proportion. Broadly speaking, during the time of this report the proportion of students from China has decreased while those from Bangladesh and India has increased. (Figure 1-5)

International Students	2015		2019		difference
China	2,027	42.2%	1,626	27.3%	-14.8%
Nigeria	774	16.1%	924	15.5%	-0.6%
India	237	4.9%	647	10.9%	5.9%
Iran	168	3.5%	213	3.6%	0.1%
Pakistan	147	3.1%	157	2.6%	-0.4%
United States	138	2.9%	208	3.5%	0.6%
Bangladesh	131	2.7%	399	6.7%	4.0%
Brazil	87	1.8%	61	1.0%	-0.8%
South Korea	76	1.6%	111	1.9%	0.3%
Viet Nam	73	1.5%	253	4.3%	2.7%
Zimbabwe	65	1.4%	135	2.3%	0.9%
Other countries	884	18.4%	1,217	20.5%	2.1%
Total International Students	4,807	100.0%	5,951	100.0%	

Figure 1-5 International Students Countries of Citizenship 2015 and 2019

UM continues to monitor international student numbers and to offer supports to student success through initiatives such as specialized workshops and training as well as academic and financial supports. Supports and resources are also offered to instructors to support the learning of international students.

c. Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.

A number of recommendations arising from the 2013 Blended and On-Line Learning Task Force report have been implemented during this period including transferring responsibility for the delivery of online degree credit courses and provision of appropriate student support and services from Extended Education to faculties. As part of this transfer, course development supports for online courses are now provided by the Centre for the Advancement of Teaching and Learning.

In addition, the Centre for the Advancement of Teaching and Learning hosts the Manitoba Flexible Learning HUB, a community for advancing teaching and learning through the use of technology at Manitoba's post-secondary institutions. The HUB was established in 2016 as a funding and resource vehicle for the development of online courses across all post-secondary institutions in Manitoba.

A significant upgrade to WiFi distribution across the campus over the past three years has led to improved connectivity for students which supports enhanced access to the Learning Management System, library and student support resources and open educational resources. Since 2015, WiFi access points have increased from approximately 1,600 to over 2,188. Each day there are typically 24,000+ connections to the wireless networks on both campuses. Improving the coverage and capacity within learning spaces to support enhanced academic use is also underway.

In addition, over the past four years more than 165 classrooms, laboratories and seminar rooms have been upgraded to enhance the student learning experience and facilitate teaching. Over \$25 million has been invested in renewing teaching and learning spaces, including furnishings that promote active learning strategies and in audio-visual upgrades. One example of this development can be seen in the creation of a technology-enhanced active living classroom in the Faculty of Education building that is now available on a pilot study basis to faculty from across UM. Further detail on classroom renewal is provided under Priority 4 of this report.

The Centre for the Advancement of Teaching and Learning continues to provide strong support to individual instructors and faculties for the development of online and blended courses as well as open educational resources. Their Flexible-Learning team engages early with instructors to ensure that a robust development process is used within a structured framework; this work is further supported by faculty development opportunities. The Centre for the Advancement of Teaching and Learning continues to offer workshops on course design, teaching online, assessment strategies and use of learning technologies to further enhance the student experience. Students are supported across all learning modalities through Library Services and the Academic Learning Centre.

d. Ensure students are able to complete their programs and reduce time to completion.

UM is a "U15" institution, U15 being a group of Canada's 15 most research-intensive universities. It is also an open access university that admits a broad range of students. As a result, we expect that our persistence and graduation rates at the undergraduate level may look different than those of U15 institutions that are more restricted in their admissions criteria.

Persistence rates, or the percentage of first-year students who return for their second year, are quite consistent with our U15 peers. However, in subsequent years, persistence trails that of our peers and by a significant margin.

First-to-second-year undergraduate persistence rates remain close to the U15 average but the six-year graduation rate is less positive. Figure 1-8 demonstrates the graduation rate for the admission cohorts from 2008 to 2012. Note that all students beginning their studies in the same year (e.g. 2010) are assigned

to a cohort and graduations from this cohort are assessed after six years to generate a graduation rate; for example, the graduation rate of the 2010 cohort is assessed in 2016.

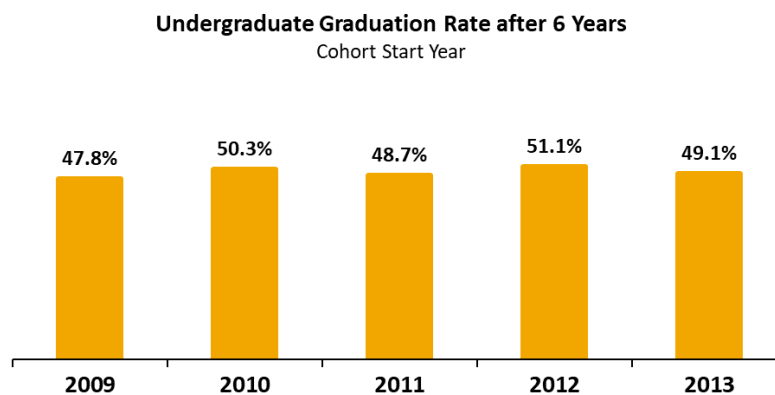


Figure 1-6 Undergraduate Graduation Rate after 6 Years

A number of initiatives have been undertaken to improve undergraduate persistence and graduation rates including those summarized below.

New direct entry admissions framework

In 2016, Enrolment Services initiated a review of the direct entry admission framework. As part of the due diligence process, admission models from across the country were reviewed and Deans and Associate Deans were consulted. After the review, it was determined that four important factors should be addressed: English and mathematics preparation of incomings students, flexibility regarding courses that could be used in the admission average calculation, flexibility in determining minimum eligibility (i.e. some programs wanted a threshold lower than 85%), and addressing the issue that UM was the only Canadian institution to use only three courses in its admission average calculations, where four was more typical.

In 2018, a new direct entry admission framework was approved by Senate that simplified the admission requirements and introduced Math and English as core requirements, bringing the number of courses to five.

Once the framework was approved, programs that offered a direct entry program were encouraged to bring forward a proposal to Senate to modify their requirements to align with the new framework. Since May 2020, all but one program has modified their requirements to align with the new framework.

University 1 transit regulations and academic progression rules

University 1 (U1) is a direct-entry admission option that offers students the unique opportunity to plan for one or more target degree programs during the first year of university. U1 is designed to meet the needs of students who are not sure what program they are going to pursue as well as students who are seeking advanced entry into a specific program. Students receive guidance from academic advisors who specialize in the transition from high school to university. A review of performance and persistence rates for students who transit to the Faculties of Arts or Science from U1 led to new transit regulations approved in

2019. U1 developed new academic assessment categories and interventions to ensure students who do not meet the minimum performance requirements will receive appropriate academic and personal supports to help get back on track.

Policy review

A review of the Voluntary Withdrawal (VW) policy in 2016 indicated that uncontrolled access to VWs caused unrestrained repeat attempts at some courses and contributed to a number of concerning impacts for students. These included high rates of degree non-completion and increased time to completion; increasing student debt; a higher burden on teaching, learning and financial resources; inequitable access to courses and programs; increased bottlenecks in required courses; inflated entrance requirements for competitive entry programs; and increased time to graduation.

In consequence, a number of new academic policies and policy revisions were approved by Senate to support timely student progress. These included:

- Revisions to the student policy on VW
- A new policy and procedure addressing student Authorized Withdrawal
- A new policy addressing Repeated Courses by students
- Revisions to the Grade Point Average policy

Degree audit

A new degree audit system was launched to help students and academic advisors track academic progress, map degree requirements, estimate time-to-degree-completion and find alternative degree paths. A complementary project, Career Compass, was initiated to develop degree templates for students that integrate program and course requirements, career planning and co-curricular activities for select undergraduate programs. This initiative helps provide structure and direction to students in managing their academic programs and course selection. Career Compass also heightens awareness about experiential learning, community connections and links students to support services provided by Student Affairs professionals. Prospective students and guidance counsellors also use the tool to increase understanding of areas of study and guide career decision-making.

International student supports

A portion of tuition collected from international students is directed to enhancing financial, academic and student support programs and services for these students. Since 2015, new initiatives have contributed to the success of international students, such as:

- Providing additional scholarship and bursary support for both undergraduate and graduate students
- Supporting English language development skills through more English as an Additional Language (EAL) courses and workshops, reading clinics, journal and technical writing boot camps and courses; and provision of tutors for both undergraduate and graduate students, including an EAL Specialist (in the Academic Learning Centre, Agricultural and Food Sciences, Engineering, English Language Centre)

- Embedding academic supports within classes with high international student enrolment and providing supplemental instruction workshops
- Providing support to instructors through the addition of an internationalization faculty specialist in the Centre for the Advancement of Teaching and Learning
- Enhancing and promoting academic integrity through workshops and international academic integrity coordinator (Student Engagement and Success) and international student advocate (Student Advocacy)
- Enhancing student experience (pre-arrival, orientation, transition and advising) by expanding student mentoring, leadership and peer programs
- Addressing nutrition through the addition of a community kitchen in student residences
- Enhancing student mental health and wellness through the addition of an intercultural counseling specialist at the Student Counselling Centre and an international student support case worker

Graduate students

In addition, there are specific initiatives focused on graduate students. The Faculty of Graduate Studies has encouraged units to eliminate potential roadblocks to timely progress including the elimination of unnecessary links or dependencies between program requirements that could act to delay timely processes, such as a requirement within a PhD program that courses or the candidacy examination be completed before research is begun.

Graduation rates in Master's programs have increased modestly for cohorts beginning in 2013, compared with those starting in 2009 (Figure 1-7) but the number of terms to completion (Figure 1-8) has remained relatively flat.

PhD graduation rates have remained very consistent, as have the mean number of terms to completion. (Figures 1-9 and 1-10)

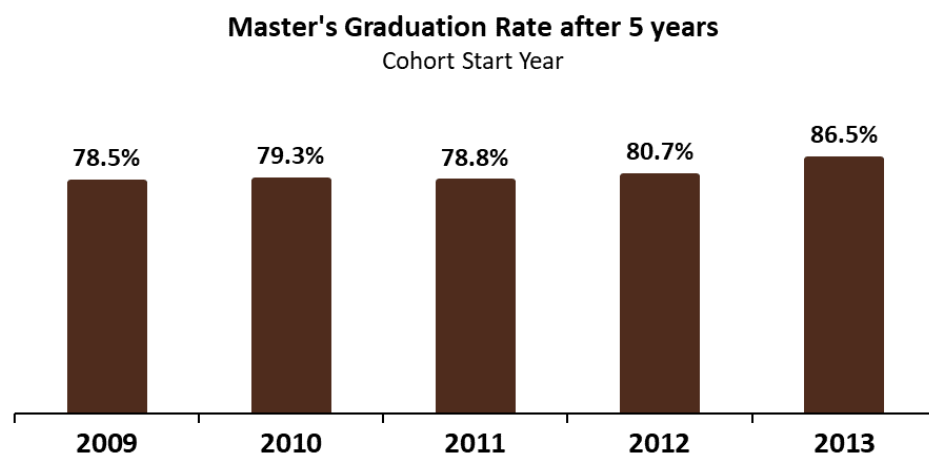


Figure 1-7 Master's Graduation Rate after 5 Years

Mean Number of Terms to Completion for PhD Degree
Cohort Start Year

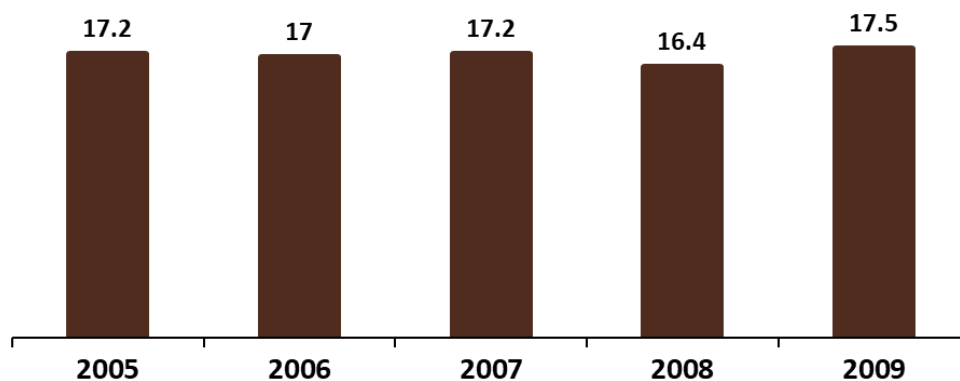


Figure 1-8 Mean Number of Terms to Completion for PhD Degree

PhD Graduation Rate after 9 years
Cohort Start Year

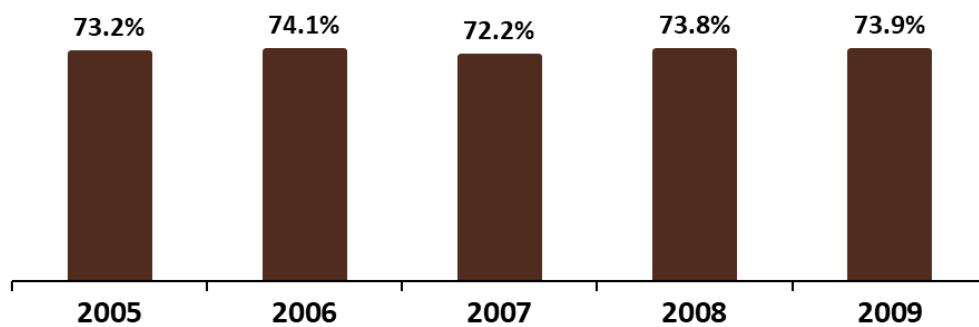


Figure 1-9 PhD Graduation Rate after 9 Years

Mean Number of Terms to Completion for PhD Degree
Cohort Start Year

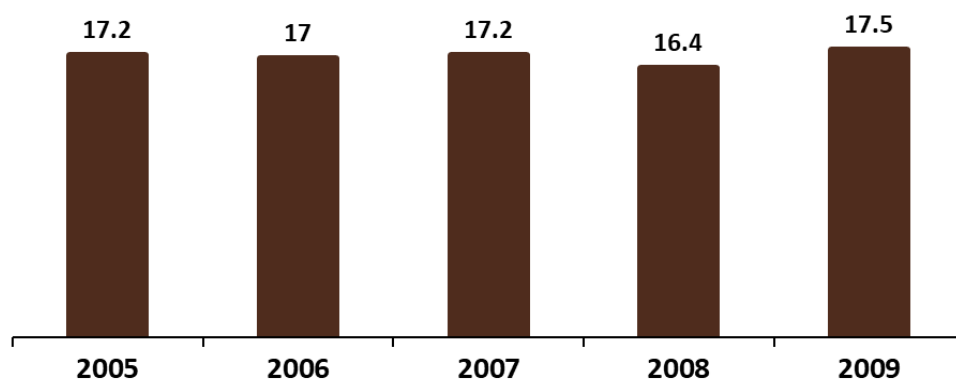


Figure 1-10 Mean Number of Terms to Completion for PhD Degree

Financial Assistance

Financial support can also play a role in persistence and a student's ability to complete their education.

The total amount of awards that have been disbursed to students, undergraduate and graduate, has increased by 60% from \$22.5 million in 2015-16 to \$36 million in 2018-19.

Support comes from a variety of sources including athletic awards, bursaries, entrance and in-course scholarships, external awards, fellowships, prizes and research awards. Two key areas of increase during this period have been in scholarships and bursaries. (Figures 1-11 and 1-12).

Bursaries Awarded

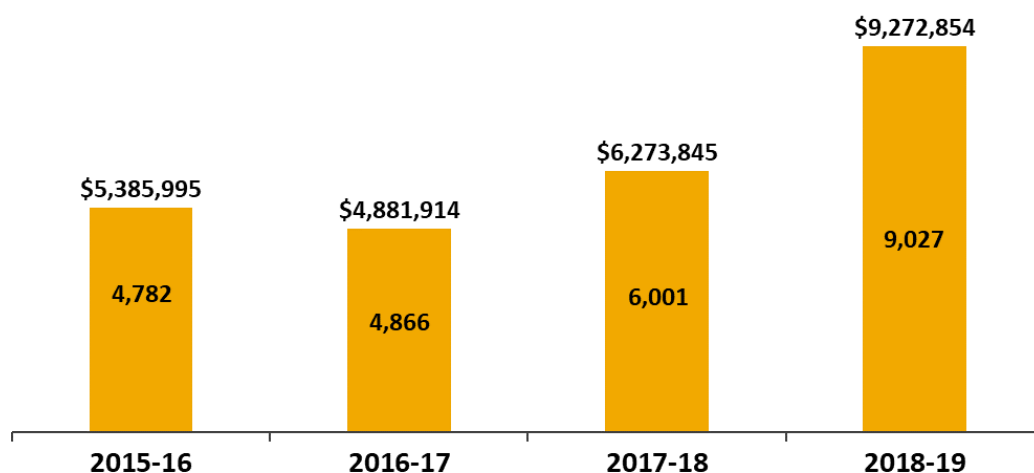


Figure 1-11 Bursaries Awarded

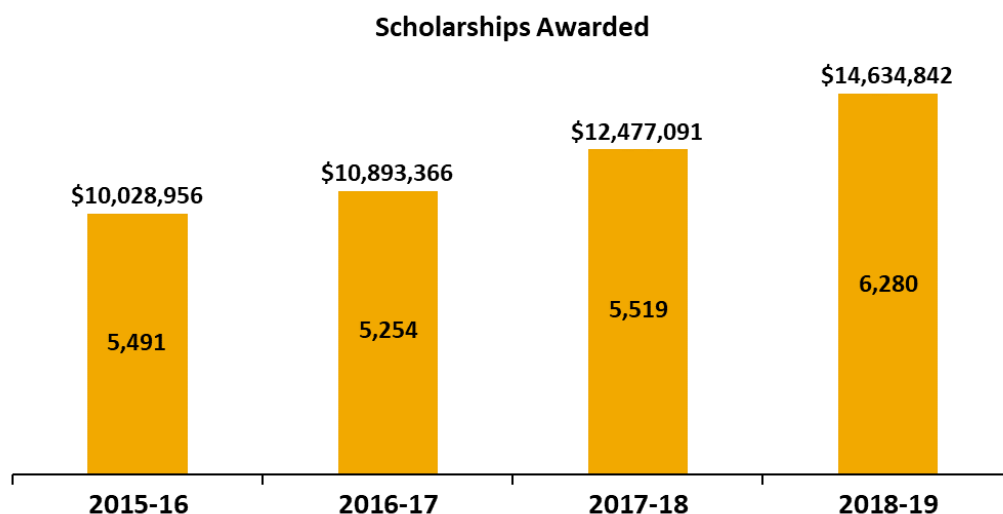


Figure 1-12 Scholarships Awarded

e. Increase opportunities for experiential learning.

UM is committed to increasing experiential learning opportunities for students.

A UM-wide environmental scan of all experiential learning opportunities has been conducted that demonstrates the variety of opportunities available to students through both curricular and non-curricular experiential learning. This scan also noted that there could be enhanced coordination both internally and with external partners and that additional opportunities could be established in a number of faculties.

In 2018, an Experiential Education Task Force was created. Their final report and recommendations to the Provost were subsequently shared with Deans and Directors for consideration and further input. A focus for experiential education has also now been established within the portfolio of the Vice-Provost (Teaching and Learning) to implement the task force recommendations and to establish a more coordinated and expanded approach to experiential education through supports, funding and faculty development. UM offers several co-curricular opportunities and many are delivered or coordinated within the Division of Student Affairs. Examples include work study, peer mentoring, leadership, service learning and volunteer opportunities.

UM has begun a partnership with other Manitoba post-secondary institutions to engage business and industry in conversations about work integrated learning. These conversations are expected to grow over time.

Experiential learning is an increasingly important component of many academic programs at UM. Highlights of related recent initiatives are detailed in the faculty overviews in the Appendix of this report.

Co-operative education (Co-ops)

Co-operative education allows students to put theory into practice while deepening learning as students test and enhance skills learned in the classroom. This is an area in which the university has seen significant growth. Since 2015, there has been a 35% increase in annual participation rates in co-op programming.

In 2019 a new co-op education policy was approved through Senate, which defines terms and sets out standards for these important work-integrated learning opportunities.

UM has a long history of offering co-op education within its faculties. There are currently over 40 programs offering co-op options to students in the Faculties of Agricultural and Food Sciences; Architecture; Arts; Engineering; Environment, Earth and Resources; Asper School of Business; and Science. Since 2015, co-op options have been approved for programs in the following areas of study:

Undergraduate Programs

Applied Mathematics
Environmental Design
History
Human Nutritional Sciences
Labour Studies
Mathematics
Physics and Astronomy
Political Studies
Psychology

Graduate Programs

Architecture
City Planning
Interior Design
Landscape Architecture

f. Expect, recognize, promote and reward high quality and innovative teaching.

To advance the goals for high quality and innovative teaching, UM has committed to three areas of action:

- Review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are appropriately and consistently recognized
- Establish ‘teaching chairs’ to lead and facilitate teaching excellence
- Increase opportunities for academic staff to complete the Teaching and Learning Certificate program through the Centre for the Advancement of Teaching and Learning

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all faculty/school tenure and promotion guidelines to evaluate recognition of teaching and the scholarship of teaching at UM. Feedback from this process was provided to each faculty in 2017 to inform the revision of tenure and promotion guidelines.

The UM-wide Olive Stanton Teaching Award and the Saunderson Teaching Award have been re-established with enhanced and more explicit criteria and a peer-review selection process. The awards are presented at the Spring Convocation ceremonies to highlight and celebrate outstanding teaching. A Provostial Program in the Scholarship of Teaching and Learning (SOTL) has recently been established to provide, through a peer-review process, both project and personnel funding. Project funding includes small (<\$7,500) and large (<\$25,000) projects, while the personnel funding includes three annual Teaching Scholar positions (one term each) and two annual Teaching Fellowships (two-year awards). This unique Program provides an opportunity for faculty to engage with SOTL, investigate innovative teaching strategies, develop educational leadership amongst faculty, build a strong nominee base for internal and national teaching awards, share findings and expertise through an annual teaching and learning symposium and promote SOTL as a legitimate addition to evidence for both teaching and research through promotion and tenure applications.

The Faculty of Graduate Studies offers annual awards to recognize outstanding mentorship of graduate students.

The Centre for the Advancement of Teaching and Learning has established the three programs outlined to facilitate professional development for all instructors and teaching assistants:

- The Teaching and Learning Certificate program is an intensive two-year (part time) mentor-supported program for pre-tenured faculty. 30 faculty members have graduated from the program, while an additional 32 are in process.
- The Instructional Skills Workshop established in 2018 is a three-day intensive program for sessional instructors with three intakes per year. Since its inception, 47 sessional instructors have completed the program.
- The Graduate Student Program is a new internationally accredited program focused on building fundamental teaching and communication skills in graduate students. As of Fall 2019, 150 graduate students were enrolled in the program.

g. Enhance student mobility.

UM has committed to three areas of action in support of the goal of enhancing student mobility. These are:

- Increasing the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations
- Establishing university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples
- Becoming a founding partner in the creation of a provincial transfer credit data-base designed to encourage student mobility
- Related activities under this goal include the creation of a new policy on the transfer of external grades for academic credit and a revised official transcript format.

UM provided leadership in the initial development of a provincial transfer credit database designed to facilitate student mobility between Manitoba post-secondary institutions. This project was undertaken in partnership with the University of Winnipeg, Brandon University, Université de Saint-Boniface, the University College of the North, Red River College and Assiniboine Community College.

The development of local, national and international articulation agreements is incorporated into the undergraduate program approval process to ensure that these are of high quality and beneficial to students. These Senate-approved bilateral or multi-lateral agreements between UM and other recognized post-secondary institutions define the terms and conditions for consideration of admission and recognition of prior learning within the context of specific programs or credentials. Upon successful admission, students may receive established credit within a program at UM, shortening the path to the credential (typically a three-year or four-year degree) that is ultimately sought. Recognition of prior academic achievement may be in the form of advance standing or credit recognition, reducing the total credit hours required for credential completion.

The Faculty of Graduate Studies has also introduced a collaborative PhD structure, which provides an opportunity for outstanding graduate students to receive training and exposure to research and scholarship at both UM and a collaborating university outside of Canada. This structure is also expected to facilitate collaborations between UM faculty and researchers at other international institutions.

The International Centre has also played a key role in student mobility. Between 2015 and 2020, the centre facilitated a total of 142 student mobility agreements including 10 articulation agreements, 92 Bilateral student exchange agreements and 40 other types of student mobility agreements.

h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.

UM is committed to identifying options to ensure that Indigenous content is included in academic programs and to providing educational opportunities for academic staff members that will facilitate the incorporation of Indigenous knowledge into all program areas. Additional detail is provided in this report's section on Indigenous Achievement (Priority 3) and in the Appendix.

Course content

The Centre for the Advancement of Teaching and Learning has established a number of workshops and introduced a blanket exercise to support instructors in the inclusion of Indigenous content within courses and introduce discussion of Indigenous concepts. The KAIROS blanket exercise was initially developed in response to the 1996 Royal Commission on Aboriginal Peoples and offers a powerful interactive learning experience that simulates the histories and stories of colonialism. More than 250 staff from across campuses have participated in the blanket exercises. Through their Flexible Learning Team, the Centre for the Advancement of Teaching and Learning also supports instructors through the development of learning resources related to Indigenous content and offers sessions to utilize Indigenous knowledge(s) and teaching method in the classroom.

Faculty orientation and workshops

Information on UM's commitment to Indigenous achievement is also included in the new faculty orientation. New faculty are provided with resources including workshops to increase awareness of Indigenous peoples and perspectives.

To further support this goal, workshops for academic administrators have been offered addressing topics such as:

- Decolonizing UM: What Can Academic Leaders Do?
- Indigenous Student Experience in Post-Secondary Education
- Decolonizing Education
- Integrating Indigenous Perspectives and Knowledges into the Curriculum
- Historical Overview and Indigenous World View
- Contemporary Manifestations of Indigenous History – the Canadian Context
- Ten Ways Organizations Get in Their Own Way on Indigenous Achievement, Reconciliation, Diversity, Inclusion and Anti-Racism

Since spring 2019, UM Libraries (UML) has offered Indigenous Cultural Competency Training. Almost half of UML have completed the blended learning experience where UML meet with Indigenous members of faculty and staff while completing a certificate in the Indigenous Canada MOOC (UAlberta) training.

Indigenous Scholars

UM continues to incorporate Indigenous perspectives into learning, discovery and engagement programs through a comprehensive approach.

Indigenous Scholars are leading the integration of Indigenous knowledge(s) and perspectives into curriculum, programs and initiatives. The Indigenous Scholars Fund was established to support the recruitment of Indigenous scholars. Funding for 12 positions was provided (six in 2016 and six in 2017) in the Faculties of Agricultural and Food Sciences; Arts; Education; Engineering; Architecture; Kinesiology and Recreation Management; Science; Asper School of Business; Rady Faculty of Health Sciences and School of Art.

Indigenous Initiatives Fund

Since 2015, 61 unit-based projects have been supported through an Indigenous Initiatives Fund. Several examples of funded projects are summarized below.

- The Price Faculty of Engineering is offering a series of workshops for faculty and instructors to learn how to incorporate Indigenous perspectives into engineering courses in significant and culturally sensitive ways.
- The Faculty of Education is reviewing and revising course curricula and pedagogy in the area of Inclusive/Special Education to incorporate Indigenous knowledge(s), pedagogy and worldviews.
- The Rady Faculty of Health Sciences is reviewing midwifery and nursing undergraduate curricula to ensure that an understanding of Indigenous perspectives is established as an important learning outcome.
- The Faculty of Kinesiology and Recreation Management (FKRM) is working with the Manitoba First Nations Education Resource Centre to develop a land-based curricular framework that will provide the foundation for the development of FKRM undergraduate courses.
- The Faculty of Social Work is revising the Bachelor of Social Work (BSW) program with the primary goal of integrating Indigenous Knowledge(s) throughout the BSW curriculum.
- Ongomiizwin Education is developing the Traditional Medicine Garden at the Rady Faculty of Health Sciences campus to include on-site and video teachings on traditional medicines and their uses.

Indigenous Senior Leadership

At the time of the strategic plan mid-term report, UM was in the process of introducing the position of Vice-Provost (Indigenous Engagement). Given the importance of increasing participation of Indigenous students and increasing engagement with Indigenous communities, a committee was established to review the role and mandate of Indigenous senior leadership at UM. A report was submitted to the Provost and all recommendations were accepted by the President and the Board of Governors in early October 2019. The report provides a series of recommendations for the development of a UM-wide approach to advancing Indigenous engagement, addressing anti-Indigenous racism and working collectively toward Reconciliation.

Amongst the top recommendations was the establishment of a Vice-President (Indigenous) to lead this work. Dr. Catherine Cook was appointed to this position to begin on January 1, 2020 to work to determine how best to help UM meet its goals of reconciliation and support for Indigenous peoples.

i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.

Senate had previously mandated that Bona Fide Academic Requirements (BFARs) be developed for all programs. A BFAR is a component of an academic program that has been determined as essential and cannot be waived without compromising the integrity of the program.

Faculties and schools developed BFAR statements and rationales for their graduate programs with feedback from the Cooper Commission Implementation Working Group and resources available from the Centre for the Advancement of Teaching and Learning. Senate has approved BFARs, or in lieu of these essential skills and abilities documents which already existed in some units as accreditation requirements, for all graduate programs.

Other initiatives in support of this goal include:

- Revision of UM's Accessibility Policy and Procedures, which were approved effective January 1, 2015 and distributed to UM community
- Creation of faculty/college/school Accessibility Advisory Committees and Accommodation Teams help to facilitate accommodations for students and monitor trends
- Creation of an Academic Accommodation Appeals Policy and Committee
- An Assistive Technology Centre opened in February 2016 to provide services to students with disabilities and support for staff members using accessible technology
- Development of an Accessibility Plan in support of and compliance with the provincial Accessibility for Manitobans Act, including creation of an online training course on the customer service standard in conjunction with other post-secondary institutions in Manitoba
- Accessibility presentations and development of online materials (e.g. faculty and staff handbook) to assist UM community in providing accommodations to build awareness and understanding

Student Accessibility Services (SAS) provides support to all students with disabilities to fully access their chosen course of study for which they are academically qualified. The majority of supports are provided through accommodations such as extended time for tests and exams, note-taking services, transcription and volunteer note sharing services. Other supports offered include ASL-English interpreters and academic attendants who assist on campus and improved classroom equipment for accessibility. The assistive technology lab, opened in 2016, provides training on assistive technology for coursework and exams as well as access to alternate formats for texts and course materials. The test/exam centre provides distraction-reduced space and access to exam accommodations. SAS also provides additional support to students by way of programming and referrals to other supports on campus.

The number of students registered with the SAS office had increased from 1,310 (2016-2017) to 1,480 (2017-2018) and to 1,517 (2018-2019). Data for the period of 2018-2019 shows that 99% of students registered with SAS have permanent disability and 21% of the registered students present more than one disability. The category of students with mental health disabilities has increased significantly. In 2015, students with mental health disabilities comprised 39% (n=451) of students registered with SAS. In 2019, this had grown to 46% (n=701), an increase of 64%.

A UM Multi-Year Accessibility Plan (2016-2019) was developed to identify, prevent and remove barriers to accessibility.

A SAS handbook for faculty and staff is revised annually to provide detailed information about standard academic accommodations for registered SAS students at UM. Workshops are also offered on how to support students with disabilities.

In compliance with the Accessibility for Manitobans Act, UM has also ensured training has been provided through in person training, an online course and unit specific training where appropriate. All faculty and staff members were required to take training by November 01, 2017. Since January 2018, over 6,000 faculty and staff members have received training through Learning and Organizational Development.

Finally, the Student Accessibility Appeal Procedures were revised and approved by Senate in April 2018. Through this, a Senate Committee on Academic Accommodation Appeals was established as a standing committee of Senate with a role to hear and decide upon appeals related to accommodation.

j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.

UM is committed to providing students with a greater understanding of the goals and anticipated learning outcomes for all programs. The Centre for the Advancement of Teaching and Learning offers expertise and supports to instructors and academic units in course and curriculum development. They have developed an interactive course development guide that provides instructors with guidance on the establishment and communication of course outcomes and objectives.

The proposed revised academic program review procedures as discussed earlier in this priority, also requires that units undergoing review reflect and articulate the objectives and learning outcomes of their programs. A revised Responsibilities of Academic Staff with Regards to Students policy was developed and came into effect September 1, 2016 to ensure all course syllabi provide clear information to students regarding course content and assignments. The Centre for the Advancement of Teaching and Learning has also conducted workshops on the development of course syllabi and provides templates for both online and face-to-face courses.

The BFAR initiative, discussed above, provides students with a clear understanding of the essential requirements of a graduate program.

II. DRIVING DISCOVERY AND INSIGHT *through excellence in research, scholarly work and other creative activities*

The University of Manitoba — Manitoba’s research university — has a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years, having made seminal contributions in many fields and finding life-changing solutions to problems being faced by peoples of Manitoba, Canada and the world through fundamental and applied research.

Over the past five years, we championed excellence in research, scholarly work and other creative activities and increased our position within the top fifteen research-intensive universities in Canada. We retained our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, humanities and creative activities.

Our broad research directions continued to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we built and grew existing and emerging areas of research excellence and generated ideas and knowledge that helped address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We enhanced our reputation on the international stage and provided our undergraduate and graduate students with an exceptional and transformative research experience to succeed in their chosen careers.

GOALS

- a. *Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities.***

RESEARCH SUPPORTS

UM has continued its commitment to supporting a comprehensive range of research, scholarly work and creative activities. Early in the strategic plan implementation, the Office of Research Services (ORS) underwent changes, including specialized staff to assist with research grants and contracts, streamlined processes, pre-approved contract forms and the creation of several internal research programs. Funds were also allocated to assist with enhanced start-up funding for new faculty members. Early in 2020, the terms for use of the funds was extended from three to five years, an additional effort to help support new hires and early-career researchers establish their research programs.

Research Services continues to provide dedicated support to researchers who are seeking information and submission advice on the ever-increasing number of internal national and international research

funding opportunities. ORS works with researchers to ensure successful grant and contract submissions and manages the post-award process, which includes meeting the growing accountability requirements by external agencies and regulatory bodies for oversight of grants and contracts and overall research compliance.

In 2017, this reorganization implemented a separate director for grants and contracts, thereby improving services to researchers.

The Office of the Vice-President (Research and International) (VPRI) continues to support and coordinate the UM's seven research facilitators that work with researchers to review all research grants and contracts to improve their success with all funding applications.

All Canada Research Chair (CRC) and Canada Foundation for Innovation (CFI) applications must address how they align with UM's Strategic Research Plan as well as the signature areas of research, as appropriate. This ensures strategic investment in emerging and established areas of research excellence. To encourage multi-faculty collaboration, in 2019-20, internal guidelines for the annual CFI John R. Evans Leaders Fund competition were revised to increase the amount of funding for which groups of two or three researchers, can apply.

RESEARCH CHAIRS AND PROFESSORSHIPS

UM is committed to increasing the number of research chairs and professorships to develop and lead research in a range of areas. Since 2015, the following have been established:

Research Chairs:

- Endowed Research Chair in Leadership Research (2016-17)
- Endowed Research Chair in Leadership Education (2016-17)
- Waugh Family Chair in Multiple Sclerosis (2016-17)
- H. E. Sellers Chair in Internal Medicine (2016/17)
- Endowed Research Chair in Interprofessional Collaborative Practice (2017-18)
- Endowed Research Chair in Child Health Evidence-Based Medicine (2017-18)
- Endowed Research Chair in Human Rights and Social Justice (2017-18)
- Endowed Research Chair in Pediatrics and Child Health (2017-18)
- Endowed Research Chair in Pediatric Emergency Medicine (2018-19)
- Endowed Research Chair in Clinical Stroke Research (2018-19)
- Evelyn Wyrzkowski Chair in Cardiology at Saint Boniface General Hospital (2019-20)
- NSERC Industrial Research Chair in 4R Nutrient Stewardship (2020-25)
- NSERC Chair in Design Engineering for Sustainable Development and Enhanced Design Integration (2018-23)
- NSERC Chair for Women in Science and Engineering (Prairie Region) (2017-21)
- NSERC Industrial Research Chair in Power Systems Simulation (2016-20)
- NSERC Industrial Research Chair in River Ice Engineering (2014-19)
- CIHR Chair Sex and Asthma: Immunomodulatory mechanisms of airway inflammation (2020-24)

Conversion from Professorship to Chairs:

- Professorship in Pediatric Asthma and Allergy to a Chair (2016-17)
- Ivan Bihler Professorship in Stem Cell Research to a Chair (2016-17)
- Bryce Douglas Professorship in Corporate Finance to a Chair (2016-17)
- Dr. Lyonel G. Israels Professorship in Hematology to an Endowed Research Chair (2018-19)

Professorships

- Endowed Professorship in Business Ethics (2015-16)
- Endowed Professorship in Traumatology (2015-16)
- Rudy Falk Clinician Scientist Professorship (2018-19)
- Professorship in Endocrinology (2018-19)
- Professorship in Business Sustainability (2019-20)

RESEARCH AWARDS

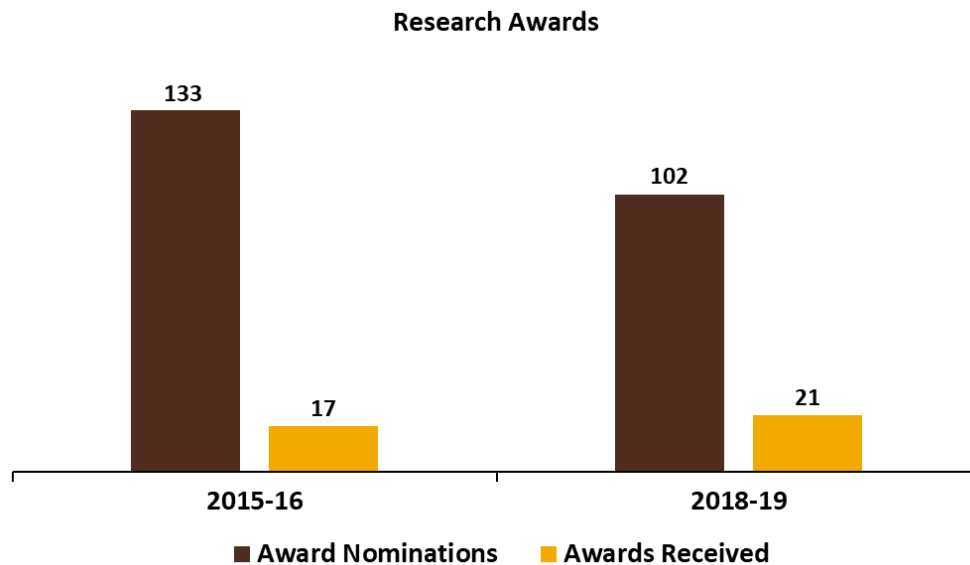


Figure 2-1 Research Awards

In general, the proportion of nominations to awards received has improved during this time. The Rhodes Scholarship Program comprises a significant component of research awards. Beginning in 2017, UM implemented an internal selection process for the Rhodes Scholarship Program, limiting the number of applicants officially endorsed by UM and resulting in a decline of total award nominations as reflected in Figure 2-1.

STUDENT RESEARCH SUPPORT

There are several funding initiatives through VPRI that provide research support to students:

UNDERGRADUATE RESEARCH AWARDS

The Undergraduate Research Awards (URA) are jointly funded by VPRI and the UM Students' Union (UMSU), with contributions from faculties. This program supports 170 undergraduate students each year, allowing them to work on research projects with UM professors. The number and amount of the awards have consistently increased from 2015, in both total dollars awarded and the total number of awards, resulting in a considerable increase over this period (see Figure 2-2). Ten percent of awards are dedicated to Indigenous students. Two additional awards are funded by the Social Sciences and Humanities Research Council General Revenue Fund and are allocated to community-based research.

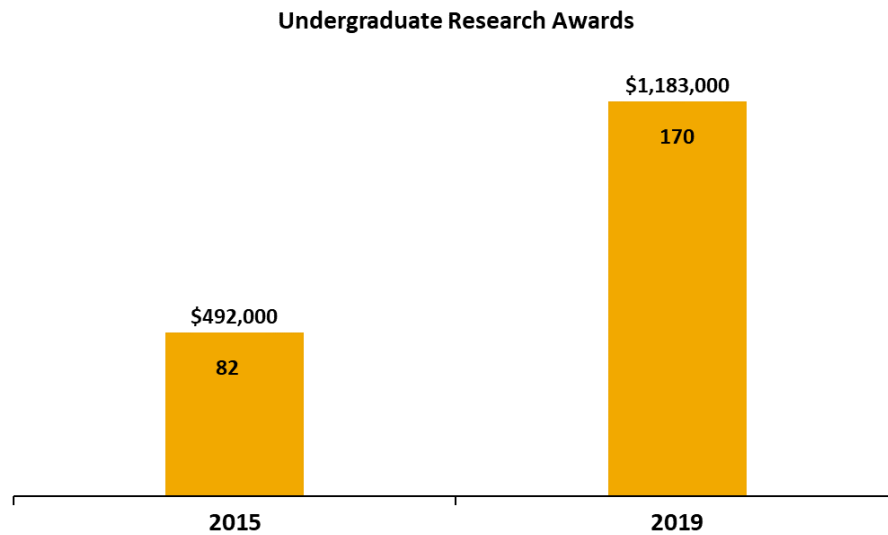


Figure 2-2 Undergraduate Research Awards

UNDERGRADUATE RESEARCH POSTER COMPETITION

Each fall this annual showcase of undergraduate students' expertise and passion for research provides an opportunity for students to display the research projects they have worked on with their researcher. Participation in this event includes students from all faculties and areas of study. The number of students participating has steadily increased overall each year since 2015. (see Figure 2-3).

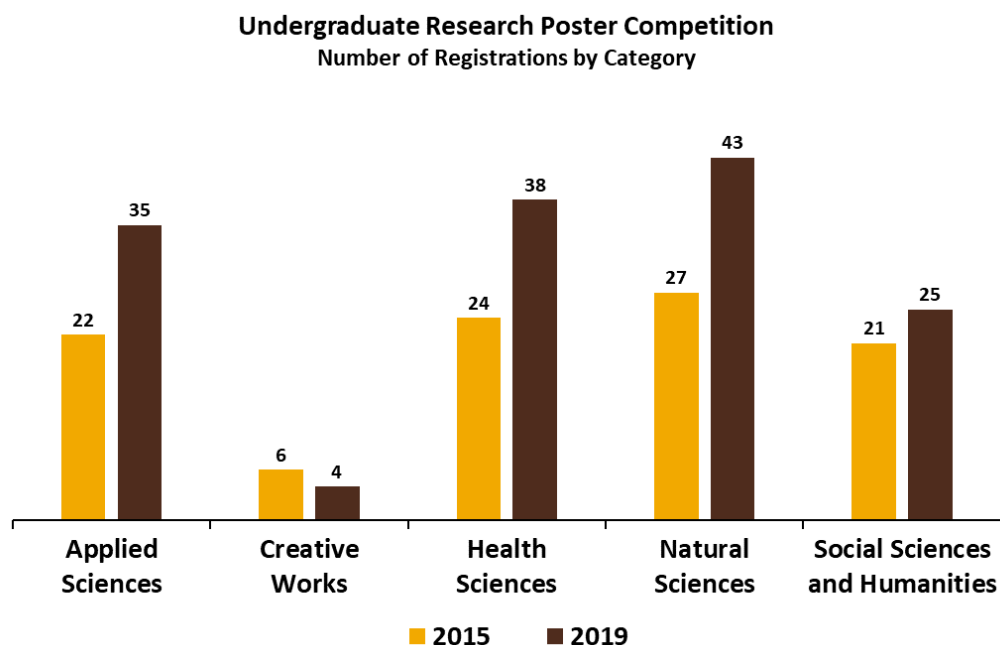


Figure 2-3 Poster Competition Registrations

CONFERENCE SPONSORSHIP PROGRAM

VPRI administers the Conference Sponsorship Program and Travel Support to Competitions three times per year. This program is designed to support the attraction of conferences to UM as well as to provide funding for proposals from Student Groups for Student Group Travel Competitions representing UM in the competition.

SET DAY

Science, Engineering and Technology Day (SET Day) gives Grade 11 and 12 students an opportunity to see what the future may hold for them in many life-changing fields of research conducted at UM. Activities include cutting edge science presentations, breakout sessions and lab activities. SET Day is open to all Manitoba high schools and has been supported by VPRI since 2007.

MANITOBA SCHOOLS SCIENCE SYMPOSIUM

UM hosts the annual provincial science symposium for students from grades 4 through 12 from Manitoba. VPRI is a Gold Sponsor and supports a significant portion of the costs. Three UM Entrance Scholarships are offered at \$700 each to any faculty and one Faculty of Science Entrance Scholarship at \$750.

MANITOBA FIRST NATIONS SCIENCE FAIR

UM hosts this annual science fair that provides extensive opportunities for students of First Nations schools to become engaged and excel in science. VPRI supports a significant portion of the costs.

CANADA-WIDE SCIENCE FAIR

The Canada-Wide Science Fair (CWSF) brings together the country's top young scientists in grades 7 – 12. It has been held every year since 1962. In addition to scientific, social and cultural activities, the 500 finalists compete for medals, cash prizes, scholarships and exclusive science opportunities. The Office of the Vice-President (Research and International) offers a renewable entrance scholarship valued at \$5,000 for students who have been awarded a Gold Medal for a senior project at the CWSF.

SANOBI BIOGENIOUS

Sanofi Biogenius Canada is a national science research competition open to high school students that has helped almost 4,000 young Canadians pursue real-world scientific research projects that have been the launch pads to future studies and careers.

GRADUATE STUDENT SUPPORTS

Graduate students have access to student conferences and/or travel support and Graduate Enhancement of Tri-Council Stipends (GETS), administered by the Faculty of Graduate Studies. The program was recently expanded to support research assistant appointments, and as well, the grants for which GETS support is eligible, was reviewed and expanded. As well, research discussions, seminars and workshops are held in many faculties, colleges and departments, providing numerous networking and collaboration opportunities.

RECOGNITION OF RESEARCHERS

To ensure recognition of UM researchers and their work and to celebrate their scholarly accomplishments, annual nominations are held for national and international awards (See Figure 2-1). UM faculty received a number of awards between April 2015 and October 2019, including:

Royal Society of Canada Fellows

The Royal Society of Canada (RSC) is the senior national body of distinguished Canadian scholars, artists and scientists. The primary objective of the RSC is to promote learning and research in the arts and sciences. The RSC consists of researchers who are selected by their peers for outstanding contributions to the sciences, arts and the humanities. Ten UM faculty members were elected to the RSC.

Canadian Academy of Engineering Fellows

Election to the Canadian Academy of Engineering (CAE) is one of the highest professional honours accorded to an engineer. Fellows have distinguished themselves in different sectors including business, academia and government and in different roles such as business management, executive management, technical and university faculty. Eight UM faculty were elected Fellows of the CAE.

Women's Executive Network – Canada's Most Powerful Women – Top 100 Awards

Canada's Most Powerful Women: Top 100 Awards is the country's most recognizable award for the highest achieving female leaders in the private, public and not-for-profit sectors. These awards were created to recognize the incredible accomplishments of women, develop a community of support and

increase the visibility of strong leaders in order to inspire future generations. Eight researchers were recognized with this award.

Canadian Academy of Health Sciences Fellows or Distinguished Fellows

Fellows elected to the Canadian Academy of Health Sciences (CAHS) are health and biomedical science leaders who are well recognized by their peers nationally and internationally for their contributions to the promotion of health science. They have demonstrated leadership, creativity, distinctive competencies and commitment to advance academic health sciences. Six scientists were elected to the CAHS.

Royal Society of Canada – College of New Scholars, Artists & Scientists Members

In 2011, the Fellowship of the Royal Society of Canada established the College of New Scholars, Artists and Scientists. The mandate of the college is to gather exceptionally talented new scholars, artists and scientists at a highly productive stage of their careers into a single collegium characterized by the interaction of diverse intellectual, cultural and social perspectives. Six faculty members were elected by the RSC as new members.

Canadian Medical Hall of Fame Inductees

The Canadian Medical Hall of Fame (CMHOF) laureates are individuals, living and posthumous, whose outstanding contributions to medicine and the health sciences have led to extraordinary improvements in human health. Their work may be a single meritorious contribution or a lifetime of superior accomplishments. Pioneers in their field, they are considered role models who inspire young Canadians to pursue careers in the health sciences. Four UM faculty members were inducted into the CMHOF.

Institute of Public Administration of Canada – Lieutenant Governor’s Award for Excellence in Public Administration in Manitoba

The Institute of Public Administration of Canada (IPAC) Lieutenant Governor’s Award for Excellence in Public Administration in Manitoba recognizes the exceptional achievement of a person who has shown distinctive leadership in public administration. Three UM administrators received this award.

Governor General’s Innovation Awards

Launched in 2016, the Governor General’s Innovation Awards inspire Canadians to embrace innovation and to emulate innovative, entrepreneurial risk-takers who have developed new or better ways of creating value and who are having a meaningful impact on our quality of life. The awards are given to individuals, teams and/or organizations whose innovations are truly exceptional, transformative and positive in their impact on quality of life in Canada. Two UM researchers received this award.

Manning Awards – Ernest C. Manning Principal Award

Valued at \$100,000, the Ernest C. Manning Principal Award recognizes and encourage innovation in Canada. Two UM faculty received this award.

Canada Gairdner Foundation – Wightman Award

Valued at \$100,000, the Gairdner Foundation Wightman Award recognizes a Canadian health researcher who has demonstrated extraordinary leadership paired with exceptional science. Successful recipients demonstrate research excellence in the health sciences at an international level as well as superior leadership among their peers, with local, national and international impact. One health researcher received this award.

Canadian Institutes of Health Research Gold Leaf Prize for Outstanding Achievements – Early Career Investigator

Valued at \$100,000, the Canadian Institutes of Health Research (CIHR) Gold Leaf Prize for Outstanding Achievements – Early Career Investigator is awarded every two years to an investigator at the beginning of their career who shows great potential and is expected to continue to produce research of exceptional merit. One faculty member was awarded this prize.

Royal-Mach-Gaensslen Prize in Mental Health Research

Valued at \$100,000, the Royal-Mach-Gaensslen Prize for Mental Health Research was established to recognize and support Canadian early-career researchers in the area of mental health. It recognizes those with a demonstrated track record in research with excellence in scientific rigor, innovative thinking, imagination and originality and a clear ability to work in partnership with other disciplines and/or research teams external to the institution with which they are affiliated. One health researcher was awarded this prize.

Graham Boeckh Foundation – Dr. Samarthji Lal Award for Mental Health Research

Valued at \$25,000, the Dr. Samarthji Lal Award recognizes a researcher working in a Canadian institution in the area of psychiatry, with a focus on major mental disorders, who is mid-career and making an outstanding contribution to the field. The recipient demonstrates excellence in scientific rigor, excellence and promise in research outcomes (contributing to the ultimate goal of bringing hope and relief to patients) and innovative “out-of-the-box” thinking. One faculty member received this award.

Health Research Foundation – Medal of Honour

Valued at \$20,000, the Health Research Foundation - Medal of Honour has been awarded to remarkable individuals whose research or contributions to public policies supportive of research and development in Canada have achieved international recognition. All recipients have made pivotal contributions to the advancement of knowledge in the health sciences and/or the improvement of therapeutics healthcare. One faculty member received this medal.

Rhodes Scholarship

The Rhodes Scholarship is a postgraduate award supporting exceptional students from around the world to study at the University of Oxford. The program was established in 1903 and first awarded in Canada in 1904. Up to 11 Rhodes Scholarships are awarded annually in Canada, including three in the Prairie Region of Alberta, Saskatchewan and Manitoba. One UM student received this scholarship.

In addition to these awards, there are also internally administered faculty research awards through VPRI, such as:

Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award

Established in 1997 and renamed in Dr. Bowman's memory in 2005, to recognize outstanding research accomplishments by a non-retired established university faculty member. The award consists of a research grant in the amount of \$25,000 and a medal.

Falconer Emerging Researcher Rh Awards:

Established in 1973 by the Winnipeg Rh Institute Foundation Inc. to recognize academic staff who are early in their research, scholarly work and other creative activities; and who display exceptional promise, demonstrate high qualities in innovation and stimulate research colleagues in their own and related discipline. Each award consists of a research grant of \$12,000.

GAME CHANGER COMPETITION

In 2015, UM successfully established the Game Changer Competition. This program provides opportunities for emerging entrepreneurs to work with potential employers, advisors and partners. The competition stimulates entrepreneurial thinking by students, the public and faculty; and encourages teamwork within and among wide-ranging disciplines, engaging non-traditional fields to collaborate with traditional entrepreneurial fields. This multi-phased competition first has individuals and teams submit problems and challenges, from which up to five problems or challenges are chosen for solutions to be provided (see Figure 2-4).

RESEARCH AND SCHOLARLY EXCELLENCE CELEBRATION

The annual Research and Scholarly Excellence Celebration was initiated in 2018 and is held on the UM campus. It honours faculty members who are new inductees to national academic societies, new and renewed sponsored and endowed research chairs, new Distinguished Professors and other special award winners. In its first two years, 44 faculty members were recognized for their accomplishments. Guests include the academic community, industry, government and funders.

RESEARCHLIFE MAGAZINE

ResearchLIFE magazine was launched in 2009. It is published twice per calendar year (winter, summer), both in print and digital format. Distribution includes local and national funders, Winnipeg libraries and medical offices, on campus distribution and to subscribers. The subscription is free. Each issue highlights research, scholarly works and creative activities conducted by UM faculty, students and postdoctoral fellows. In addition, it celebrates research accomplishments such as award recipients, books published, the annual Science, Engineering and Technology (SET Day) and other UM activities of interest to a wide public audience. Each issue contains a self-written research profile by a graduate student and an invited opinion piece related to the theme by an external partner. Magazine feature stories are shared on the UM Today news channel and on UM social media channels.

CAFÉ SCIENTIFIQUE

The UM Café Scientifique series is funded, hosted and organized by the Office of the Vice-President (Research and International). More than 65 Cafés have been held at McNally Robinson Booksellers since the fall of 2008. Topics of interest to the public are chosen based on a call for proposals to the UM community. From those submissions, each year's series of Cafés is chosen.

The purpose of the Cafés is to share with the public the amazing research, scholarly activities and creative works that our researchers engage in. The panels are multidisciplinary and cross-faculty and often include community stakeholders. This demonstrates how research is conducted not in an 'ivory tower' but collaboratively and how it strives to solve problems/issues of importance to the community. Café topics draw a different audience every time, dependent upon the topic. In the 12 years of the program, it is estimated that attendance has been more than 6,000 people.

CONVERSATION CANADA

UM is a founding member of The Conversation Canada, a daily independent online publication, delivering analysis and explanatory journalism from the academic and research community directly to the public. It is a not-for-profit collaboration, where professional editors work directly with academics and researchers to publish articles for a wide audience. All faculty members and doctoral candidates are encouraged to take advantage of this opportunity to share their research with this network.

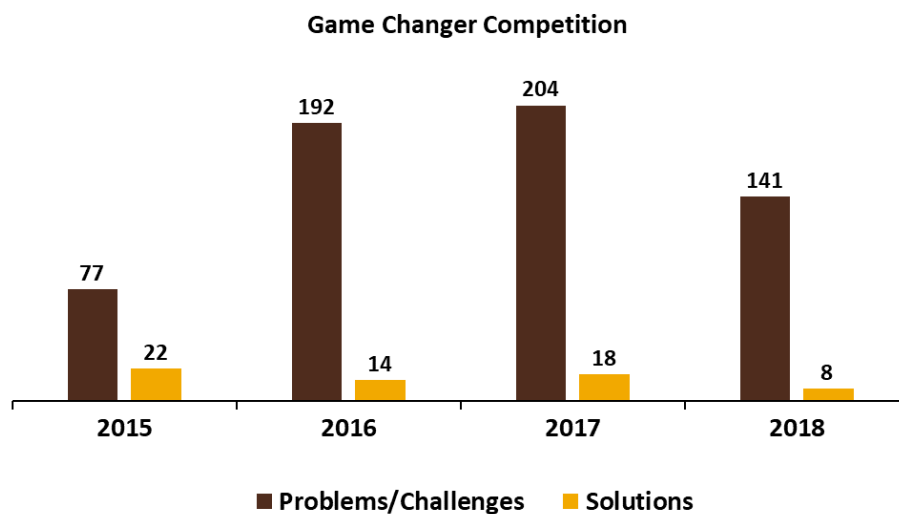


Figure 2-4 Game Changer Competition

PARTNERSHIPS & INNOVATION (FORMERLY TECHNOLOGY TRANSFER)

In 2019, the former Technology Transfer unit changed its name to Partnerships and Innovation, which is a more accurate reflection of their role to the community. This coincided with a move to the Smartpark Innovation Hub.

Partnerships & Innovation is charged with capturing value of research through commercialization of inventions created by UM researchers and with increasing partnerships between researchers and companies in the community who can benefit from their expertise.

AIMDay events are a structured process where industry challenges are presented to diverse groups of researchers to facilitate knowledge transfer from post-secondary institutions to industry. In other jurisdictions where they have been done, the number and scope of industry partnerships with research has increased significantly. An AIMDay event is planned for the fall of 2020.

UM normally receives 40 – 50 new invention disclosures annually. This is consistent with other universities based on the Association of University Technology Managers (AUTM) statistics that suggest one invention per \$3-4 million in research funding. Additionally, it is typical for about five to eight percent of inventions to be licensed to companies, which is also consistent with UM's numbers. There has been a proactive approach in the management of patent costs and due to increased attention to due diligence, somewhat fewer patents have been filed.

Figure 2-5 demonstrates the ways in which activities within Partnerships and Innovation are changing. While a similar number of inventions (represented by disclosures), patents and licenses continue to occur, activity has shifted to include more partnership activities (as represented by other agreements). During this same period, royalties received has remained relatively stable (Figure 2-6).

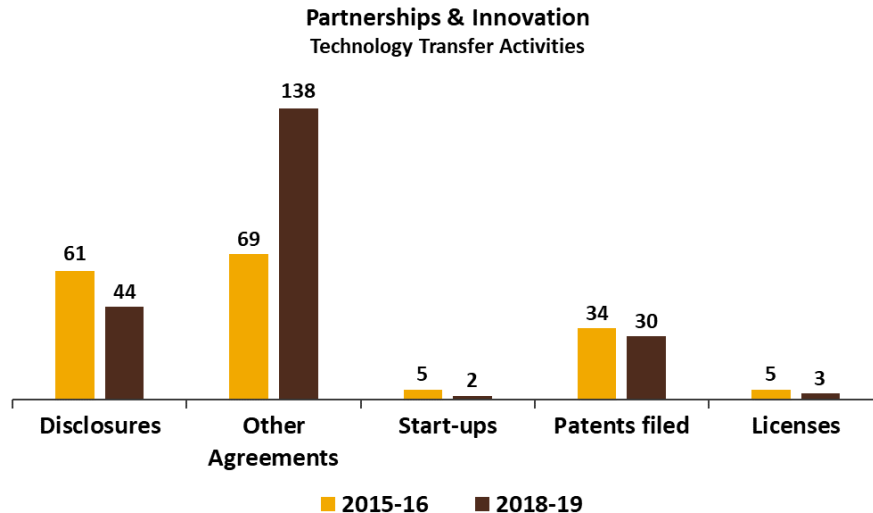


Figure 2-5 Technology Transfer Activities

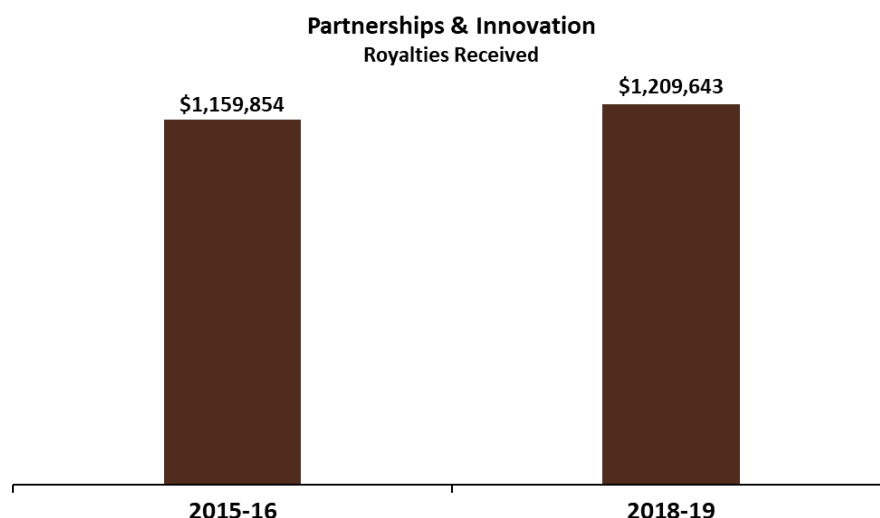


Figure 2-6 Royalties Received

b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners.

To support this goal, UM has committed to increasing the role of research institutes, centres and groups in facilitating collaborative research. A noteworthy accomplishment in this regard is the ongoing development of an agreement to be used between affiliated institutions (UM with Winnipeg Regional Health Authority/ Shared Health and Health Sciences Centre) to decrease the review time necessary for multi-party contracts.

Several internal grant programs were created to facilitate collaborative research and support scholarly activities:

University Research Grants Program

The University Research Grants program (URGP) supports the development of research at UM to enhance our national competitiveness in terms of tri-agency research funding. In 2019, funding was increased from \$7,500 to \$10,000 per project, to help support the increased costs of research and to allow for adequate student support. Priority is given to new faculty to help position them in competing successfully for external research support. Two annual competitions are held – one for new faculty (defined as less than three years from their start date at UM) and one for established faculty.

University International Programs & Projects Seed Fund

University International Programs and Projects Seed Fund (UIPPSF) supports faculty members in the development of new international initiatives that contribute towards UM's International Strategy objectives for academic and research enhancement.

University Indigenous Research Program

The University Indigenous Research Program (UIRP) fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities, including community-based opportunities with global Indigenous communities. This program supports building partnerships and supporting communities, as well as sharing Indigenous knowledge and research.

University Collaborative Research Program

The University Collaborative Research Program (UCRP) supports the development of new interdisciplinary/multidisciplinary research collaborations between researchers from different disciplines, which will nurture the overall development of research at UM.

University Creative Works Grants Program

The University Creative Works Grants Program (CWGP) supports high quality creative works to enhance the overall quality of artistic production at UM. In 2019, the amount of eligible funding doubled per creative work project, from \$2,500 to \$5,000. Between 2015 and 2019, over \$100,000 was awarded through this program.

Small Research Equipment Funding Program)

Established in 2017, the Small Research Equipment Funding (SREF) program supports the purchase, repair or fabrication of research equipment. VPRI provides a maximum of \$25,000 to researchers who have specific, lower-cost equipment needs required to support their research program.

Tri-Agency Bridge Funding (CIHR, NSERC, SSHRC)

Provides funding for the further development of unsuccessful tri-agency program applications to ensure future success. VPRI matches faculty fund contributions 2:1, up to:

Canadian Institutes of Health Research (CIHR) – up to \$40,000 per application maximum from VPRI

Natural Sciences and Engineering Research Council of Canada (NSERC) – up to \$20,000 per application maximum from VPRI

Social Sciences and Humanities Research Council (SSHRC) – up to \$10,000 per application maximum from VPRI

Internal Grants Programs		2015-16	2018-19
University Collaborative Research Program (UCRP)	Applications	33	28
	Funded	18	14
University Indigenous Research Program (UIRP)	Applications	12	7
	Funded	8	5
University International Program & Project Seed Fund (UIPPSF)	Applications	11	4
	Funded	6	2
Small Research Equipment Funding Program (SREFP)	Applications	--	60
	Funded	--	11

Figure 2-7 Collaborative Internal Grants Programs

COLLABORATIVE RESEARCH

To increase the role of institutes, centres and groups in facilitating collaborative research, the Senate Committee on University Research has begun a process to clarify the procedures to establish and review research centres and institutes.

Since 2015, the following have been established:

Research Groups

Manitoba Chemosensory Biology Research Group established (2015-16)

Violence & Injury Prevention Research Group established (2015-16)

Program and Policy Evaluation Research Group (2017-18)

Food Systems Research Group (2017-18)

Research Centre/Institute

Institute for Global Public Health (2019-20)

Figures 2-8 and 2-9 show the percentage of UM publications with national and international collaborations, both of which have increased during the period of this report.

Percentage of UM Publications with National Collaboration

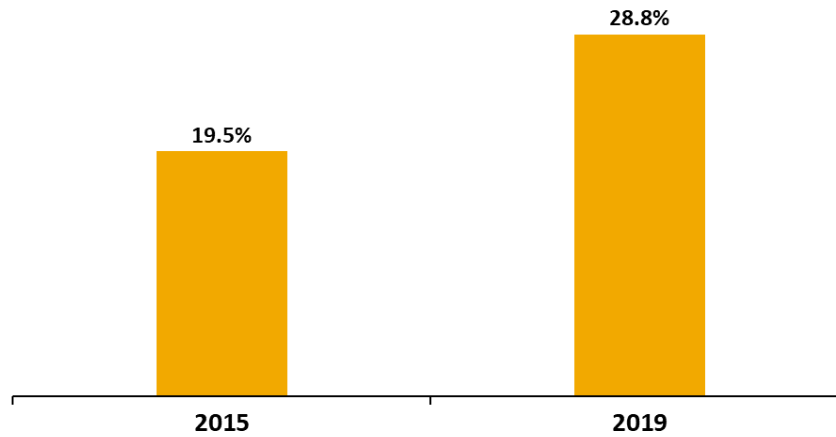


Figure 2-8 Percentage of UM Publications with National Collaborations

Source: Scopus

Percentage of UM Publications with International Collaboration

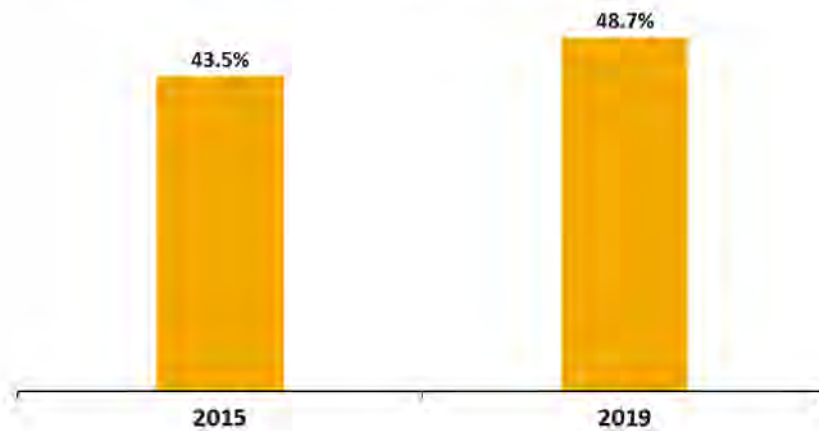


Figure 2-9 Percentage of UM Publications with International Collaborations

Source: Scopus

TENURE AND PROMOTION GUIDELINES

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all faculty/school tenure and promotion guidelines to assess the extent to which developing partnerships and engaging in community-based and international research are recognized. Feedback from this process was provided to each faculty in 2017 to inform the revision of tenure and promotion guidelines.

c. *Provide education and training opportunities for graduate students that recognize their diverse career paths.*

To accomplish this goal, UM has committed to providing discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. GradSteps is one example of achievements during this reporting period. GradSteps offers professional development workshops for graduate students through the Faculty of Graduate Studies in collaboration with various academic and student support units on and off campus. These not-for-credit workshops are designed to help graduate students navigate their programs and prepare them to transfer their skills and knowledge into a range of workplaces including traditional academic settings and for-profit or not-for-profit organizations. Between 2015 and 2019, over 4,000 students attended more than 500 GradSteps workshops.

The following workshops were offered by VPRI units through GradSteps since 2015:

- Partnerships and Innovation (formerly Technology Transfer Office): Intellectual Property: Have you invented something?
- International Centre: Cross-cultural Understanding and Building Relationships
- Animal Care: Understanding and Navigating the Path of Research Using Animals
- Fort Garry Research Ethics Board: CORE'd out? A Guide to Fort Gary Research Ethics Board Submissions
- Bannatyne Research Ethics Board: Beyond Acronyms. The Bannatyne REBs on the Research Ethics Approval Process and Participant Protection

d. *Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.*

As part of this work, UM has committed to establishing a development grants program to seed community-based research in partnership with First Nations, Métis and Inuit communities

The University Indigenous Research Program (UIRP), established in 2015, fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities (see figure 2-7 for detail). From 2015 to 2019, 33 projects were funded at an average of \$25,000 per project. From 2015 to 2019, \$763,000 was awarded in this program.

UM became the host of the National Centre for Truth and Reconciliation (NCTR) in the summer of 2015, following passage of the National Centre for Truth and Reconciliation Act, which enshrines its mandate. As the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission of Canada, the NCTR ensures that:

- Former Residential School students and their families have access to their own history
- Educators can share the Indian Residential School history with future generations of students
- Researchers can more deeply explore the impacts of Residential School experience
- The public can access historical records and other materials to help foster reconciliation and healing
- The history and legacy of the Residential School system are never forgotten

Since its establishment, NCTR has engaged in the following key activities:

- Received all records from the Truth and Reconciliation Commission of Canada
- Launched an archival website marking first time site-specific information on Residential Schools has been made available
- Community engagement work across Canada with Indigenous communities
- Launched a dedicated Survivor and Intergenerational Survivor archive access process
- Launched dedicated access processes for general users, media, researchers and film/documentary producers
- Hosted major conferences
- Initiated major public outreach
- Continued ongoing collection of objects
- Participated in major court efforts to protect and preserve records detailing Residential School history, with Survivors leading the charge
- Worked with tri-agencies to initiate national reconciliation research strategy
- Opened partner office at Dalhousie University
- Designed and delivered the National Student Memorial Register

Other related work in fostering the inclusion of Indigenous perspectives included support for:

- Rising Up: A Graduate Student Conference offered annually from 2016 to 2019. Indigenous students across all disciplines were invited to come together, rise up and present their knowledge and research.
- Honouring the Voices: 40 years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba was a 2016 exhibit and online portal highlighting work UM has done in partnership with Assembly of Manitoba Chiefs, Manitoba Metis Federation and Manitoba Inuit Association.
- Continued work through the Create H₂O program, which addresses research, science and training gaps preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves.

e. Advance Indigenous research and scholarship.

UM has committed to increasing its research capacity on Treaty and First Nations, Métis and Inuit rights, including the right of self-determination. An important component of this commitment involved the recruitment of Indigenous Scholars who specialize in topics relevant to Indigenous experience. Indigenous Scholars have been recruited to join UM in the Faculties of Agricultural and Food Sciences, Arts, Education, Engineering, Architecture, Kinesiology and Recreation Management, Science, Health Sciences and School of Art.

UM Press is recognized as a leading publisher of books on Indigenous issues, with a total of 83 Indigenous issue titles available and 34 new Indigenous titles since 2015.

As discussed in more detail above, NCTR is an important focal point for First Nations, Inuit and Métis research at UM. As part of its work in providing support to researchers in this area, NCTR launched a ground-breaking archival website for use by Survivors, researchers and others.

f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.

UM has continued to encourage researchers, scholars and artists to publish and showcase their work through high quality, peer-reviewed journals, presses, performances and exhibitions, as well as through knowledge mobilization activities including policy development and legal opinions. UM remains committed to increasing collaborative research, scholarly work and creative activities with institutions and organizations of global standing.

Collaborative research begins within the institution and our UM Collaborative Research Program awards have fostered numerous intra-UM collaborations.

Over the period of this report, publications by UM Scholars, including faculty and research associates with a UM affiliation, increased consistently from 2015 to 2018, but experienced decline in 2019 (see Figure 2-10).

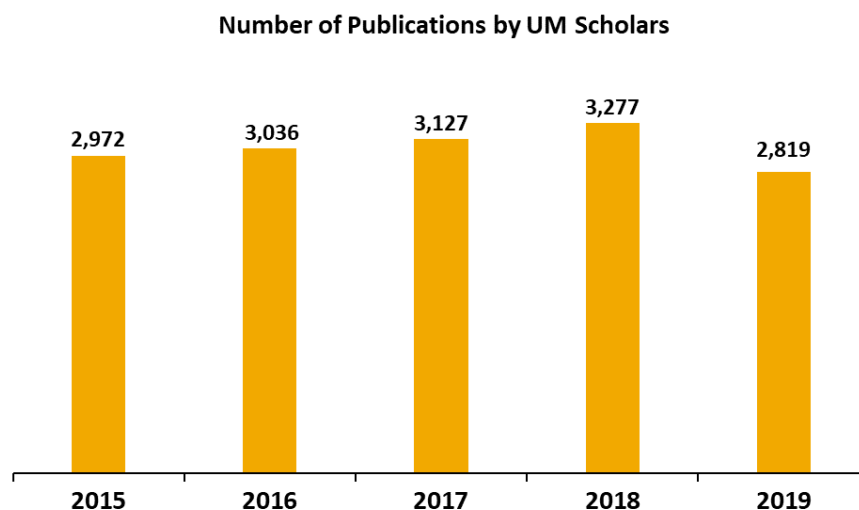


Figure 2-10 Number of Publications by UM Scholars

Source: Scopus

In September 2019, a Nature Publishing Group Masterclass workshop was held for over 100 UM researchers. This workshop was designed to increase researchers' chances of publishing in the Nature group of journals, which are recognized as having very high impact.

III. CREATING PATHWAYS *to Indigenous achievement*

The University of Manitoba acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis, and Inuit communities in all of our activities. Manitoba's population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada Census data that Indigenous peoples will comprise nearly 19 per cent of Manitoba's population by 2026. The success of First Nations, Métis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Métis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis and Inuit communities.

Taking Our Place was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects UM's understanding of the interdependence of its success with the achievement of Indigenous students, scholars and staff and a recognition that while each of the priorities are interconnected, it is particularly the case with Indigenous achievement. This approach is reflected in the structure of this report.

Efforts to advance Indigenous achievement at UM are supported by, and undertaken in consultation with, Indigenous peoples. A number of UM-wide, as well as unit and project-based, advisories have provided guidance so that Indigenous perspectives, knowledge, cultures and traditions are incorporated into UM in a respectful way.

A key example of this consultation is a 2019 committee established to assess the existing mandate and support structures for Indigenous senior leadership and provide recommendations about role, mandate, appropriate reporting structures and necessary reports. A Vice-President (Indigenous) position was approved as a first step, who will work on implementation of these recommendations.

GOALS:

a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.

More opportunities are being provided for students, faculty and staff to learn about Indigenous perspectives, through curricula, service learning, research projects, workshops, lectures and events.

CURRICULA

Course development occurs within faculties and more detailed information about faculty-specific initiatives is contained in the Appendix. Notably, for the first time in UM's history, four Indigenous language courses are being taught in the Department of Native Studies. While multiple levels of Ojibwe and Cree have been previously taught, in 2019, Dakota and Michif were also added to the course calendar. In addition, in December 2018, Senate approved two language concentrations for a Bachelor of Arts (General Major) in Native Studies: Anishinaabemowin (Ojibwe) and Cree.

This initiative is further supported, through an Indigenous Languages Elders-in-Residence Program, which facilitates connection between students and first-language speaking Elders.

COMMUNITY SERVICE LEARNING

Community Service Learning (CSL) programming offered through Student Affairs uses an experiential pedagogy that integrates community engaged work, social justice education and critical reflection. As part of this work, CSL provides an important component of UM's approach to fostering a greater understanding of Indigenous knowledge through:

- Providing training on identity, power and privilege and relationship with Indigenous lands and peoples in all of its community engagement training
- Developing a framework guide, assessment conversation, online training modules and Indigenous community engagement advising opportunities
- Advising on relationship-building and community engagement between Indigenous and newcomer communities in partnership with Immigration Partnership Winnipeg
- Developing immigrant orientation resources on Indigenous history, knowledges and experiences, such as treaty and land, in collaboration with partners such as Treaty Relations Commission of Manitoba and KAIROS Canada

Since 2015, CSL has partnered with nine Indigenous organizations, developed six Indigenous-focused student programs, facilitated their delivery over 25 times and engaged over 140 students in Indigenous-focused programs. These programs are enabled through a number of local partnerships:

- Ma Mawi Wi Chi Itata Centre, Circle of Life Thunderbird House, Two Spirited Peoples of Manitoba and Wahbung Abinoonjiaag Inc. partnered with CSL to deliver Alternative Reading Week (since 2015).
- R.B. Russell Vocational High School and Hugh John Macdonald School partnered with CSL on Careers that Fight Climate change programming (2016).

- R.B. Russell Vocational High School, Aboriginal Youth Opportunities and individual members of the Indigenous community partnered with CSL on Land and Water programming with attention to Métis perspectives (since 2017).
- Grow North, and Leaf Rapids Education Centre (Frontier School Division, Area 1) partnered with CSL on the Northern Community Engagement program with Leaf Rapids, a rural community with a predominately Cree population from O-Pipon-Na-Piwin Cree Nation, Nisichawayasihk Cree Nation and Granville Lake (Mathias Colomb Cree Nation) (since 2015).
- Skownan First Nation and Career Trek partnered with CSL on the Children Rising Mentorship program (2015 – 2018).

WORKSHOPS, LECTURES, EVENTS

In 2019, the Centre for the Advancement of Teaching and Learning partnered with the Department of Native Studies to pilot a summer institute to support faculty who wish to indigenize their existing courses or to work on creating an Indigenous content course that would potentially meet a future Indigenous content requirement. The pilot has since developed into the Indigenous Content Literacy Institute and is scheduled to run annually from 2020-2022.

The annual Indigenous Awareness Week launched in winter 2015 became Indigenous Awareness Month in 2018. Open to all students, faculty, staff and the public, more than 30 unique learning opportunities were held in faculties and units across campus during the month of March 2019. Due to an overwhelming response from campus members interested in hosting and attending Indigenous Awareness activities, opportunities are now offered throughout the year. These, as well as foundational activities that are led by Indigenous faculty, staff and students include:

- Métis Mondays – weekly learning opportunities highlighting Métis culture, history and resources
- Pow Wow Practice Group – free, family-friendly weekly sessions for anyone interested in learning different pow wow styles, along with song and drum teachings
- Jigging – free weekly Métis jigging lessons
- Fireside Chats – weekly talks by Elders and Cultural Knowledge Keepers
- Department of Native Studies Colloquium – open weekly seminars sharing Indigenous community and academic perspectives
- Indigenous Scholars Speaker Series – monthly talks highlighting the research and expertise of UM Indigenous Scholars
- Indigenous Student Talks – monthly sessions for Indigenous graduate students to present their research, receive feedback and build relationships/mentorship opportunities
- Unsettling Ideas Book Club – opportunity for students, staff, faculty and community to engage in discussions about anti-racism, decolonization and reconciliation
- Decolonizing Lens – monthly film and discussion series featuring Indigenous filmmakers
- Miyo We’citowin – student-led discussions on political events of significance to Indigenous communities.
- Indigenous Book Club – monthly book club conversations on Indigenous texts led by Faculty in the department of Natives Studies
- Indigenization sessions – bi-weekly drop-in question and discussion sessions hosted by the Department of Native Studies to support academics working to include more Indigenous content in courses and more community-engaged research with Indigenous communities

- Zongigabowin – weekly gathering for Indigenous men
- Full Moon ceremonies – monthly gathering for women
- Pipe Ceremonies – monthly ceremony led by Unkan (Grandfather)-in-Residence
- Medicine Talks – seasonal cultural teachings led by Unkan (Grandfather)-in-Residence
- Workshops offered through Learning and Organizational Development for staff including: Building Cultural Capacity; Guided Conversations Toward Reconciliation; Equity, Diversity & Inclusion 2.0; and the Power of Belonging
- Annual events – Indigenous Orientation, Indigenous Homecoming, Orange Shirt Day, Louis Riel Day, Elders and Traditional Peoples Gathering, Traditional Graduation Pow Wow, National Indigenous Peoples Day
- Workshops for academic administrators
- Indigenous leaders, scholars, and community members regularly featured as guest lecturers and panellists, presenting viewpoints on topics of importance such as Indigenous culture and history
- Additional events as described in the Appendix.

b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.

Through activities such as those described previously in this report, UM continues to develop a learning and work environment which is culturally rich, safe and supportive. To measure its success in attracting and retaining Indigenous students, faculty and staff, a number of indicators are relevant.

STUDENTS

Based on self-declaration, Indigenous students at UM are predominantly Métis and First Nations.

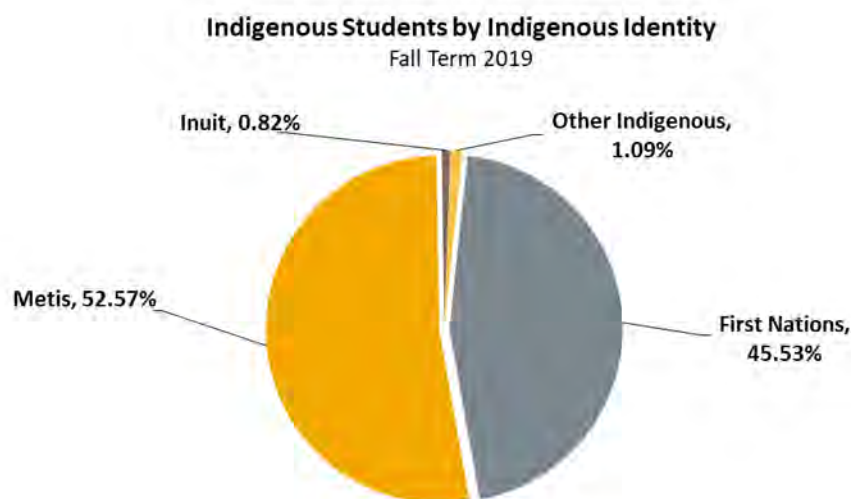


Figure 3-1 Indigenous Students by Indigenous Identity

There is variability in the participation of Indigenous students. For example, the Faculty of Social Work as well as Extended Education see the highest rates of participation by Indigenous students as a percentage of their total study bodies [Figure 3-2].

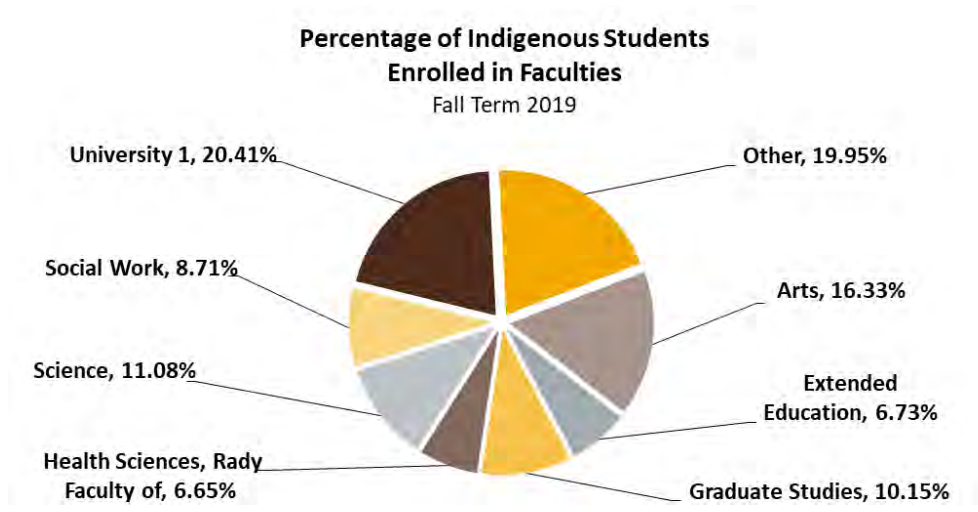


Figure 3-2 Percentage of Indigenous Students Enrolled in Faculties

When we look across UM, Indigenous student enrolment is most concentrated in U1, Arts, Science and Graduate Studies [Figure 3-3].

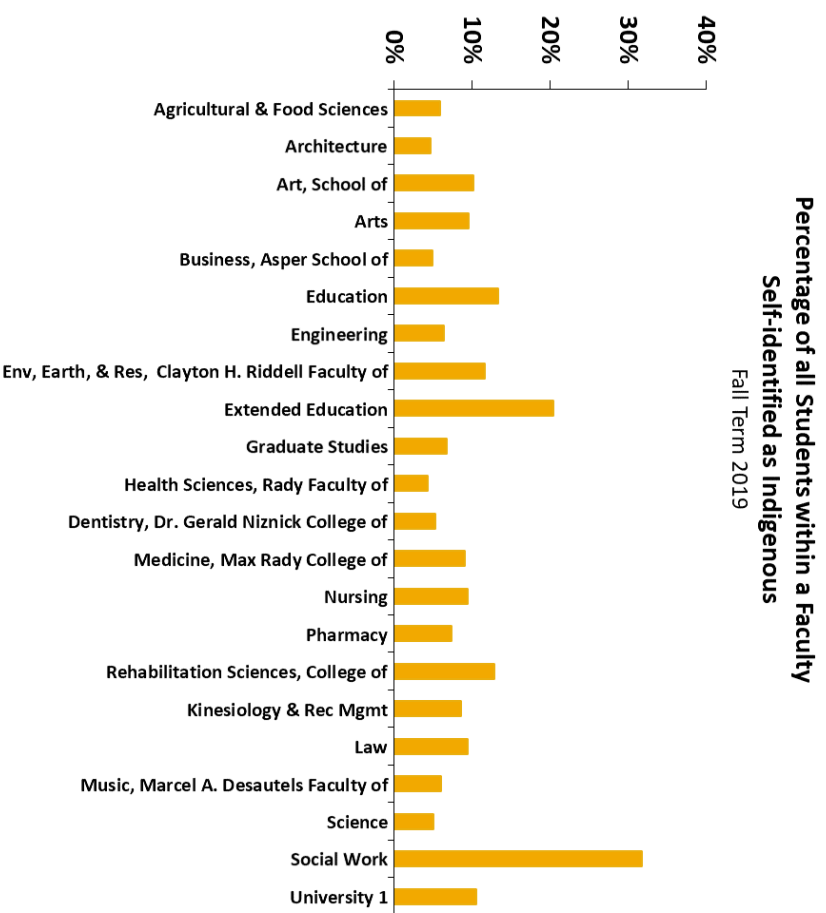


Figure 3-3 Percentage of Students Self-identified as Indigenous

An important measure of success is the completion of degrees. Since 2016, Degrees conferred has risen since 2015 with a peak in 2017.

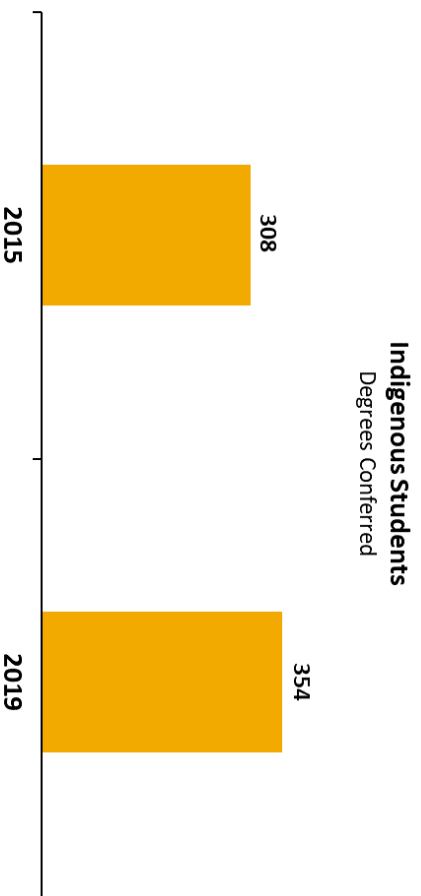


Figure 3-4 Indigenous Students, Degrees Conferred

Programming

A network of activities contributes to the creation of a culturally rich, safe and supportive learning environment for Indigenous students.

The Indigenous Student Centre team welcomes and supports Indigenous students through student advisors, Elders-in-Residence, tutoring, cultural teachings and ceremonies, career planning, the Indigenous Circle of Empowerment (Indigenous student leadership program) and Neechiwaken Peer Mentor program. Since 2015, a number of new supports have also been introduced:

- Supporting Aboriginal Graduate Enhancement (SAGE) programming was introduced in 2018 with a goal of creating emotional, physical, mental and spiritual connection between Indigenous students, their peers, their university and their communities. Open to all Indigenous graduate students, activities include weekly gatherings, writing retreats, cultural activities, ceremonies, Elders' teachings, Indigenous-focused research workshops, research presentations, social activities and family-friendly events.
- The Blankstein Momentum Program, introduced in 2018, supports up to 25 returning Indigenous students looking to improve their academic performance.
- The EmpoweringU – Financial Wellness Program provides workshops about how to apply for scholarships, bursaries and financial assistance as well as information about banking, budgeting and related topics.
- A Métis inclusion coordinator, who began in 2017, creates learning opportunities about Métis history, culture and knowledge(s), political and legal status, as well as information about specific resources for Métis students.
- The Qualico Bridge to Success Program, started in 2016, offers summer boot camps inviting all incoming Indigenous students an opportunity to familiarize themselves with UM. This program also supports Indigenous students transitioning to university through academic learning support, advising, peer mentoring and other special events.
- The bi-weekly Indigenous Student Newsletter, introduced in 2016, has 2,253 subscribers (90 per cent of self-declared Indigenous students). This resource includes information about supports, programs, financial aid and other opportunities available to Indigenous students.

Financial support

Financial Aid and Awards also has programs specifically for Indigenous students. Financial supports awarded to self-declared Indigenous students steadily increased during this period, with new supports in scholarships, bursaries, four new prizes and a new fellowship. In particular there has been an increase in bursaries and scholarships awarded since 2015 (Figures 3-5 and 3-6).

UM Bursaries Awarded to Indigenous Students

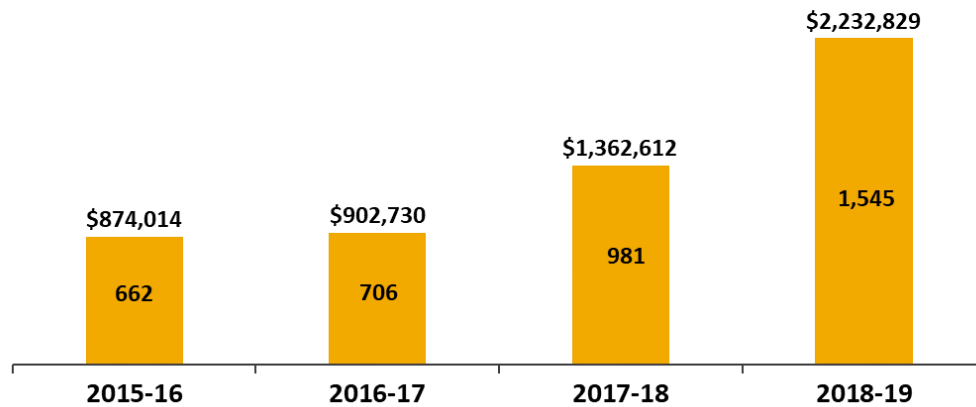


Figure 3-5 UM Bursaries Awarded to Indigenous Students

UM Scholarships Awarded to Indigenous Students

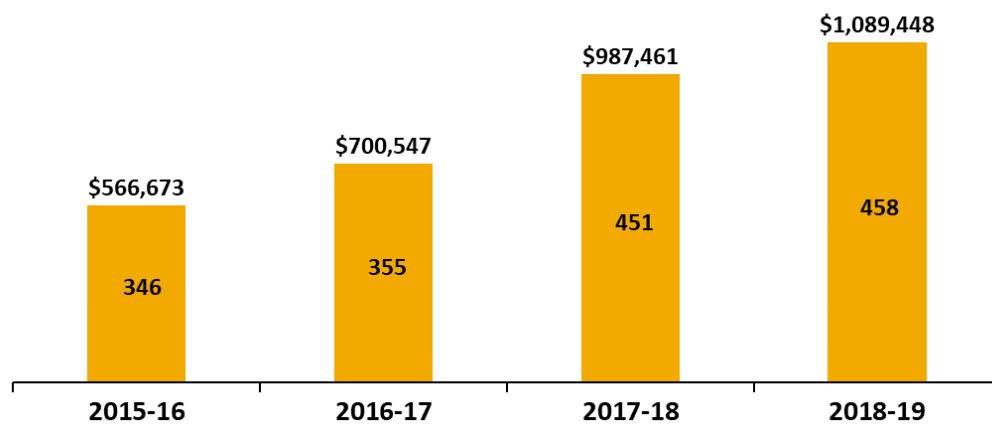


Figure 3-6 UM Scholarships Awarded to Indigenous Students

Ten per cent of Undergraduate Research Awards are dedicated to students who self-declare as Indigenous. These rewarding experiences give student an opportunity to be mentored full-time with a professor of their choice for 16 weeks between May and August, to gain valuable experience in their field of interest and include a monetary award.

STAFF AND FACULTY

As discussed throughout this report, a number of initiatives have been undertaken to promote a culturally rich working environment and further discussion continues in Priority 4. One important initiative has resulted from a collaboration between Human Resources and the National Centre for Truth and Reconciliation who co-created two videos to be used as an online tool for faculty and staff to gain an understanding of the intergenerational impacts of colonization, build relationships with one another and commit to truth and reconciliation with a sense of personal responsibility.

c. Foster K-12 Indigenous student participation in post-secondary education

In order to encourage Indigenous youth to pursue post-secondary education, UM has committed to a number of initiatives including increased community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies, establishing new and further developing existing pre-university programming and activities for Indigenous youth and exploring collaborative opportunities with the K-12 system.

Engagement Activities

The Indigenous Student Recruitment and UCrew Team deliver presentations to Indigenous students in select Winnipeg high schools on applying to UM, provide campus tours and information about Indigenous programs and attend career fairs. In 2018/19 alone, this resulted in contact with over 5,400 Indigenous students and family members.

The Indigenous Student Recruitment Officers also participate in the planning, preparation and delivery of general recruitment events such as the Manitoba Metis Federation Annual General Assembly, Counsellors' Seminar, Evening of Excellence, Open House, Indigenous Leader of Tomorrow interview day, two on-campus Post-Secondary Club days, Rotary Career Symposium and Brandon Symposium. The team often designs Indigenous-specific presentations or activities for attendees.

Since 2016, several initiatives supported by the Indigenous Initiatives Fund identified the goal of increasing community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies. A number of these are described in the Appendix. Other examples include:

Indigenous Storytelling: An Alternative Path to Understanding and Reconciliation

Led by respected Dakota Grandfather Wanbdi Wakita, a Dakota Spiritual Leader and Sundance Chief, this initiative brought storytellers from Indigenous Nations to campus for a series of events in 2018-2019 with grade 11 and 12 Indigenous students.

Inuit Education Connections Program

This program identifies the supports necessary for Inuit students studying in Manitoba to succeed in their educational objectives, increase graduation rates for Inuit in post-secondary education and ultimately increase Inuit participation in the economy. It is the result of a partnership between UM, the Winnipeg School Division and the Manitoba Inuit Association.

Path2Math Academy

This 2018 pilot aimed to improve outcomes of Indigenous Students in math and science courses and increase representation of First Nations, Métis and Inuit students in science courses and programs at UM. The one-week, pre-fall semester program provided one-on-one interactions with math and science instructors, upper-year Indigenous undergraduate peer mentors and introduces students to Indigenous supports on campus. This program is now expected to be delivered annually to 2021.

Other new partnerships have resulted in additional pre-university programming and activities for Indigenous youth. These include:

The Shaw New Venture Camp in Entrepreneurship and Innovation

This camp for Winnipeg Indigenous high school students was held in summer 2019 where students worked with University instructors and business professionals to learn how to build and market an app. Eight students participated in the first year of this program.

Youth Leadership: Pathways to Post-Secondary Program in Extended Education

This program was developed and offered in partnership in 2019 with Community Education Development Association to provide inner-city high school students with the academic and leadership skills required to more successfully transition to post-secondary programs.

Pillar programs

In addition to these new initiatives, UM continues to collaborate with a number of partners on pre-university programming and activities for Indigenous youth. Pillar programs include:

Biomedical Youth Program

These science enrichment programs for grade school kids and youth from Indigenous, minority ethnic and inner-city communities nurture a sustained interest and curiosity toward health and biomedical sciences. Programming includes a bi-weekly science club for grade 5-12 students, an annual week-long summer science camp, a northern mobile science camp for students from grades 6-9 in First Nations communities and various science enrichment and mentoring opportunities.

Health Career Quest Camp

This program aims to assist northern high school, and particularly Indigenous, students, in pursuing health careers through an 11-day math, health and science camp that gives students an opportunity to stay in residence and take part in hands-on experiences in health career areas. The camp also offers academic assessment and remediation in math and sciences throughout Grade 12, life skills and recreational activities. Approximately 35% of participants have been admitted to UM's Access Program and others have applied to other universities.

Indspire Campus Visit

In 2017, more than 150 Indigenous students from Alberta, Saskatchewan, Manitoba, Ontario and the Northwest Territories visited UM as part of Indspire's Soaring: Indigenous Youth Empowerment Gathering. Five faculties (Arts, Asper School of Business, Education, Engineering and Kinesiology and Recreation Management) hosted workshops, introducing the students to a variety of academic opportunities and resources and supports available to them through the Indigenous Student Centre.

Manitoba First Nations Education Resource Centre's Annual First Nations Science Fair

This annual two-day event brings more than 500 First Nations students in grades 4-12 from across Manitoba to campus. In addition to having their projects evaluated by faculty, staff and students, Indigenous youth hear from UM leaders and students about post-secondary opportunities.

Post-Secondary Club

This leadership program delivers career, culture and community-focused programming for Indigenous students in grades 9-12 in five large urban high schools. On average 75 – 85 students participate in monthly meetings and 100 – 1,120 students attend on campus events where students are given a taste of life as a UM student.

Rec and Read

This program is designed by and for Indigenous youth and other young people from diverse populations to deliver weekly after-school physical activity, nutrition and education activities for early years students. The program also acts as an intercultural service-learning site for UM students. Currently offered at eight Winnipeg sites, since 2006, more than 2,997 high school, junior high and elementary students and 271 university students and community mentors have participated. In 2019, 46% of the participants were Indigenous.

Verna J. Kirkness Science and Engineering Program

This program offers Indigenous students in grade 11 the opportunity to spend a week interacting with faculty and researchers in their research labs. During their time on campus, the students are introduced to resources and supports that are available to them from how to apply, financial aid and awards, academic advising, Elders-in-Residence, cultural opportunities and more. Since 2016, over 170 students have participated with support from a committed volunteer base with additional faculty and researchers participating annually.

Women in Science and Engineering (WISE) and Kid-Netic Energy inspires youth to explore education and careers in the fields of engineering and science. They reach more than 30,000 students each year in Manitoba, delivering workshops and camps and running clubs in dozens of locations, including several First Nations communities.

Collaborations with K-12 system

Manitoba Collaborative Indigenous Education Blueprint

In 2015, UM signed this agreement to work in partnership with all provincial post-secondary institutions and the Manitoba School Boards Association to make excellence in Indigenous education a priority. The signatories, along with the Manitoba Federation of Independent Schools, the Manitoba First Nations Education Resource Centre, Louis Riel Institute, the Manitoba Inuit Association and the government of Manitoba have continued to work collectively to advance Indigenous education and reconciliation. Blueprint partners also evaluate and make recommendations on policies and practices across school divisions and post-secondary institutions for formal integration of Indigenous knowledges, teaching approaches and models and protocols to ensure a well-informed and respectful implementation.

Manitoba Aboriginal Languages Strategy

This strategy was created to revitalize, retain and promote the seven Aboriginal languages of Manitoba. UM is a partner representative, working with the four co-lead organizations and other partner representatives including grandparents from each of the Manitoba Aboriginal languages groups, representatives of leaders from the First Nations, Inuit and Métis education organizations, provincial school divisions and post-secondary institutions. Together this partnership explores joint work and resource sharing, identifies key issues and opportunities for ensuring Aboriginal language education, teacher training and the development of education programs and services in Aboriginal languages.

d. Enhance UM's research capacity on issues of importance to Indigenous peoples and populations.

Research on issues of importance to Indigenous peoples takes place across the institution; the National Centre for Truth and Reconciliation (NCTR) plays a particularly important role in enhancing this capacity at UM and nationally.

Since its official launch in November 2015, NCTR has grown to include a diverse staff of Survivors, Intergenerational Survivors, 60s scoop Survivors, First Nations, Métis, non-Indigenous peoples and

newcomers. NCTR draws on the knowledge, expertise and ambition of individuals across the country through secondments, student internships and contractual relationships and takes guidance from Elders and Knowledge Keepers.

NCTR safeguards records from the Truth and Reconciliation Commission of Canada (TRC) through its archive of over four million records; 6,757 statements and over 1,000 physical or material objects gathered by the TRC. This archive marks the first time that school-specific information including profiles, photos, school histories and maps are available. NCTR is dedicated to preserving these records and providing appropriate access to Survivors and to others, such as journalists, community-based organizations, students and members of the public.

NCTR has partnered with countless groups and organizations on a variety of projects that have educated and engaged audiences across Canada. Project-based partnerships have been important to ensuring that the history of Residential Schools and colonization is shared with as many people, organizations and leaders in Canada as possible.

Throughout UM, Indigenous faculty cover a wide range of research and study and provide a diverse set of experiences and expertise to UM. Many Indigenous faculty produce and share knowledge(s) and research on matters that specifically impact Indigenous communities.

Additional information on this topic is featured in Priority 2 of this report.

e. Strengthen global connections with Indigenous peoples and programming around the world.

The Community Service Learning program has developed multi-year relationships with three global Indigenous communities (Kichwa, Maya and Williche), including partnerships with two Indigenous organizations.

These relationships have resulted in the development of a guiding framework and resources for Indigenous community engagement, four faculty connections/partnerships, four Indigenous partner exchanges and 55 students participating in seven programs. In 2019-20, the program is expected to include participation of 80 students through seven exchanges.

Programs since 2015 have included:

- Amazon: Rainforest Experience (2017-2020) and Alternative Reading Week (2015-2017), partnering with AMUPAKIN, a Kichwa women's collective in Ecuador and Partnered with Fundación Ecuador Volunteer
- Belize: Indigenous Youth Movements (2017-20), partnering with Julian Cho Society, Laguna Ecotourism and CELA Belize and Alternative Reading Week (2015-2018)
- Chile: Art & Resistance (2018-2020), partnering with Escuela Rural Notuco, a rural school, and Colective Escénio Movimiento Insular, a local collective of dancers, performers, social activists and art lovers

f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.

UM relies on those whose contributions have transformed and continue to transform UM into a centre of excellence in Indigenous education and research. Since 2015, a number of new initiatives have celebrated these contributions.

Since 2015, two Indigenous alumni have been recognized by the UM with Distinguished Alumni Awards and eight Indigenous leaders have received honorary degrees.

In 2017, Indigenous Achievement established the Indigenous Awards of Excellence. Three students were recognized for their contributions to advancing Indigenous achievement and engagement at UM. In 2018, these awards expanded to honour six students, as well as two Indigenous faculty and two Indigenous support staff. To date, 21 students, six faculty and six support staff have been recognized. As of 2020, the student awards will include a cash prize and be recognized on students' co-curricular record.

In 2018, Indigenous Engagement launched an Indigenous Scholars Speaker Series to highlight the research and expertise of these scholars. Eighteen talks have been held since September 2018, with audiences ranging between 30 and 150 attendees. When possible, these were also streamed via Facebook with views ranging from 215 to 4,200. Additionally, Indigenous Engagement and the Department of Native Studies co-hosted two Teach-Ins for Reconciliation, where Indigenous scholars delivered full-days of lectures exploring colonialism, resistance, identity, relationships and economic development.

In 2018, UM Students' Union (UMSU) established the UMSU Award for Indigenous Community Leaders. Until at least 2030, up to 25 awards will be annually available to Indigenous undergraduate students, with each award valued at a minimum of \$1,000.

UM continues to host an annual Indigenous Homecoming event to celebrate the achievements of Indigenous alumni with an annual attendance of 75 to 100.

In 2019, the Traditional Graduation Pow Wow marked its 30th anniversary of honouring Indigenous graduates.

g. Weave Indigenous knowledges, cultures and traditions into the fabric of UM (people, programming, spaces).

UM has also committed to making First Nations, Métis and Inuit arts, cultures and languages more visible throughout our campuses. This begins by recognizing where UM is located. A Traditional Territories Acknowledgement is now shared before all major university events and is widely communicated to demonstrate commitment to create a learning environment that welcomes and supports Indigenous students and staff as part of the wider UM community. The acknowledgement reads:

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

PEOPLE

In support of this goal, and in order to ensure that all goals to advance Indigenous achievement are implemented and sustained, UM has committed to increase the number of Indigenous faculty and staff as a percentage of UM's employee population. This is addressed in Priority 4 of this report but a key initiative includes the establishment of the Indigenous Scholars Fund for 2016-17 and 2017-18 to advance the recruitment of Indigenous faculty members to UM, resulting in the recruitment of 12 new Indigenous Scholars.

Subsequently, as part of UM's Equity, Diversity and Inclusion Task Force, UM is evaluating the quality of our data to establish baselines on the number of faculty members from underrepresented groups

(including faculty and staff who self-identify as Indigenous). Self-declaration by Indigenous employees is also being encouraged through the UCount! initiative.

SPACES

Ensuring Indigenous knowledges, cultures and traditions are reflected in our physical campus is also important. To support this, an Indigenous Advisory Committee and Subcommittee was formed in 2015 to guide the drafting of Indigenous Planning and Design Principles for UM. This group composed of Indigenous leaders, Elders, designers and architects worked with the Campus Planning Office to craft the principles as a guide for physical development and spaces across UM's campuses and lands. The principles were formalized in 2016 and are supported by UM's Indigenous Advisory Circle.

To support implementation of these principles, a working group was established with representation from the Indigenous Student Centre, Elders-in-Residence and Indigenous Achievement to develop procedures for implementing the principles and applying them to campus development projects and physical spaces in partnership with the Campus Planning Office, Office of Sustainability, Architectural and Engineering Services and Operations and Maintenance. These processes continue to be refined based on ongoing engagement, with a commitment to reconciliation and to making Indigenous languages, knowledges and cultures more visible within our campus environments. Resulting initiatives include:

- Revision to UM's procurement process for consultant services
- An annual Land Blessing Feast, hosted by the Indigenous Student Centre and Elders-in-Residence, brings together units from the Associate Vice-President Administration's (AVP Admin) portfolio with Indigenous Elders and staff, to ask for blessings and to acknowledge the land and spaces to be affected by projects over the coming year
- Sharing of these principles with *Ordre des architectes du Quebec Esquisses* magazine, Vancouver Coastal Health, University of Lethbridge, McGill University and University of Victoria
- Use of the principles outside of physical development projects such as the Web Re-Design project, in academic courses and in the renewal of UM's Sustainability Strategy
- Hiring of Indigenous students in 2018 and 2019 to assist with planning and design projects managed by the AVP Admin portfolio
- Research project to analyze the physical and historical context of the present-day Fort Garry campus, providing insight into First Nations and Métis land use and occupation prior to campus establishment
- Creation of mobile land-based knowledge installations and accompanying website that feature imagery and traditional languages describing the historical use of campus lands, medicinal uses of native vegetation and important relationships with Mother Earth. The installation has been given the name Raven Medicine Cloud, representing winter as it is the season of the Raven, the spreading of seeds and the clearing of negative energy and sickness to make way for the process of healing.
- Creation of UMCycle Bike Kiosk in July 2019 with indigenous wayfinding and interpretive signage
- Installation of Indigenous artwork throughout campus, including murals, paintings, blankets and other art
- Prominent display of Indigenous suppliers' wares in campus stores
- Student residences have created a safe and welcoming environment in which smudging ceremonies can take place

IV. BUILDING COMMUNITY

that creates an outstanding learning and working environment

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,000 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our university community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment, each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, the community as a whole, and Manitoba.

At the University of Manitoba, we believe an outstanding and learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative, and governance programs and processes. We are dedicated to providing all students, staff and faculty learning, research and leadership support and development opportunities.

GOALS:

- a. *Make the University of Manitoba the institution of first choice for potential students, staff and faculty.***

Since the approval of *Taking Our Place*, the population of students, staff and faculty has risen to well over 39,000 (Figure 4-1).

UM Population	2015	2019
Undergraduate Students	25,460	25,710
Graduate Students	3,800	3,851
PGMEs	669	729
Total Students (Fall Term)	29,929	30,290
Academic Staff	4,993	5,485
Support Staff	4,058	4,045
Total Staff (April 1)	9,051	9,530
Total Students & Staff	38,980	39,820

Figure 4-1 UM Population, Fall 2019

UM maintains its designation as one of Manitoba's Top Employers, with its 2019 award representing its seventh year on the list. UM is also recognized as one of Canada's Top 100 Equity Employers, with its 2019 designation marking its third consecutive year. A new recruitment strategy guides the attraction of new staff, including expanding the avenues of where positions are advertised, through social media tools and through increased attendance at job fairs.

- b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities and racialized minorities.***

UM is working towards achieving gender balance in student, staff and faculty; to increasing the number of Indigenous students, staff and faculty and to building a culture of inclusion so that our leadership reflects the diversity of society.

A key initiative related to this work is the establishment of the President's Task Force on Equity, Diversity and Inclusion. This committee, comprised of representation from a cross-section of leadership, students, faculty and staff, was created in October 2019 to provide recommendations to the President and the Vice-Presidents on the process and actions required to identify and eliminate obstacles to inequities facing faculty, staff and students at UM, and to advance the principles of equity, diversity and inclusion.

STUDENT DIVERSITY

As noted in the Priority 1 section of this report, the Strategic Enrolment Management (SEM) Plan establishes goals to increase the numbers of Indigenous and international students enrolled at UM. See Priority 1 and 3 for additional information.

STAFF DIVERSITY

Figure 4-2 provides a picture of UM employment by equity group. While UM is ahead of the Canadian labour market availability in female employment, there is still work to be done to improve rates of employment in each equity group as we continue to be an inclusive and diverse workplace.

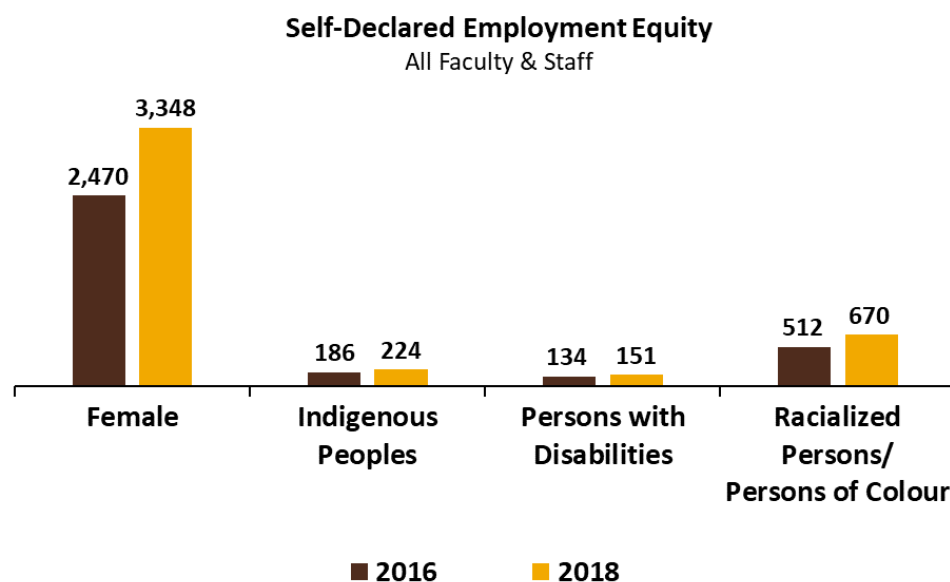


Figure 4-2 Self-Declared Employment Equity (All Faculty & Staff by Equity Group)

Female Faculty

Available data indicates that there was a small increase in the total number of female faculty (including tenured/probationary faculty, instructors and librarians) from 529 in 2015 to 543 in 2018.

When we look at full-time faculty exclusively, there has been a slight increase in the ratio of female faculty to total faculty between 2015 and 2018 (from 37.7% to 38.6% among tenured and probationary faculty and from 60.9% to 63.5% among full-time instructors). As of 2018, the percentage of female tenured/probationary faculty at the ranks of assistant, associate and professor was 50.4%, 42.4% and 26.7% respectively. Work continues to increase the number of female faculty at the rank of professor.

In 2018, the Joint Committee of Gender-Based Salary Differentials was formed. The committee is comprised of six representatives of which three are nominated by UMFA and three are nominated by UM. Following their review in January 2019, they released an independently-authored technical report which provided an overview of their findings and seven recommendations. The findings of this review will help guide continued efforts to enhance equity and inclusion and support the commitment to create an outstanding learning and working environment.

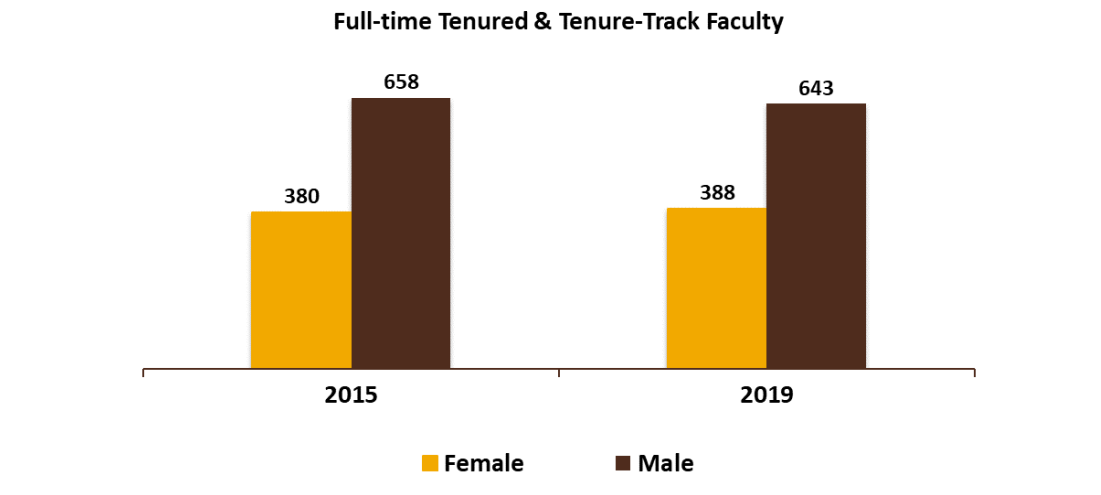


Figure 4-3 Full-time Tenured & Tenure-Track Faculty

Indigenous Peoples

Manitoba Indigenous Senior Leadership Review

In 2019, UM conducted a review to enhance the mandate for Indigenous Senior Leadership and support Indigenous engagement and achievement. The resulting [report](#) made five primary recommendations covering 29 actionable items. On October 2, 2019, President Barnard announced UM's acceptance of the report and recommendations.

One significant recommendation was to establish a position of Vice-President (Indigenous) to provide UM-wide leadership to advance the systemic and structural changes required for the achievement of equitable outcomes for First Nations, Métis and Inuit peoples within and external to the institution. On October 29, 2019, Dr. Catherine Cook was announced as the inaugural Vice-President (Indigenous) effective January 1, 2020.

Review of Current State Indigenous Recruitment

In 2017, a research project was undertaken to better understand recruitment and selection processes related to the attraction and hiring of Indigenous employees. This analysis of non-academic job competition results between 2011 and 2017 quantified the percentage of UM jobs with Indigenous candidates, how often those Indigenous applicants were selected for an interview and how often those same Indigenous applicants were chosen as the successful candidate for the job. It went on to analyze the reasons why an Indigenous applicant was or was not the successful candidate in a given posting, broken down by job classification and department/faculty.

One crucial finding of this project involved the recruitment of Indigenous applicants and their success rates. Approximately 60% of non-academic job postings during this period had not attracted an Indigenous applicant, but when Indigenous candidates applied, their chance of being hired was over 20%, a much higher rate than non-Indigenous applicants. It is clear that improving the rates of Indigenous applicants is key to increasing the representation of Indigenous staff.

In response to these findings, UM has worked to increase the number of Indigenous applicants through communicating with a broader network of Indigenous communities and employment organizations about career opportunities, increased participation in Indigenous career fairs and collaborating with academic units to better support Indigenous recruitment. An Indigenous human resources advisor role was also established in 2017 to provide support on Indigenous hiring initiatives.

Indigenous Summer Student Internship Program

In 2018, UM launched an Indigenous Summer Student Internship Program to increase awareness of the wide range of meaningful employment opportunities for Indigenous students following graduation. Up to fifteen Indigenous student interns work full-time over the summer months in a wide range of job opportunities aligned with their field of study.

The Indigenous Staff Mentorship Program

This program supports participants to have successful careers at UM through regular meetings and development activities that promote community and facilitate peer networking and exchange.

Indigenous Scholars

An Indigenous Scholars Fund was created to support the recruitment of Indigenous Scholars who specialize in topics relevant to Indigenous experience. As a result, a number of Indigenous Scholars have been recruited to join UM in the Faculties of Agricultural and Food Sciences, Arts, Education, Engineering, Architecture, Kinesiology and Recreation Management, Science, Health Sciences and School of Art.

Our Path to Reconciliation

This project was built on the 2011 UM Statement of Apology and Reconciliation to Indian Residential School Survivors. Human Resources partnered with the National Centre for Truth and Reconciliation to produce online interactive training videos on:

- Addressing anti-Indigenous racism on campus
- Promoting cultural competence
- Raising awareness

- Opening people up to other ways of knowing
- Building respect, empathy and understanding
- Fostering cultural safety
- Strengthening reconciliation

Ensuring Accessibility

Accessibility for Manitobans Act

To build a community welcoming to those with disabilities and in response to the Accessibility for Manitobans Act (AMA), an AMA Steering Committee was established. The committee helped develop UM's first Accessibility Plan, which was published in late 2016. The committee also developed online videos and in-person training materials on the AMA's customer service standard, one element of the Act.

There are four remaining standards still to be rolled out with the Employment Standard that came into effect on May 1, 2019. Sub-committees have been established and a review of the following is underway for completion by May 2021:

- Emergency response plans (completed)
- Recruitment processes
- Offers of employment
- Training
- Performance management
- Employee communications
- Return to work processes
- Accommodation plans

It is expected that implementation of the Employment Standard will in turn help to promote the hiring and support of employees with disabilities.

Related Training

Many training initiatives have also been launched to increase knowledge about equity, diversity and inclusion (EDI). These include:

- Implicit bias training for search and selection committees to encourage hiring within under-represented groups with a focus on women, racialized persons, persons with disabilities, Indigenous peoples and members of the LGBT2SQ+ community
- EDI modules in all leadership training programs
- EDI modules in all new employee onboarding sessions
- Building cultural capacity workshops
- Indigenous perspectives on leadership workshop

c. Increase student, staff and faculty satisfaction with the learning and work environment.

UM is committed to promoting a respectful work and learning environment. To support this goal, a number of initiatives were created to review practices relating to both the prevention and response to discrimination, harassment and sexual violence; promotion of safe, inclusive and equitable work and learning environments and increase of supports and resources.

RESPECTFUL WORK AND LEARNING ENVIRONMENT (RWLE)

As Manitoba's largest post-secondary institution, UM fosters a student and staff community that is complex and dynamic. In order to continually remain well-informed, to ensure that best practices are consistently applied, and to advance and improve the state of our community, four distinct reviews of UM's approach to prevention and response to discrimination, harassment and sexual violence were conducted to deepen the understanding of its community's needs. These form part of an ongoing cycle of consultation and review within UM.

Campus Climate Survey

In 2018, UM undertook a Campus Climate Survey on Sexual Violence to identify areas of greatest risk, determine gaps in service and collect information helpful for the development of a comprehensive sexual prevention, education and response strategy. The survey provided insight into students' attitudes and experiences regarding sexual violence, their knowledge and perception of resources, preferences for receiving information and supports and beliefs about the safety and values of UM in responding to sexual violence.

While the participation rate was too low to generalize the findings to all students, important and helpful information was collected. More than 80% of participants reported being happy and feeling safe at UM: more than two-thirds agreed that administrators would handle a crisis situation well. Female and gender minority participants were more likely than male participants to perceive a risk of sexual violence on campus.

Survey participants who reported having experienced sexual harassment were much more likely to feel that UM supports are inadequate and even more so when they experienced harassment by a faculty/staff member. When asked what services were needed at UM, there was strong overall endorsement for mandatory training for staff/faculty on responding to disclosures, awareness training on supports and reporting processes for students and establishment of a 'one-stop' sexual assault centre on campus.

A new survey was initiated in early 2020 to assess the experiences of faculty, staff and students in relation to EDI as part of the work of the President's Task Force on EDI. The results will inform the recommendations of that task force.

Policy Review

To comply with legislated obligations under the Advanced Education Administration Act, UM mandated the review of Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies and Procedures every three years. In 2018, the RWLE and Sexual Assault Policy Review Committee undertook consultations requesting feedback on the policies and procedures from all members of UM's community, including current and graduating students, staff and faculty. Feedback was sought through a variety of mediums, including an online confidential feedback mechanism, in-person targeted consultation sessions,

community town hall meetings and written requests for feedback. In total, the committee received 124 unique online responses and consulted with over 260 stakeholder representatives and town hall community members.

Key themes were identified and are outlined in the RWLE and Sexual Assault Policies and Procedure Consultations Report. This feedback has been incorporated into the policy revisions.

Procedures Development

In 2018, the Office of Human Rights and Conflict Management conducted an internal review of its processes related to the RWLE and Sexual Assault Policies to ascertain gaps and best practices towards identifying a fair, timely and effective process for responding to discrimination, harassment and sexual violence. The result of this review was the development of comprehensive Standard Operating Procedures (SOP) to support existing procedures by providing additional guidance on roles and responsibilities, as well as more detailed processes, timelines, flowcharts, checklists, templates and other tools to assist in managing formal complaints. The SOP will be further revised to reflect and incorporate any changes to the policies or procedures as a result of the policy review.

Independent External Review

In 2018, UM commissioned an independent external review of its current practices relating to both the prevention and response to discrimination, harassment and sexual violence. The resulting report [*Responding to Sexual Violence, Harassment & Discrimination at The University of Manitoba: A Path Forward*](#), includes 43 recommendations to improve the current practices. On September 17, 2019 President Barnard announced UM's acceptance of the report and all of its recommendations, as well as the creation of an Implementation Committee tasked with overseeing the progress and implementation of the recommendations. The committee is chaired by the Vice-President (Administration) and includes all Vice-Presidents as active members. Several recommendations have already been implemented, with work continuing on this important initiative.

Other Initiatives

In tandem with the above, there have been other initiatives to promote safe, inclusive and equitable learning environments.

A Sexual Violence Steering Committee was established in 2017 to guide the planning, implementation and evaluation of assault and sexual violence prevention, education and response initiatives. One such initiative includes the online Sexual Violence Awareness Modules, available to all staff and students, which outline UM's community values, define key terms, review sexual violence policies and procedures and introduce UM's Sexual Violence Support and Education website. A series of new videos discuss power dynamics, conflicts of interest and common myths about sexual violence.

A Sexual Violence Awareness Campaign was launched in 2019 to take a strong stand against sexual violence, and to broadly share the programming and resources available to students, faculty and staff who have experienced sexual violence. The 'together we are stronger' campaign focused on collective responsibility. With the goals of reducing sexual violence and ensuring that all members of the university community know how to get and give support; the campaign featured newspaper ads; large and small scale signage; numerous digital media ads; and distributed 11,100 bracelets; 30,000 postcards and 30,000 buttons.

RWLE and Sexual Violence Education and Training

A number of new education sessions and initiatives introduced to train students, faculty and staff on the importance of a respectful learning and work environment. These include:

- New Student Orientation that includes training on consent and sexual violence
- Student Residences orientation presentations on 'staying safe in residences'
- 'Bringing in the bystander,' an evidence-based sexual assault prevention training program for student leaders, residence staff and other groups by request
- Consent culture workshops offered to students and student leaders by UM Students' Union
- Healthy U, a peer-based outreach program with community-based activities on healthy sexuality and prevention of sexual violence across campus
- New Faculty Orientation and New Academic Administrators Orientation sessions on the RWLE and Sexual Assault policies
- New Faculty Workshops and Academic Administrator Workshops on sexual harassment, sexual assault and responding to disclosures
- Enhanced education opportunities for students, faculty and staff, through the development of unit-level educational initiatives
- Additional by-request training sessions for community members including staff, faculty and students on topics such as sexual harassment, sexual assault, consent, discrimination, personal harassment, respectful workplaces and responding to disclosures
- Two-day Retreat for Senior Administrators (2017) focused on equity, diversity and inclusion with specific sessions on responding to allegations and disclosures of sexual harassment and assault and creating a climate free from harassment
- Office of Human Rights and Conflict Management continues to deliver targeted seminars to hundreds of community members per year to educate the campus community regarding their rights and responsibilities under the RWLE and Sexual Assault Policies.

Supports and Resources

UM continues to invest in supports and resources to create and nurture respectful work and learning environments and to respond quickly and effectively to incidents of discrimination, harassment or sexual violence.

The Sexual Violence Resource Centre began operations in early 2020, established to coordinate services through a single location and make it easier and more comfortable for individuals who have experienced sexual violence to receive support.

The Student Counseling Centre has expanded its range of services and continues to provide free, confidential crisis support and trauma counselling to students on both campuses, including urgent crisis counselling and emergency triage services. These services now also include access to a Sexual Assault

Counsellor from the Clinic Community Health Centre, operating out of the Sexual Violence Resource Centre.

The Office of Human Rights and Conflict Management has expanded to include a full-time Human Rights and Conflict Management Advisor at the Bannatyne Campus, ensuring students and staff have improved access to mediation, conflict coaching and the formal complaint mechanism under the RWLE and Sexual Assault Procedure.

WORK-LIFE BALANCE

UM is committed to improving workload distribution to ensure staff are able to maintain an appropriate work-life balance consistent with their career objectives. To this end, a variety of leave options have been introduced that benefit employees who require flexibility in their work schedule. Since 2015, new options include the Vacation Purchase Plan, the Voluntary Days Off program and improvements to maternity leave provisions for all staff. Other initiatives to improve work-life balance include:

Success Through Wellness

The Campus Mental Health Strategy, Success Through Wellness, focuses equally on students, staff and faculty, examining all aspects of UM and identifying ways in which the community can be committed, caring, healthy, responsive, supportive and resourceful. Seeking help is promoted as a strategy for academic and career success and faculty, staff and students are educated about how to identify, respond to and refer a person with mental health problems to appropriate resources. Consultations are now underway for Success Through Wellness 2.0 to guide UM's mental health priorities for 2020-2025.

Live Well at Work Campaign

This campaign combines a variety of online resources, in person training opportunities and a week-long wellness fair for all staff on both campuses and includes events geared to maintaining mental health, wellness and work-life balance.

Performance Feedback

UM wishes to ensure all faculty, staff and students receive regular feedback to support individual growth, development and success. To this end, managers are trained on the importance of regular constructive feedback to employee success and satisfaction through a variety of professional development programs. Human Resources identifies units that are not regularly conducting performance reviews and encourages them to give feedback more often. A new performance review form was developed to enable managers to spend less time on completing the form and more time on performance conversations with their employees.

Employee Wellness Workshops

A number of workshops were offered to staff by Learning and Organizational Development focused on employee wellness and dealing with workplace stressors. These included monthly podcasts on self-awareness, building resiliency and collaboration.

SERVICES

BookStores

The BookStore has expanded the selection of affordable course material options such as used textbooks, custom course packs, digital and rental textbooks. Custom course packs are being produced almost exclusively by UMSU's digital copy centre and sold in the BookStore.

Dining Services

Dining Services has implemented food symbols and calorie indicators on standard menu items to make healthy food choices easier to identify. They have also increased the availability of fresh, sustainable and healthy options on campus.

A 2015 renovation of CAMPO in UMSU University Centre focused on fresh food preparation, healthy options, local vendor opportunities, increased speed of service, better lighting and expanded seating. Soft seating and additional dining area seating were also installed on the main floor.

Food Services were enhanced at the Bannatyne Campus in 2019 through a full-service kitchen expansion in Brodie Centre to provide hot meals and catering options for staff and students.

Other Dining Services improvements since 2015 include the addition of service at various locations including the Fort Garry BookStore and enhancing service at the Active Living Centre, EITC, Armes, Fletcher Argue, Elizabeth Dafoe Library, University College and sports canteens.

Student Residences implemented a Resident Dining Advisory Committee to review Dining Services offerings and meal plan options. Regular surveys and meetings are designed to improve student satisfaction.

Parking

Licence plate recognition technology was introduced in phases from 2016 to 2018 so that physical permits are no longer required, enabling increased carpooling. A self-service portal now allows users to add or change licence plates and submit waiting list requests through their virtual permit anytime.

A pay by app solution was implemented in 2016, allowing casual parking customers to pay for parking from their smartphone, tablet or by calling in. This expedites the payment process and allows customers to pay from the comfort of their vehicle, UM Shuttle bus or once inside a building, which is especially convenient on days with inclement weather.

Carpool stalls were added between 2015 and 2018 and electric vehicle charging stations were implemented in 2018. These offer customers preferred parking spots for choosing a more sustainable method of transportation than a single occupant or gas-powered vehicle. Bike lockers were added in 2017 to provide alternate secure locations in a variety of areas across campus.

Residences

Living Learning Communities are small clusters of residences where students with similar academic or personal interests live near each other and where programming and community structure are designed to

meet the unique needs of the students. Since 2015, communities of Health Living, Graduate Students and Engineering have been added.

Community kitchens were created in Mary Speechly Hall, Arthur V. Mauro and University College residences to address the need for student cooking facilities, particularly for summer and holiday breaks, when access to food services is limited or unavailable.

Replacement cycles for beds, room and lounge furniture was accelerated in Student Residences.

Financial Services and Student Residences partnered on a centralized payment system so that both academic and residence fees are reflected on the Aurora student account, giving students access to their complete financial picture at one location.

Student Residences collaborate with the First Year Centre, Academic Learning Centre, Career Services and the International College of Manitoba to connect resident students with academic supports and resources.

Children's Centre

The new UM Campus Children's Centre opened in January 2019, creating 54 new childcare spaces at the Fort Garry Campus for a total of 138 spaces for staff and students' children, fostering a more enriching and supportive environment.

Pharmacy

The University Centre located Pharmacy offers complimentary screening for blood pressure, cholesterol and diabetes. They also purchase healthy snacks, nutritional supplements and meal replacements and focus on sustainable products for their retail offerings.

An expanded scope of practice now means that pharmacists provide injection and minor ailment prescription services.

Art Collection

The Art Collections staff and committee (ACC) support the ongoing acquisition, tracking, documentation, security, conservation, storage, relocation, research and installation of over 1,600 artworks. Of that total, 350 paintings, drawings and sculptures have been added to the Art Collections database since 2015.

Displayed in virtually every UM building, unit and campus these artworks enliven learning and work spaces, contribute to research and teaching, build relationships with valued donors and compellingly demonstrate UM's ongoing commitments and current priorities, including the care and display of over 250 artworks by Indigenous artists.

ACC also offered consulting support to a number of units undertaking mural projects by Indigenous artists. Of particular note is a mural by internationally recognized Michif (Métis) artist Christi Belcourt, whose inspiring artwork, Thunderbird Uprising, was painted on a wall in the Isbister Building in 2019.

d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.

The President's Student Leadership program ran its first cohort starting in June 2019. This program provides students from diverse backgrounds and experience with a broad perspective on leadership, including ethical implications, problem solving, the role of leaders in social change and the challenges of leading in critical sectors of the economy and society. It is designed for participants from a variety of fields and disciplines and features hands-on workshops, opportunities for peer collaboration and contact with renowned leaders from social services to the arts, Indigenous leadership, the justice system, healthcare, information technology (IT) and construction and trades.

UM has expanded professional development opportunities available to faculty and staff. Learning and Organizational Development now offers almost 200 sessions annually. These include topical individual sessions, as well as formal programs such as the Supervisory Excellence Program. Significant emphasis is now placed on developing leadership skills through the new UM Leadership Learning Program (UMLLP) and programs offered through the Provost's Office specifically for academic administrators. In 2017, a Leadership Community of Practice was created to encourage UMLLP alumni to connect and engage in learning and dialogue across units and roles.

A UM Management Fundamentals Program was launched in September 2018 for managers, supervisors and those who wish to advance their career into management and supervisory roles. A Peer Coaching Program was also launched at this same time to allow for peer to peer coaching for new leaders and encourage cross unit teamwork.

e. Provide information technology systems that support the needs of students, staff and faculty.

UM is committed to renewing information technology infrastructure to better support teaching, learning and research programs for students, staff and faculty. Infrastructure continues to be modernized as demands for faster, more reliable and more robust information technology infrastructure increase.

IT Infrastructure

A six-year local area network upgrade plan is well underway and scheduled to be completed in 2022. This is expected to result in a baseline network capacity of 100 MB/sec. Additional capacity of up to 1 GB/sec has been added to the Science complex at the Fort Garry campus to ensure researchers are able to work with large data and image files as needed. In general, the resiliency of the entire network has been improved by providing the Bannatyne campus with a dedicated internet connection and firewall which the Fort Garry campus can utilize if required. More than 2,200 wireless access points provide support in all buildings and tunnels on both campuses.

Cloud based solutions are used for administrative, student and research functions where appropriate. A pilot of Microsoft 365 with faculty and staff is underway with potential to provide a common collaboration and communication infrastructure. In early 2020 4,000 licenses were deployed.

In order to support researchers, the operation and maintenance of a GREX computing platform began in April 2018. More than 100 users from the Faculties of Agricultural and Food Sciences, Engineering, Science and others have benefited from its high-speed compute, storage and network capabilities. In addition, high speed internet is now provided to Churchill, Manitoba through a partnership with CANAIRIE (Canada's National Research and Education Network), as the first leg towards completing a high-speed internet connection to the future Churchill Marine Observatory.

The legacy telephone system's life has been extended by transitioning all Bannatyne users to the Fort Garry telephone exchange and using decommissioned Bannatyne technology as spare parts, providing time to plan the continued migration to newer technical platforms for communication and collaboration.

The IST Service Desk continues to be the primary point of contact for UM's community technology needs with a 25% increase in annual utilization from 2015 to 2019.

IT Security

Ensuring security of IT remains a priority. Mobile encryption has been implemented to improve security on mobile devices in particular and the rollout of a multi-factor authentication program has begun.

A new identity and access management solution which improves security through annual password changes has also been implemented along with improved self-service capacity to ensure ease of use.

- f. Create a learning and work environment that meets the needs of the university's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities and supports environmental and resource sustainability.***

STAFF COMPOSITION

An important element of any work environment relates to who is employed. Figure 4.3 provides the composition of employees at UM as of 2018.

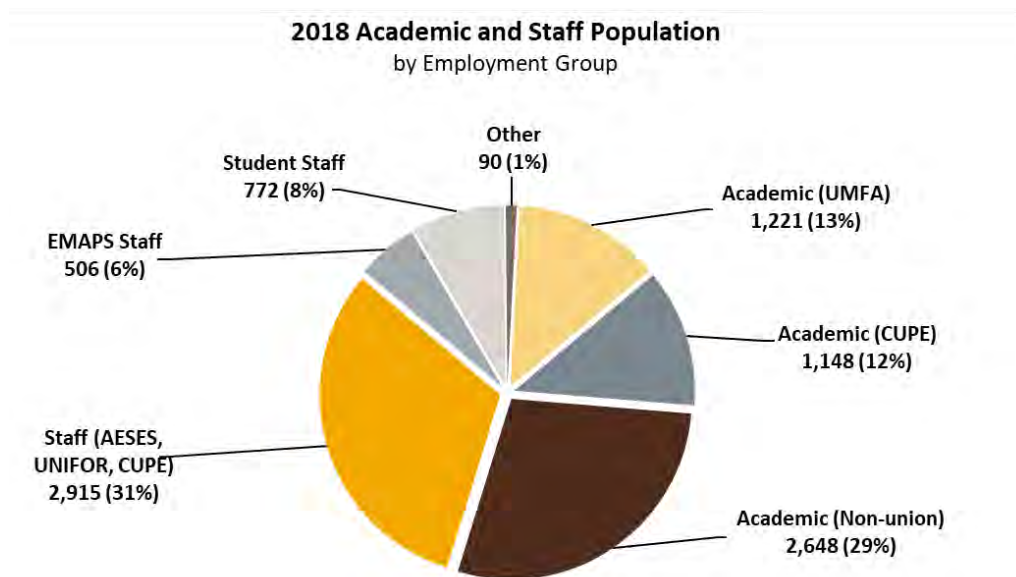


Figure 4-4 2018 Academic and Staff Population by Employment Group

The academic mission is at UM's core but the academic community cannot function effectively without appropriate supports. UM aims to ensure that its academic community is well supported and an appropriate ratio of support staff to academic staff is retained. Ensuring an appropriate number of administrative staff are in place to buttress the academic work of the institution requires ongoing monitoring. In addition, UM must ensure that it continually renews its academic staff and allows for an evolution of the types and expertise of academics to adjust to a changing world. Voluntary programs have been created to help encourage turnover and change in faculties. A one-time program, known as the Voluntary Early Retirement Program (VERP) was run in 2016-17, followed by a longer-term program, known as Retirement Allowance Program (RAP), which commenced in 2017-18.

CAMPUS PLANNING

Visionary (re)Generation refers as a whole to the process of planning, designing and reimagining the Fort Garry campus. Completed in 2016, the Visionary (re)Generation Master Plan is a long-range plan that will guide development over the next 30 years.

The plan is a tool for planners and designers that contains detailed policy, maps and diagrams used to evaluate future capital projects on campus and ensure development supports the type of campus environment that is vibrant, pedestrian-friendly and mixed-use. It is also a public resource for the entire Fort Garry campus community. As such, its direction was informed by a comprehensive public engagement process. It is used by students, staff, faculty and neighbouring community members to familiarize themselves with general UM design and planning directions.

A campus plan implementation process was established in 2016 and has become an important part of all campus projects. This includes earlier front-end planning analysis for new projects with ongoing collaboration between the Campus Planning Office and project managers in Architectural and Engineering Services. Recent examples include:

- The Stanley Pauley Engineering Building, a new 46,000 square-foot facility opened in 2019, provides additional student-support space and laboratories. The building design responds to the plan's vision by creating an active and transparent street presence along Dafoe Road and promotes density and walkability through its siting within the campus core.
- The Smartpark Innovation HUB, a new 75,000 square-foot building located in UM's Smartpark Research and Technology Park, opened in summer 2019, to house space for partnership and collaboration between UM, government and industry, furthering Smartpark's vibrancy. The facility is the first of its kind for Smartpark and embodies the plan's vision for the area - an urban form prioritizing walkability, community space and social interaction.

SPACE MANAGEMENT

UM recognizes that managing space efficiently is fundamental to the effective function of our activities. Because space is limited, space is managed strategically through improving space utilization and space optimization to ensure appropriate space allocation among all units. Improved space utilization reduces energy use, as well as long-term maintenance and operating costs.

To support these objectives, a Space Management Committee was established in 2015 to approve changes in space allocation and space use. Space use is monitored to identify surplus or poorly utilized facilities, resulting in plans for more efficient and functional use of space. Surplus space is reallocated to new priority needs and creates opportunities to consolidate occupancy, providing more productive unit co-locations.

To inform this work, in 2018 a space inventory was completed of all 20,880 interior spaces owned and leased by UM to provide detailed room data that could support space planning, design and construction, as well as operations and maintenance activities. Space data is also used as an input into UM's budget model.

Since 2018, space optimization initiatives have reclaimed 4,770 ft² for reallocation and accommodated an additional 1,930 ft² of new activity in existing space. In total, 6,700 ft² of new space requests have been resolved without any new construction for a capital savings of \$4M, in addition to ongoing operations/maintenance savings. This process improved space quality, functionality and efficiency for seven units.

MAJOR CAPITAL PLANNING

In 2019, a major capital planning process was established which set out how proposals for major capital renewal or plans will be considered. To join the ongoing work of the Space Management Committee, a Major Capital Projects Committee was established to provide advice to the executive on prioritization of major capital projects. Membership of the committee includes representation from faculty, deans, research, external relations, administrative units and is led through the Office of the Provost.

SPACE RENEWAL

Teaching and Learning Spaces

UM made significant strategic investments in the renewal of classrooms and laboratory spaces between 2015 and 2019, during which 131 spaces were renewed (Figure 4-6). These figures do not include projects solely focused on AV upgrades and ranged in scope from modest renovations to major redevelopment.

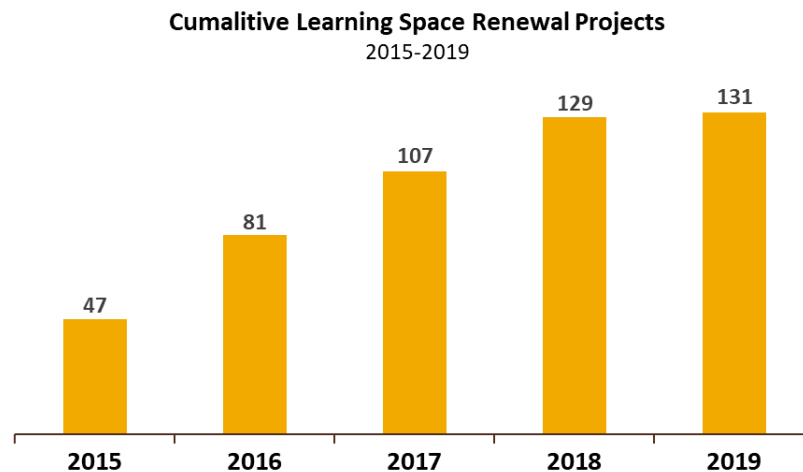


Figure 4-5 Cumulative Learning Space Renewal Projects.

It is expected that classroom renewal will continue to be a priority to ensure appropriate learning spaces for students. In 2017, an ad hoc Learning Space Committee began with representatives of the Office of the Provost, Registrar's Office, IST, Architectural and Engineering Services, the Centre for the

Advancement of Teaching and Learning and the Campus Planning Office. In 2019, this committee was formalized to prioritize the learning spaces to be renewed over the coming years and guide the development of classroom development standards.

The majority of classrooms in use today were built for a previous preference for traditional, stand-and-deliver, sit-and-listen instructional delivery. However, with advancements in technology, pedagogy and a better understanding of how we learn, the landscape of teaching and learning is evolving. Members of the committee will work together to guide UM in continuing to responsibly upgrade our learning spaces based on pedagogical innovations.

In addition to formal learning environments, attention is also given to informal learning spaces. A survey of existing informal learning spaces was completed in late 2019 that identifies opportunities for the development of new informal learning spaces.

Public Spaces

There has been significant investment by UM since 2015 to enhance public spaces on campus. Key examples include:

- Saunderson Street and Dysart Road area improvements will be phased in over approximately five years including road renewal (completed in 2019), tree planting, native prairie revegetation (in progress), a multi-use path (in progress), seating, signage and wayfinding and alignment with the Visionary (re)Generation Master Plan's vision of this as a 'green corridor.'
- The eastern transportation corridor is becoming a 'working landscape' as part of the long-term plan for the campus. This gateway to the river bottom forest and future learning landscape of the Point Lands will transform over time, providing education and engagement for numerous faculties as well as a new recreation destination for pedestrians and cyclists alike.
- A new Faculty of Science Courtyard was opened in fall 2019 between the Parker Building, Armes Building and Machray Hall as a greenspace for collaboration, inspiration and quiet contemplation of students, faculty and staff.
- A Robson Hall West Portico Refurbishment provides a new seating area on the west side of Robson Hall with additional landscape improvements are included through use of native plantings. While initially spurred by a maintenance concern, this significant reconstruction project provided an opportunity to re-envision the use of the space and incorporate more seating and social gathering/outdoor study opportunities for students, faculty and staff.
- Following the introduction of two-way transit service on Dafoe Road, pedestrian and vehicle activity was analyzed to ensure it remained pedestrian and transit-friendly. A plan for enhanced crosswalks and other pedestrian infrastructure was developed in 2019 for construction in 2020.

TRANSPORTATION PLANNING

UM collaborates with multiple stakeholders in partnership with the City of Winnipeg to determine long-term plans and goals related to transit, cycling and pedestrian activity.

Transit infrastructure at the Fort Garry campus has recently seen significant enhancement with the implementation of new routing and two-way bus service along Dafoe Road as part of the City's Bus Rapid Transit project. Following on the 2017 completion of a portion of the Southwest Rapid Transitway within the Southwood Lands, University Station was completed in 2018.

Active transportation is a priority for UM, with an ultimate goal of realizing a more pedestrian and cycling-friendly environment at both the Fort Garry and Bannatyne campuses. An inaugural Pedestrian and Cycling Strategy was launched in 2018. As work continues on implementation, focus has turned to integrating the routing and facility recommendations into the campus environment enabled by other development. Recent active transportation amenities and projects include:

- Construction of a new UM Cycle bicycle repair facility constructed at a key entrance point to the Fort Garry campus, along the Sidney Smith corridor
- Dedicated pedestrian and cycling infrastructure, separated from vehicular traffic completed in 2017 along the Sidney Smith corridor at the north entrance of campus from the Southwood Lands, strengthening the Active Transportation network into campus and linking to the Great Trail network
- Installation of bike lockers in 2017 at the Fort Garry and Bannatyne campuses, providing more secure bicycle storage options
- Relocation of the Bannatyne campus bike cage to an area with enhanced visibility and lighting in 2019 to improve security

IMPROVING MAINTENANCE

Hydro

Hydro reservicing is the highest maintenance priority, in order that a stable and supported electrical distribution network exists on campus. Work is progressing with Manitoba Hydro to convert the campus from 4,160 V to 24,000 V with initial installation taking place over the next one to two years and the new service being in place in many areas in the next five years. The overall conversion to the new electrical distribution system at the building level will then be sequenced and planned over the next 10 to 20 years, as required and feasible.

Capital Renewal Process

In alignment with the Major Capital Planning process outlined above, in 2019 a Capital Renewal and Maintenance Committee was established to prioritize capital maintenance initiatives and serve as stewards of the real property portfolio of all campuses and research facilities, including all buildings, utilities, roads, sidewalks and sewer systems. The committee aligns repair and replacement planning with that of the overarching UM Strategic Plan, in the context of other capital projects and the Campus Master Plan(s).

Maintenance

It is challenging to balance preventative with corrective maintenance at UM. The focus in the past five years has been to increase the level of preventative maintenance in relation to the demand for corrective maintenance. While corrective maintenance has remained generally consistent, with aging infrastructure, preventative activities have notably increased. This effort ensures that the life of infrastructure is extended through increased attention to maintenance activities.

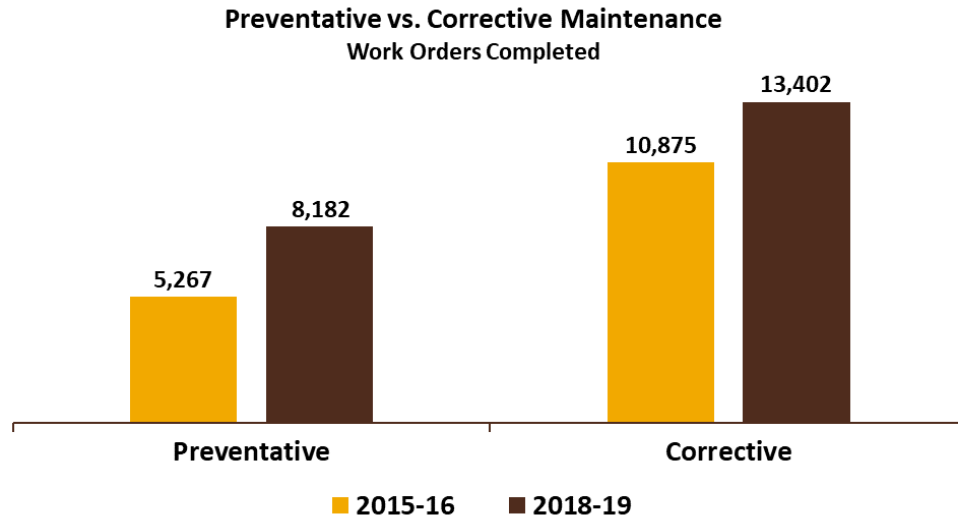


Figure 4-6 Preventative vs. Corrective Maintenance Work Orders Completed

Service Levels

Physical Plant has made changes to the Customer Service Desk processes and improved tracking methods of work orders through the use of an online service request system.

Planning has been completed for a new Operations and Maintenance work order system to improve service response, tracking and reporting across campus. Implementation is expected to be complete in 2020.

LANDSCAPE PLANNING

Landscape Master Plans are underway for the Fort Garry and Bannatyne campuses to guide development initiatives and provide a general direction for preserving and enhancing campus landscapes. Recent landscape planning has focused on developing baseline data that will inform the Fort Garry Master Plan while also providing operating and maintenance resources. Related initiatives include:

Tree Inventory

A completed tree inventory for the Fort Garry campus has been completed: this data will enable urban forestry management decisions to be informed by overall canopy health and patterns in tree mortality. It will also assist in the preparation of future management plans to ensure the urban forest remains a healthy and integral part of the campus environment by highlighting opportunities for conservation and enhancement. Plans for a Forest Management Strategy are underway.

Exterior Space Inventory Project

An exterior space inventory project, currently in progress, will establish a centralized database of the campus landscape identifying and categorizing exterior spaces and equipment at the Fort Garry and Bannatyne campuses. The inventory will support planning and maintenance of the exterior campus environment.

Native Revegetation Strategy

A native revegetation strategy for the Fort Garry campus is underway as part of campus infrastructure upgrades including road renewal and riverbank stabilization. Reforestation and native revegetation include the planting of hundreds of trees and shrubs, live willow cuttings, bio-bag, and seeding of native grasses and shrubs.

Native revegetation sites at Fort Garry campus include the Russell Building south lawn and planting beds south of the new Stanley Pauley Engineering Building and a new courtyard between the Parker Building, Armes Building and Machray Hall.

Native prairie plantings, when planned and implemented properly, require significantly less ongoing maintenance and are considered a more sustainable alternative to conventional plantings. The revegetation will complement adjacent natural areas on campus and contribute to local native biodiversity. Healthy riparian forests are by their nature resilient to environmental fluctuations and disturbance such as flooding.

Riverbank Stabilization

A Riverbank Stabilization Study is underway of the nearly 4 km of riverbank frontage on UM lands. Led by a multi-disciplinary team of engineers, landscape architects, ecologists and biologists, the study will provide a greater understanding of the riverbank condition, threats, risks and opportunities. The project team will prepare recommendations towards a 15-year implementation strategy for protecting the riverbank corridor and infrastructure against ongoing shoreline erosion.

Two infrastructure projects related to riverbank stabilization at the Fort Garry campus are underway to address erosion at the north side of campus near the Wallace building and the south side of campus near Drake Centre. Native revegetation and reforestation will be a component of these projects, as will the extension of a multi-use path in order to connect all areas of the campus perimeter.

A partnership between UM and a local company that works with reclaimed wood will ensure that all suitable trees are salvaged and prepared for reuse. Possible reuse projects include indoor and outdoor furnishings such as benches and tables, sculpture, wall finishes, general use lumber, etc. Smaller trees from the site will be donated to faculties such as the School of Art for use in the ceramics studio's wood-fired kiln, while unsuitable trees suffering from decay, brush and stumps will be chipped and used for mulch in planting areas on campus.

Wildlife Management

A Goose Education and Awareness Committee was established to propose and implement a wildlife management plan for UM. This collaboration between operations and maintenance staff with faculty, including bird and avian experts, is aimed at ensuring effective cohabitation with wildlife on campus. A Wildlife Management Plan was completed in February 2020.

INDIGENOUS DESIGN AND PLANNING PRINCIPLES

UM has committed to making Indigenous culture, language and symbols visible throughout our campuses. As part of this commitment, Indigenous Design and Planning Principles, developed collaboratively under the guidance of the Indigenous Advisory Committee and Subcommittee, and supported by the Indigenous Advisory Circle, were established to guide planning and design on UM lands and campuses. The Principles are to:

- Commit to relationships and listening
- Demonstrate culturally relevant design
- Respect mother Earth
- Foster a sense of belonging and community
- Embrace a ‘Seven Generations’ view

These principles are rooted in the concept of interdependence, where various components of campus planning and design are interdependent and interconnected. Under these principles effective planning must recognize that all components of a place—such as the land, water, transportation networks, buildings, infrastructure, open spaces and the people that inhabit it—are linked in complex ways. Each affects the other and are viewed holistically.

The following projects address the principles in various ways, from engagement and relationship building, to design and construction:

- A team of Indigenous artists were engaged for *Cyclical Motion: Indigenous Art & Placemaking*, to create a mural on the UMCycle Bike Kiosk and a series of artworks and signage elements at various locations within the Fort Garry campus on the themes of transportation, movement, connections to land and water, Indigenous student experiences, language reclamation and reconciliation and Indigenous advocacy and activism.
- A ground blessing and water ceremony was led by Elders-in-Residence with daycare children and staff and other university staff to launch the Campus Daycare addition in June 2017. A ground blessing also preceded the construction of the Stanley Pauley Engineering Building in May 2017. In 2017 and 2018, campus Elders hosted traditional feast and blessing ceremonies during the fall equinox to acknowledge upcoming projects.
- A restorative outdoor gathering space was established on the south side of campus along Freedman Crescent featuring 13 reclaimed boulders used as resting areas and as seating for Elders during ceremonies.
- Indigenous Design and Planning Principles also informed the development of a new Indigenous Classroom and Gathering Space in the Faculty of Education.
- In spring of 2020 the cultural history document, *The Cultural Landscape of the Fort Garry Campus: Landform, Use, and Occupancy Prior to 1900*, was completed. This project is the culmination of extensive archival research and engagement within the university community, focused on illustrating the pre-colonial history of the lands in which the Fort Garry campus is situated. This report is a tool to help inform the planning and design of the Fort Garry campus by emphasizing the Indigenous and environmental histories of the land on which the campus sits, making them visible and significant components of the campus environment and recognizing them as a crucial part of campus’ culture, heritage and identity.

RESOURCE SUSTAINABILITY

Maintaining and planning for resource sustainability is essential to creating a work and learning environment that meets the future needs of UM.

STARS Performance

UM uses a performance management framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) called the Sustainability Tracking and Rating System (STARS) to measure its sustainability performance. STARS is a transparent, self-reporting framework used by colleges and universities in North America to enable meaningful comparisons over time and across institutions. The system uses a common set of measurements and creative incentives for continual improvement in sustainability. UM achieved a Gold STARS rating in October 2018, with a goal of reaching a Platinum STARS rating within the duration of UM Sustainability Strategy 2019-2023.

In fall 2019, UM ranked in the top 10 for the AASHE STARS Sustainable Campus Index in the categories of Coordination and Planning and Research.

United Nations Sustainable Development Goals

In 2018, UM created a United Nations Sustainable Development Goal (SDG) report, which identified current work underway and advanced conversation about the 2030 Agenda for Sustainable Development. UM has also been named the United Nations Academic Impact Hub for SDG 6, clean water and sanitation. Seventeen institutions from around the world have been designated as SDG Hubs for three-year renewable terms. The only Canadian institution on the list, UM was selected as the SDG Hub for Goal 6 on the basis of our research, innovation and scholarship in the field.

To build on this work, the new Sustainability Strategy 2019-2023 was passed by the Board of Governors in June 2019, which incorporates the United Nations SDGs into goals and commitments to make UM more sustainable. Implementation of the new strategy would put us on track to achieve an AASHE Platinum STARS rating.

UM also hosted a session for Manitoba youth to learn about the SDGs and develop skills to implement projects on their campus. Over 260 youth attended with more than 180 students from UM.

Specific Sustainability Initiatives

An Education for Sustainability Working Group was created to further integrate sustainability into teaching and learning across all faculties.

The Bannatyne campus received a Fair Trade Campus designation, the first campus to achieve this in Manitoba.

An organics collection program was developed for all UM food service locations to collect preconsumer waste at Fort Garry and Bannatyne campuses. In addition, collection occurs at 32 communal department spaces across campus. Between July 2019 and March 2020, 18.1 tonnes of organics were collected.

g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the university's mission and strategic priorities.

UM has committed to improving opportunities for student, staff and faculty participation in university governance.

UM has significantly expanded its educational offerings on governance through presentations to faculty, school councils and groups of support staff; targeted workshops for new faculty and through the academic administrators workshop series. Senate Orientations have been broadened to include all Senate Committee members. Specific workshops have been developed and offered on developing curriculum and program proposals and on effective appeal hearings. In addition to the specific content of these sessions, they situate the specific activities within the greater context of university governance, have engaged many members of the community and provide an opportunity for learning and networking.

An online Senate Committee interest form allows faculty to self-identify their interest in serving on Senate Committees. The call for nominations and expressions for interest is more broadly disseminated and these initiatives have led to a significant increase in interest to serve on Senate Committees and added new and more diverse membership.

Online access to Senate and Board meeting materials continues to be enhanced: the Office of the University Secretary has worked in partnership with Archives and Special Collections to digitize historical Senate and Board records to facilitate quicker responses to queries for information. In partnership with IST, a governance portal has been implemented, which provides a single-point access for members of Board and Senate Committees for meeting and background materials.

h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable and diminishing resources

Dialogue and collaboration are central to the functioning of UM. New and enhanced opportunities have been created for faculty, staff and students to discuss a range of important issues and initiatives and other tables for collaboration continue this essential work. Key examples include:

Student Experience Committee

University of Manitoba/UMSU Meetings

Accessibility for Manitobans Act (AMA) Steering Committee

Champions for Mental Health Group

Copyright Advisory Committee

Substance Awareness Advisory Committee

Campus Wide Occupational and Environmental Safety and Health (OESH) Committee

Campus Wide Integrated Marketing and Communications Committee

Human Resource Information System (HRIS) Renewal Project

University Human Resources Group

Collective Bargaining Activities

Campus Wide Food Services Committee

Dining Services Subcommittee

Business Continuity Committee

Parking Advisory Committee

Parking Appeals Committee

Many of the above are ongoing discussions that we expect to continue beyond this strategic plan. There have, however, been initiatives that have had significant attention since 2015 for which dialogue and consultation were central. Specific initiatives include:

BUDGET MODEL DEVELOPMENT

Planning for the future is informed by availability of resources and budgeting is one important part of planning. UM has implemented a more decentralized approach to budgeting, developed based on extensive consultations and recommendations from the Budget Model Redesign Initiative, a campus-wide, comprehensive and consultative process to review and redesign UM's budget model. In 2016, the Budget Model Redesign Steering Committee, chaired by the Provost and Vice-President (Academic), examined the approach to resource allocation and developed a set of recommendations for a new resource management, allocation and planning process, including a new technology-based budget and planning solution to streamline and improve the financial planning and management of resources.

The new budget model is based on the following principles:

- Aligning resource management, planning and allocation with UM's mission and strategic priorities
- Enhancing collaboration between and within academic and support units
- Incenting creativity, innovation and the pursuit of revenue opportunities to position UM for a strong, sustainable future
- Promoting fiscal understanding, responsibility and accountability throughout UM
- Being straightforward and transparent

INDIGENOUS SENIOR LEADERSHIP

In 2019, a committee chaired by Dr. Catherine Cook, Vice-Dean Indigenous, Rady Faculty of Health Sciences, assessed the existing mandate and support structures for Indigenous senior leadership and provided recommendations on the role, mandate, appropriate reporting structures and units and necessary supports. The committee, which also included an Elder, Indigenous faculty, staff, students and senior academic leadership, concluded its work and presented its report, University of Manitoba Indigenous Senior Leadership: Report and Recommendations to the Provost and Vice-President (Academic).

IT GOVERNANCE

A campus wide IT Governance process was enhanced since 2015 to create an environment where planning, investment and priority setting is transparent, controlled and coordinated to ensure IT

investment remains aligned to the strategic direction of UM. The process includes subcommittees aligned by strategic stakeholder groups—teaching and learning, research, administration and information technology—who vet proposals to ensure potential projects further key initiatives. These vetted proposals are then reviewed for cross-campus alignment and benefit by the University Information Technology Advisory Council (UITAC)—chaired by the Vice- President (Administration)—and comprised of representatives from key stakeholder groups including undergraduate and graduate students, academic leadership, research and administrative leadership.

NEXT GENERATION WEBSITE EXPERIENCE AND NEW UM BRAND

As part of the Next Generation Website Experience project, an extensive stakeholder consultation process was undertaken to ensure wide ranging perspectives and needs are incorporated into the redesign of umanitoba.ca. The project is jointly led by External Relations and IST, along with an 18-member project board representative of the broader UM community. The initial phase of the website launched in August 2019 was the result of a highly collaborative effort involving units across campuses contributing to the creation of the top-level pages of the website. These collaborations will continue throughout the planned migration cycles required to address all website content.

Extensive consultation with UM community also helped inform the direction of the new brand, resulting in a successful launch in June 2019. The implementation of the brand across UM involved significant change and will require extensive collaboration and commitment to effectively represent UM in a new and innovative way. Collaboration continues throughout the implementation phase with faculties and units across campus.

i. Enhance and support meaningful connections between faculties and units within the university.

Just as dialogue and collaboration are central to the functioning of UM, so too is the interaction between faculties and the rest of the campus community. With *Taking Our Place* as a central guiding plan, faculties and administrative units are encouraged to plan for their unique circumstances. Encouraging awareness of each other's challenges and opportunities and plans for the future is an important element of this work. A number of initiatives have built on this cross-unit awareness and planning:

FINANCE WORKING GROUP

A Finance Working Group has been established to support stronger financial stewardship, management and planning at UM by collaborating in addressing financial issues across faculties and administrative units, improving partnerships, enhancing communication and serving as an advisory group. The Finance Working Group consists of senior finance representatives from UM faculty and administrative functions and is co-chaired by the Comptroller (permanent) and one senior faculty finance representative (rotating two-year term). A notable outcome of this group's work includes improved monthly financial reporting with the creation of a set of high-level executive financial reports intended to support Deans and Directors in monitoring their unit's financial condition, for decision-making and for financial planning purposes.

COMMUNITIES OF PRACTICE

A number of Communities of Practice have been established to build community and foster collaboration. Examples include a Leadership Community of Practice, comprised of alumni of the UM Leaders Learning

Program, and the UM Plan Community of Practice, involving users of the recently implemented financial planning and budgeting software. In many units, operations have continued to evolve to incorporate increased inputs and participation from faculties and units. This includes establishing ad hoc or project working groups with representation from across campuses and encouraging more frequent engagement through a range of tools and opportunities such as social media, conferences, committees, focus groups, forums and other events.

SUMMER TERM TRANSITION PROJECT

In response to feedback from faculties, the delivery of Summer Term was transitioned from Extended Education to academic faculties. To facilitate this transition, the Office of the Provost led a working group composed with representatives from the Registrar's Office, Human Resources and Extended Education who worked with faculty schedulers, advisors and other faculty representatives. Summer 2019 marked the first year of the new delivery model.

A Summer Term Academic Schedule Review Committee was also formed to examine scheduling practices over the current Summer Term (May to August), which has a complex schedule comprised of a variety of unstandardized class lengths which causes challenges for students who wish to take courses in more than one faculty. Representatives from across campuses, including seven faculties, students and central units consulted with UM community through surveys and in person forums. They have developed a new schedule to be proposed to Senate in 2020 for introduction in summer 2021.

TRAVEL BOOKING AND EXPENSE PRACTICE REVIEW

A project to review and improve travel booking and expense claim practices across the institution was undertaken and sponsored by the Provost. Through engagement of stakeholders from all areas of UM and extensive gathering of data, the project developed several recommendations, which have been implemented including discontinuing paper receipt collection, broadening options for booking airfare and allowable categories of airfare, creating more categories of meal per diems reflective of international costs and streamlining processes.

V. FORGING CONNECTIONS

to foster high-impact community engagement

Our mission includes the traditional aspect of service to the community, yet we have embraced a shift in thinking to better reflect the reality that we don't simply serve our communities, we engage with them. Our relationships with our colleagues, alumni, friends, donors, and partners — local, national and international — are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to closer collaborative relationships with them, and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people's lives.

GOALS:

- a. *Establish, strengthen and support meaningful connections between the university community and key stakeholders.***

UM uses a number of key methods to maintain connections within the university community and with key stakeholders. These include:

UM TODAY THE MAGAZINE

UM Today The Magazine was launched in 2015 and is delivered twice a year to more than 130,000 alumni and friends around the world. This essential storytelling vehicle features UM students, researchers, faculty and staff, donors and alumni who are making an impact locally and globally. The publication has been recognized by the Canadian Council for the Advancement of Education with several awards including a bronze award in 2016 and silver award in 2020 for best print magazine as well as gold and silver awards for best feature writing in 2017 and 2018. In 2018, the advancement profession's premier organization recognized the magazine's feature writing with both gold and bronze awards at the international Council for Advancement and Support of Education (CASE), competing against universities from around the world.

UM TODAY

UM Today News, UM's online news site, highlights the achievements of students, staff, faculty, researchers and alumni, generating over 130 stories per month. Readership has increased year-over-year since 2015, with readers spending 28% more time each session since 2016.

SOCIAL MEDIA

Eight social media channels (UM Facebook, UM Twitter, UM Instagram, UM LinkedIn, UM Student Instagram, UM Indigenous Instagram, Alumni Facebook, Alumni Twitter) produced over 6,000 posts and generated approximately 1 million engagements from our community of more than 260,000 followers. These social channels drive over 20% of traffic to our UM Today platform. The number of followers to UM social media channels is increasing year-over-year, seen in Figure 5-1.

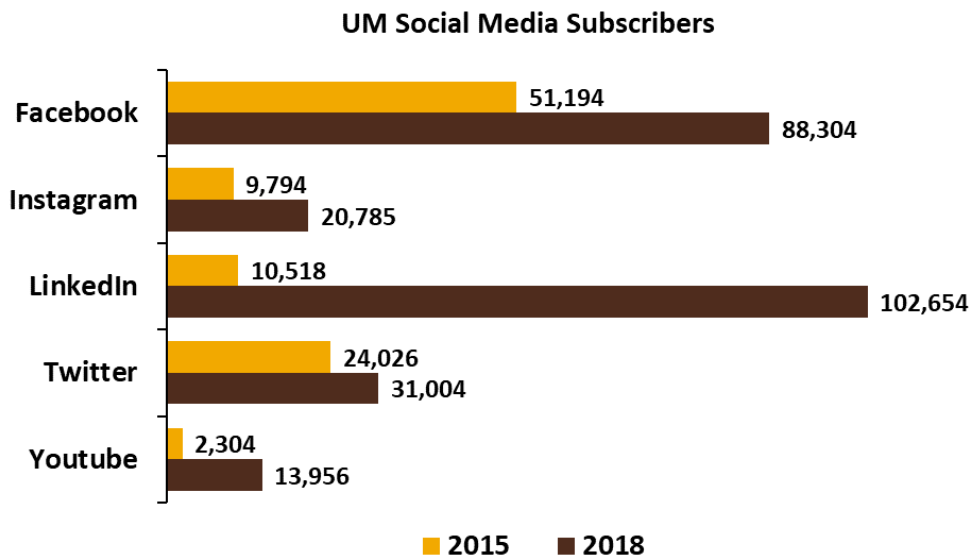


Figure 5-1 UM Social Media Subscribers

b. Foster a dynamic relationship between alumni and the university.

Alumni are an essential part of UM community. Ninety-three per cent of UM alumni live in Canada. Within the 133,766 alumni living in Canada in 2019, 69% reside in Manitoba, with 53% of those living in Winnipeg. UM alumni number 145,000 globally and are located in 140 countries.

UM Alumni	2019	
Winnipeg	48,918	33.8%
Manitoba (excluding Winnipeg)	43,380	30.0%
Canada (excluding Manitoba)	41,467	28.7%
United States	6,214	4.3%
China	1,446	1%
Malaysia	452	0.3%
Australia	305	0.2%
England	276	0.2%
Singapore	160	0.1%
Trinidad and Tobago	129	0.1%
India	112	0.1%
Other countries	1,680	1.2%
Total Alumni	144,540	100.0%

Figure 5-2 UM Alumni

DISTINGUISHED ALUMNI AWARDS

In 2014, UM launched a refreshed format for the Distinguished Alumni Awards Celebration of Excellence to celebrate exceptional alumni achievements in the following categories: Professional Achievement, Service to the University of Manitoba*, Community Service, Outstanding Young Alumni and Lifetime Achievement.

UM strives to celebrate distinguished alumni throughout the years: however, the Celebration of Excellence is a unique opportunity to bring together students, faculty and staff, alumni, government representatives and community members to acknowledge the achievements of our award recipients. Since 2015, UM honoured and celebrated 27 outstanding alumni with prestigious Distinguished Alumni Awards, joined by more than 1,600 event guests.

*Note, in 2020, the Alumni Association Board of Directors adopted to remove the Service to the University of Manitoba award as it was seen as duplicating other internal awards that honour alumni who make outstanding contributions to the institution.

UM HOMECOMING

Each year, UM invites alumni to return to campus to celebrate Homecoming week through over 25 events with faculties, sports teams and other alumni groups. Since 2015, UM has hosted over 200 class reunions, assisting groups to mark their milestone reunion year in a meaningful way and has welcomed more than 4,000 alumni and community members back to campus for this special alumni celebration.

VISIONARY CONVERSATIONS

President Barnard's signature event, launched in 2015, to engage the UM community in a dialogue on matters of national and global significance are informed by UM faculty, researchers and alumni who are experts in their field. Through the program, 75 researchers and alumni experts have presented at 17 different Visionary Conversations events to over 4,500 attendees. These public discussion sessions have addressed many critical issues including: "The power of one: what's my responsibility as a global citizen?,"

“What does a decolonized Canada look like?” and “How can our community come together to combat the impacts of drug addiction?.”

SENIORS’ ALUMNI PROGRAM

The Seniors’ Alumni Learning for Life Program was launched in 2015. This lecture series provides exclusive opportunities for seniors who are 60 and over to explore new ideas, hear from professors, researchers and fellow alumni who are innovators in their field and engage in lively discussion with others who share their love of learning. To date, all fall and spring series have sold out. Based on alumni feedback, in 2018, a 4-week February mini session was also added and in November 2019, a 3-week session on the topic of the Winnipeg General Strike of 1919 was offered. A total of 71 lectures were offered between 2015 and 2019, with topics such as “The Science, Business and Politics of Climate Change,” “From Truth to Reconciliation” and “Alzheimer’s Disease Early Diagnosis & Treatment Strategies.”

STUDENT MENTORSHIP

UM actively engages alumni and industry partners to participate in student mentorship activities. These activities provide alumni with the opportunity to share their time and professional expertise with students and to provide career advice and guidance. Annual events include the Career Café, the Health Sciences Career Roundtable, the Arts Roundtable, the Faculty of Science Roundtable, the Graduate Students Roundtable and UM Graduate Student Association-Alumni Relations reception.

In 2019, the Alumni Relations and Career Services units launched UM’s first online career-mentoring platform, UM Café, in the Faculties of Engineering, Asper School of Business and Kinesiology and Recreation Management, with the goal of onboarding alumni in all faculties into 2020. Powered by the Ten Thousand Coffees platform, UM Café introduces students, alumni and industry partners to share knowledge and advice over an in-person or virtual coffee. Joining UM Café provides alumni the potential to share industry-specific knowledge, proven advice and build relationships that will shape the career and education aspirations of UM students. UM Café was launched campus-wide in June 2020.

The Career Mentor program, offered through Career Services from September to April, helps students explore occupational options by connecting with industry professionals. Mentors provide advice and share experiences and knowledge to help students formulate their career plans.

UMQUEER

UM also supports the UMQueer Committee, comprised of student, faculty and staff from both the Bannatyne and Fort Garry campuses. This committee works to advance 2SLGBTQ community initiatives such as Steinbach’s inaugural Pride March in July 2016, the Portage La Prairie Pride March and Winnipeg Pride initiatives with a variety of events across both campuses. Since 2016, UM has proudly sponsored the Winnipeg Pride Festival and marched with over 200 members of UM community.

In April 2019, UM hosted a Visionary Conversations panel discussion titled “Healthcare as a Human Right: How do we break down barriers for Queer Manitobans?” with the UMQueer Committee.

ALUMNI EVENTS AROUND THE WORLD

UM community extends across the globe with alumni, former faculty and staff members, research partners and friends in over 140 different countries. Between April 2015 and November 2019, UM held 35 events in 19 different centres outside of Winnipeg to engage UM in the lives of our stakeholders, highlighting the work of our students and researchers and supporting our national and international student recruitment efforts.

c. Be an internationally engaged university with local relevance and global impact.

MEDIA RELEASES

UM issues an average of nearly 130 media releases each year that result in stories appearing in a variety of publications across the world. In 2019, UM was referenced in the media over 40,000 times including almost 30,000 times in print and on-line and over 11,000 times in radio and television.

The work of UM researchers was referenced in a number of high-profile publications including the New York Times, Washington Post, the Globe and Mail and National Geographic.

CONVERSATION CANADA

Conversation Canada, an independent source of news and views from the academic and research community, provides UM researchers and graduate students a venue to showcase their work and have it seen by news organizations and readers across the globe. During this period there has been a steady increase in UM articles from 12 in 2017-18, to 26 in 2018-19 and 30 in the first half of 2019-20. This has resulted in a total readership of almost 1 million globally.

GOVERNMENT VISITS

Engagement with government occurs on multiple levels for UM. Welcoming government representatives to the university is an important part of this engagement. UM regularly hosts meetings with the province and federal government and welcomes dignitaries such as the Prime Minister, the Governor General, the Lieutenant Governor of Manitoba, federal ministers, provincial ministers and the mayor of the City of Winnipeg.

d. Enhance engagement and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.

In addition to the initiatives discussed under Priority 3, such as the Manitoba Collaborative Indigenous Education Blueprint and the Indigenous Scholars Speaker Series, UM has conducted significant outreach to Indigenous communities through a number of communications initiatives.

One key initiative was the November 2017 launch of the @umindigenous Instagram account which encourages students, staff, faculty, alumni and others to connect with the vibrant Indigenous community on UM campuses through the sharing of images that reflect First Nations, Métis and Inuit perspectives, traditions and cultures. This initiative won a 2019 CCAE Prix d'Excellence award in the category of Best

Indigenous Relations Initiative. Followers of this account have grown from its establishment in 2017 to over 1,200 in fall 2019.

In January 2017, a bi-weekly Indigenous Student e-newsletter was launched to provide information on upcoming events, programs, resources, awards and jobs that are specific to First Nations, Métis and Inuit students. Indigenous students have the opportunity to sign up to receive the newsletter when they self-declare as part of the application process to UM. Staff and faculty are also welcome to sign up for the newsletter to stay apprised of opportunities for Indigenous students. As of Fall 2019, there were over 2,200 subscribers.

e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.

Planning for the use of the Southwood lands at UM is guided by the six main principles of the Visionary (re)Generation Master Plan for the Fort Garry campus, with an aim to position the campus as:

- Connected, networking the campus and connecting to the city
- A Destination, offering reasons to come and reasons to stay
- Sustainable, functioning as a living lab
- A Community built for density and designed for people
- An example of Indigenous Design and Planning
- Transformative in terms of research, learning, working and living

As part of the Visionary (re)Generation process, the Southwood lands were included in a collaborative planning process that incorporated input from a broad range of people. Numerous engagement events were held during that process and a vision for UM's lands was discussed and developed. The Visionary (re)Generation planning process consisted of three phases of collaborative dialogue with stakeholders. The first exploratory phase focused on hearing input from stakeholders based on conceptual plans. Input was then incorporated into the creation of draft plan concepts. In the second generative phase, more detailed plan concepts were brought back to stakeholders for comment. This step was crucial in communicating feedback from the first phase, which helped shape the evolving design concepts. The third evaluative phase involved sharing the final plan and communicating its content and purpose.

A variety of engagement methods were utilized throughout the Visionary (re)Generation planning process, including:

- Eight large-scale events, open houses and community engagement fairs
- Fifteen community conversations held with specific stakeholder groups
- Six Neighbourhood Network meetings
- Six meetings with the Planning Working Group
- Three meetings with the Energy & Sustainability Performance Management Group
- Two meetings with the Indigenous Advisory Committee
- Seven meetings with the Indigenous subcommittee
- Seven meetings with the Campus Planning & Design Committee
- A final presentation to the Senate Planning & Priorities Committee
- A final presentation to the University Senate
- A final presentation to the University Board of Governors

These collaborative efforts and engagement events tested the Plan's directions and vision, informing its development.

In 2018, the Board of Directors for UM Properties GP Inc. was appointed to lead the development of the Southwood Lands into a vibrant, mixed-use, transit-oriented neighbourhood. They will ensure Southwood Lands development aligns with the principles developed through community consultation and articulated in UM's Visionary (re)Generation Master Plan. Community engagement will continue to guide planning decisions as the Southwood Local Area Plan is finalized.

f. Ensure UM is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.

UM hosts tours of our campuses' recreation, research, arts and music spaces for government representatives and community organizations in order to convey the importance of UM's role in the community. Many events are hosted at UM for community organizations and groups throughout the year.

One important way in which UM acts as a resource is by the offering of the Mini U Program, through which children have the opportunity to improve their skills through various sport-focused programs, arts program, special interest areas such as robotics and architecture and engage in leadership development. In addition to the high concentration of activity during the summer, from September through June, Mini U's offerings include swimming programs, school programs and programs for homeschool children. Since 2015, registrations for the Mini U Summer Program registration have grown by 37.4% (see Figure 5-3).

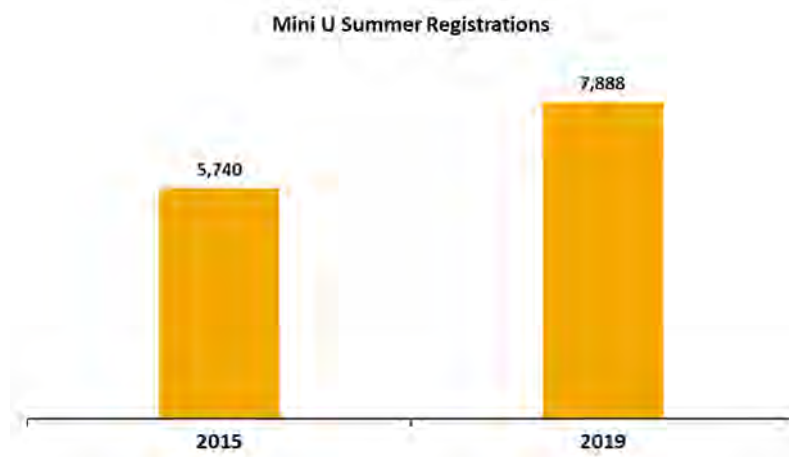


Figure 5-3 Mini U Summer Registrations

UM also offers community access to some of Manitoba's best sport and recreation facilities, including the Active Living Centre, which opened in 2015. Facility membership, recreation program options and sports leagues are offered to community members throughout the year.

Bison sports hosts more than 80 home sport events each season, attracting over 30,000 sports fans to campus every year to cheer on the "herd." Bisons student-athletes also make an impact beyond sports through the student-led University of Manitoba Athletic Council (UMAC). Student-athletes lead and participate in community outreach programs such as Bisons Against Bullying and Bison Book Buddies and volunteer for various community programs including Siloam Mission.

UM's creative and performing arts also play an active role building a culturally vibrant community on campus. This cultural hub brings together artists, musicians and performers and audiences from UM

community and the public who are engaged in these arts activities. The School of Art houses the third largest gallery space in Manitoba and presents 7-10 exhibits every year. Each exhibit is celebrated with an opening and guest lecture that provides an opportunity for deeper engagement with the artist.

In 2016, the John J. Conklin Theatre-opened in Taché Hall as home to the Black Hole Theatre as well as other productions. Since its opening in 2016, this active theatre has presented over 180 performances featuring hundreds of artists to audiences of over 10,000 people. Each year, the Desautels Faculty of Music also hosts dozens of public performances.

g. Build a culture of advancement and philanthropy across UM community.

NATIONAL PHILANTHROPY DAY

Each year UM conducts activities in recognition of National Philanthropy Day, an international day to commemorate, recognize and pay tribute to the impact that philanthropy has made on our university community and our world.

This annual celebration provides a unique opportunity for UM to highlight the student awards and programs, space enhancements and research projects that have been supported by donors and to thank them for their generosity.

Past activities include nominating and celebrating donors for recognition through Manitoba Philanthropy Awards by the Association of Fundraising Professionals and communicating gratitude to the entire community of alumni, donors, faculty, staff and students on National Philanthropy Day through phone calls and at booths on campus.

STUDENT GIVING

Since 2015, the student giving program has raised \$24,885,334, with opportunities for all faculties, colleges and schools to participate.

Beginning in 2018, each participating student council has been encouraged to adjust their contributions to be made over three-year terms with an increase of 10% per student upon renewal. Depending on renewal cycles, this program generates between \$2 million to \$4 million annually. The impact of these contributions is evident through a broad range of initiatives that enhance UM student experience, such as professional development and experiential learning opportunities, accessibility improvements around campus, technology and lab upgrades, as well as over \$500,000 towards the completion of the new Stanley Pauley Engineering Building.

Most participating student groups are now providing online voting options and we have expanded the promotion of student giving to include online tools such as email and social media over and above the traditional classroom presentations, ensuring maximum engagement.

In addition to our regular student giving program, UM students also made significant contributions to the Front and Centre campaign through the University of Manitoba Students' Union (UMSU) and the University of Manitoba Graduate Students Association (UMGSA), donating \$20,779,999 and \$306,000 respectively. These gifts supported priorities such as construction and renovation of student space at the university, creating an addition to the childcare facility on campus, scholarships and bursaries and undergraduate research grants.

FACULTY, STAFF & RETIREES CAMPAIGN

Since 2015, over \$5.9 million has been raised from faculty, staff and retirees. Of this total, over \$2.9 million has been designated to student support in the form of scholarships and bursaries, \$1.2 million allocated to improving infrastructure across campus and more than \$650,000 committed to the advancement of graduate studies and research at UM.

The University of Manitoba Retirees' Association also promotes philanthropy to its membership and has established several student awards funded by gifts from its members.

- h. Tell the story of UM, engage alumni and community partners and secure funds through philanthropy and government support.***

UMANITOBA.CA

In fall 2017, work began on reimagining UM's website with the goal of delivering an outstanding digital experience. Throughout 2017-18, over 400 stakeholders including students, faculty, staff and alumni were engaged in focus groups and workshops to explore potential features and inform direction for the new site. Over 1,000 participated in online surveys and user testing throughout the development of the website. In summer 2019, the first phase of the redesigned website was successfully launched, reflecting the first expression of UM's new brand. The balance of content migrations is occurring throughout 2020.

BRAND

UM launched the first phase of a new brand in summer 2019. Beginning in late 2017, the branding initiative provided an opportunity to evolve our brand story, refresh the visual expression and update UM's twenty-year-old logo. Through significant consultation with our community, a new brand framework was developed that embraces Indigenous perspectives, shedding outdated, colonial symbols and introducing a new visual expression and storytelling approach. A 25-member Brand Advisory Council was established to provide perspectives from a diverse range of internal and external stakeholder groups including faculty, staff, students and alumni. Over 20 stakeholder sessions were held throughout the year on UM campuses, in Winnipeg, in rural Manitoba and in both Calgary and Toronto. More than 7,000 people informed the project through various touchpoints. The logo received an overwhelmingly positive response - both online and through direct feedback from our community.



FRONT AND CENTRE CAMPAIGN

On April 2, 2020, the UM's Front and Centre campaign came to a resounding, record-breaking, conclusion: 62,075 donors from 48 countries came together to raise \$626,260,908.66, surpassing the campaign's initial \$500 million goal and making it the largest philanthropic endeavour in Manitoba's history.

These gifts will have a tangible and immediate effect: 702 new scholarships, bursaries and prizes to support our students; 21 research chairs and professorships established and enhanced to inspire our teaching and learning; 37 buildings upgraded to create an outstanding educational environment and over 331 estate gifts pledged for UM's future.

The campaign also made its mark on the footprint of our campuses, helping build seven new spaces that serve as places to learn, research and engage with our community, such as the Active Living Centre, the Stanley Pauley Engineering Building, Taché Arts Complex (Desautels Concert Hall & Rehearsal Building), Campus Children's Centre, Churchill Marine Observatory and Dairy Farmers of Manitoba Discovery and Learning Centre.

Beyond the financial impact, the Front and Centre campaign also fostered a strong culture of philanthropy across the university community, with 20.07% of alumni (or 25,806) participating in the campaign, along with 30,000 students from UMSU and GSA. Of all donors, 13,732 gave to UM for the first time through the campaign. These relationships, built with passion and commitment to higher education, have created a strong foundation for future philanthropy and engagement between the university and our community.

CONCLUSION

UM has made meaningful progress since 2015 in all five of the strategic priorities articulated in *Taking Our Place*. Though a report of this kind cannot cover all of the work being undertaken, evaluating and reflecting upon the activities at this point can inform the development of future strategic plans.

Getting to this point involved an entire campus community. What has been learned through implementation of *Taking Our Place* will fuel our priorities for the future.

Appendix: Faculties/Schools/Libraries Initiatives

FACULTY OF AGRICULTURAL AND FOOD SCIENCES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Renewed curriculum to equip students to be locally and globally engaged citizens, including increased flexible learning opportunities for students, co-op work experiences and experiential learning opportunities
- Enhanced connections with industry and confidence in graduates preparation through curriculum renewal process: degree and diploma graduates now eligible for Professional Agrologist and Technical Agrologist designations
- Introduced dedicated design courses in each year of Biosystems Engineering program
- Incorporated Indigenous farming systems (3-sister cropping system) into relevant courses
- Developed New Dairy Club to allow students to gain experience with dairy food product development and distribution

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Created Agronomist in Residence program
- Developed Agronomy team that includes new Senior Industrial Research Chair
- Invested in core plant breeding programs
- Enhanced national and international research recognition, including through papers in top-ranked international journals such as *Science*, *Nature Geosciences* and *Proceedings of the National Academy of Sciences*
- Funds secured by our researchers in the five-year period 2014-18 increased to \$18.6 million per year from \$17.0 million per year in the 2009-13 period
- Introduced new equipment in Grain Storage Research Laboratory as a result of successful large CFI grant
- Biosystems Engineering researchers secured a CFI grant on sustainable northern food production to enable research into integrated systems that use sources of renewable energy for the growth of fresh produce in northern communities

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Recruited an Indigenous Scholar, leading to new connections and new partnerships that develop extension and education/research programs for enhancing agricultural capacity in remote and northern communities
- Launched a new course in Indigenous issues in food systems, to enable students to understand how historical and contemporary relationships between Indigenous peoples, the land and settlers has resulted in many current issues in agriculture, health and nutrition
- Improved co-operative and experiential education opportunities as well as leadership training and professional development available to Indigenous students
- Opened up educational and research spaces to increase student awareness of possible careers in the agri-food industry

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Targeted hiring of additional faculty members in areas of teaching and research excellence
- Made concerted effort to increase the diversity of student, staff, faculty and leadership
- Supported the career development of colleagues through mentorship support and the nomination of academic and support staff for internal and external awards
- Improved work environment through initiatives such as Indigenous medicinal plants display in Plant Science atrium
- Consulted on development of faculty strategic plan with strong participation from faculty and staff
Encouraged strong faculty and staff participation in professional development sessions

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Department of Entomology provides insect advice to the general public and agricultural producers through a “Bugline” and instructional videos
- Conducted field tours of Glenlea Research Station, on-farm research and survey research
- Assisted with installation of Indigenous medicinal garden at Headingley Jail with student-produced sweetgrass plants
- Developed community engagement series, ‘Food as Medicine’ in partnership with Aboriginal Youth Opportunities and the National Aboriginal Diabetes Association

FACULTY OF ARCHITECTURE

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Introduced a Cooperative Education/Integrated Work Program Option available to students in the Bachelor of Environmental Design and all Masters programs: First student work placements in 2018, with a total of 20 student work placements in 2019
- Introduced revised Preliminary Year for Environmental Design program and admission requirements for entry to Bachelor of Environmental Design program: Enrolment in introductory Environmental Design courses increased 77% since 2015. In 2019, summer offerings of introductory courses for first time.
- Offered online versions of two Bachelor of Environmental Design courses for first time in 2018/19 academic year
- Completed \$1.3 million refurbishment and renovation of all studio spaces in Architecture2 building during 2018, with resulting significant improvement in student learning environment
- Piloted new cross-faculty architecture-engineering experiential design courses
- Increased full-time faculty complement from 33 to 39 faculty members including an Indigenous Scholar and targeted hiring of two instructors jointly between Environmental Design program and departments to reduce reliance on sessionals in the first and second years of the Environmental Design program and improve consistency of course/studio presentation to students
- Introduced a Studio/Course Enhancement Fund

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Redesigned program requirements and revised regulations for the PhD program in Design and Planning: Result is that after many years of zero enrolment in PhD program, there are six PhD students enrolled in 2019
- Established a Centre for Architectural Structures and Technology (CAST) Coordinator position to re-activate CAST as a central facility to support research, scholarly work and the teaching programs of the faculty
- Introduced a CAST Researcher-in-Residence program
- Increased faculty participation in the Undergraduate Research Awards program from one or two awards annually in 2015, to ten awards in 2020

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Established an Indigenous Scholar position in the Department of Architecture with a joint appointment in the Price Faculty of Engineering
- Introduced a full day Indigenous Cultural Awareness workshop for all second-year Environmental Design students
- Introduced joint Architecture/Engineering design-build course in collaboration with Shoal Lake 40 First Nation

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held two faculty retreats and two 'Special' Faculty Council meetings to collectively define major issues and directions forward, all contributing to improved sense of inclusiveness within the faculty
- Revised composition and terms of reference of Environmental Design Advisory Committee with this committee leading changes to first-and second-year Bachelor of Environmental Design program

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Initiated regular meetings with executive of Manitoba Architects Association to ensure clear communication between faculty and external architecture community

SCHOOL OF ART

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Restructured undergraduate program for easier progression through program and introduced introductory content in digital essentials and a senior level design studio
- Improved spaces through move to new Taché complex
- Upgraded Mac lab: Facilities have been improved by upgrading the systems. Creative Cloud software is also now available in the Mac Lab allowing students to access this valuable software
- Updated ventilation in Taché space containing the “vacuum former,” a piece of equipment

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Upgraded Gallery HVAC system to sustain the Category A-status to acquire additional artwork for research
- Renovated Art Barn studio space for students
- Procured research equipment to increase capabilities for undergraduate and graduate students and faculty
- Hired education coordinator to bridge School of Art to various external communities, providing outreach and creating engagement

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Hired two Indigenous Scholars: Lori Blondeau and Katherine Boyer
- Hosted two Artists-in-Residence: Sebastin Aubin and Justine Bear
- Featured Indigenous artists in School of Art Gallery programs: Riva Stone, Robert Houle
- Maintained partnership with Urban Shaman Gallery

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Supported employee development through Support Staff Learning Exchange trip, professional development opportunities, show attendance, conference attendance and software certification
- Increased diversity of faculty members

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Piloted dual credit introductory studio course with high schools in 2019
- Created programs for K-12 students such as studio visits, Artist of the Day and field trips to the gallery
- Presented faculty shows to coincide with Orientation Day in September so that students get a chance to meet the faculty members and faculty members talk about their work

FACULTY OF ARTS

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Advanced flexible learning through hiring of Flexible Learning Lead and has been undertaking a process of updating old courses and exploring new methods of learning
- Created a fund to develop innovative teaching and conducted experiments in team teaching and in cross listing
- Advanced experiential learning opportunities through introduction of a co-operative education model and hiring of a director to help find employers and develop option for students: The co-op model started with Psychology and is expanding to other departments

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Increased research funding through creation of a dedicated fund to support researchers in a variety of ways, notably to incentivize the development of externally funded research networks and to fund mid-career researchers looking to revitalize their research programs
- Created two Faculty of Arts Professorships in Humanities and in Social Sciences

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Undertook major initiative to require all Arts students to successfully complete a course with significant Indigenous content
- Prioritized hiring in the Department of Native Studies, including a new department head, a Métis historian, an expert in the history of Residential Schools and a specialist in Indigenous languages
- Offered a summer school for members of UM community to enhance their ability to incorporate Indigenous perspectives into their courses

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Focused on unlocking the potential of the new budget model to ensure benefits are passed on to students to improve the quality of their education

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Actively developed events for alumni to ensure engaged and ongoing relationship
- Showcased faculty expertise through expanded mandate for the Institute for the Humanities, increased participation in outreach endeavours such as Conversation Canada and early steps to pool social science resources in a Centre for Social Science Research and Policy that will connect with external communities

I.H. ASPER SCHOOL OF BUSINESS

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Continued high employment rate for graduating students, with 83% for MBA, 94% for BComm (Hons) and 99% for BComm (co-op) students: 93% of PhD graduates (2013 – 2018) placed into academic roles
- Invested over \$3.5 million in new spaces to support active and team-based learning
- Successfully recruited students to the interdisciplinary PhD program, combining strengths between two or more departments to provide students an opportunity to study in an emerging interdisciplinary area
- Hired an instructor related to Bloomberg Lab, to provide training in data access, data support services, enhance experiential learning and demonstrate applications in different disciplines
- Established Indigenous Awareness Infusion Committee who identified key areas for development, including developing curriculum resources to infuse indigenous content into either stand-alone courses or specific modules for core courses
- Introduced a new required core course for all Asper students on business and social perspectives for entrepreneurs, to build entrepreneurial competency and increase students' employability
- Established a new Institute for Leadership Development to elevate the quality of leadership teaching and the breadth of programming across UM and the province
- Collaborated with Ryerson University to establish Women Entrepreneurship Knowledge Hub to promote women's economic equality through evidence-based knowledge creation

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Introduced research stipend to faculty members with published research in prestigious journals
- Established Internal Research Grant program to provide additional support to faculty
- Appointment to Richard Morantz & Sheree Walder Morantz Professorship in Business Ethics
- Appointment to Warren Chair in Actuarial Studies and Research
- Converted the Norman Frohlich fellowship into the Norman Frohlich Professorship in Business Sustainability

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Showcased Indigenous art to create a more welcoming environment
- Created new, more prominent, home for Indigenous business education partners
- Presented annual showcase of Indigenous entrepreneurs at the VIBE awards, with proceeds going to support Indigenous student scholarships, bursaries and academic resources
- Increased recruitment through introduction of new Indigenous ancestry entry category, offering scholarships and greater advertising through Indigenous-focused media and organizations
- Introduced enhanced financial support to attract potential Indigenous students interested in pursuing a MSc or PhD

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Initiated faculty and staff engagement project
- Encouraged and supported staff in their participation in professional development opportunities
- Held semi-annual town hall meetings for leadership with all graduate programs
- Introduced Leadership Intensive Program through Asper's Executive Education group for selected students, support staff, faculty members and community leaders
- Presented annual Reg Litz Teaching Day focused on new and innovative teaching supports, open to all research graduate program students and faculty and annual Hickson Research Day promoting collaborative research

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Engaged alumni network through events held in Winnipeg, Toronto, Calgary, Edmonton, Vancouver and Hong Kong
- Facilitated student placement in co-op roles with assistance from alumni, introduced faculty to potential partner firms for financial-sector field trips and assisted individual students in finding career-entry jobs
- Engaged Associates as guest classroom speakers, as hosts of faculty and students at events throughout the year and as speakers, sponsors and supporters at student and faculty functions
- Played an active role in the broader community, through faculty members' involvement in leadership and governance and involving community in Indigenous VIBE awards, the IDEA awards for entrepreneurship, high school camps and competitions and programs like Fields on Wheels

FACULTY OF EDUCATION

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Recruited new faculty in both departments that bring a mix of scholarly expertise and teaching experience in both K-12 and higher education. In the past five years, over 15 faculty members have been hired to support undergraduate, post-baccalaureate and graduate students in their learning.
- Approximately 350 graduate students studying with highly engaged faculty members at the Master's and doctoral levels across eight graduate specializations
- Created a Post-Baccalaureate concentration in Teaching English as an Additional Language (TEAL) that will help support teachers working with students who do not speak English as their first language

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Increased internal support for faculty research, scholarship and creative activities through the Faculty Strategic Research Fund. In the past three years, \$77,900 was awarded to faculty members to support research, scholarly work and scholarly events
- Significantly greater success in research funding secured by faculty members, e.g., approximately \$1.8 million in external grants was awarded to faculty members serving as principal investigators (PIs) compared with only \$161,000 in the previous three years; and over \$4.2 million in external grants was awarded to education faculty members serving as either PIs or co-PIs, compared with \$280,000 in the previous three years
- Awarding of the faculty's first Tier-2 Canada Research Chair in Indigenous Education: The recipient was recently named a member of the Royal Society of Canada's College of New Scholars, Artists and Scientists, also a first for the faculty

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Created an Indigenous Community Space, the first space dedicated to Indigenous teaching and learning and related cultural activities on the Fort Garry campus other than Migizii Agamik
- Hired three Indigenous scholars who are helping to integrate Indigenous perspectives across the curriculum and across programs and increasing our appreciation of Indigenous knowledges
- Continued collaboration with the Manitoba First Nations Education Resource Centre to deliver post-baccalaureate and graduate-level programming in areas such as Language & Literacy and Inclusive Education. Sixty-seven First Nations teachers graduated with their Post-Baccalaureate Diploma in Education with a focus in Inclusive Education in the fall of 2018 and 21 are currently taking post-baccalaureate courses with the faculty.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Focused on safe and respectful work and learning environment issues including support of our in-faculty working group, Prevention Against Violence in Education (P.A.V.E.): Initiatives include distribution of night safety postcards; annual visits from Security Services; encouragement of all faculty and staff to complete on-line modules on sexual violence and disclosure workshops for faculty, staff and students
- Established a graduate advising credit system to acknowledge the high number of graduate students in the faculty and provided credit to faculty members for seeing those students through to graduation
- Developed plans for the creation of the Anna and Inga Storgaard Learning Commons to provide students with a welcoming environment for informal collaborative learning and innovation

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established the Practicum and Partnerships Office (previously known as the School Experiences Office) to act as a hub for partnership development across all programs who interact with approximately 107 schools and 17 clinic and agency partners: Plans are underway to expand those partnerships to more non-classroom settings
- Increased promotion of major events like Homecoming and our Distinguished Lecture series through social media, the UM website and digital signage, resulting in higher attendance
- Continued support of the CanU program, an outreach program providing disadvantaged students with formative, on-campus experiences with UM mentors. Since 2015, donors have contributed almost \$16,000 to the CanU program and the faculty contributes \$10,000 annually from its Endowment Fund to help with operational costs.
- Continued support for the Campus Life program, an outreach program that enables intellectually challenged young people to audit university courses. In the past five years, 14 students have been able to participate in the program with the support of 16 Campus Life tutors and six to eight student volunteers each year.

PRICE FACULTY OF ENGINEERING

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Increased co-op/industrial internship student work placements from 327 in 2015 to more than 500 in both 2018 and 2019; nearly one-third of BSc (Engineering) graduates in 2019 have the co-op designation
- Added six student design competition teams since 2015 for a total of 16 design competition teams that involve more than 500 students and established the Price Innovation and Prototyping Centre to support these design teams
- Upgraded laboratories through new facilities and/or equipment and upgraded E2-229 to support experiential learning
- Piloted new cross-faculty architecture-engineering experiential design courses
- Established new faculty positions in common core course for improved continuity and curriculum change engagement
- Evolved curriculum for inclusion of Indigenous knowledge, perspectives, design principles in key courses in design, engineering economics and technology and society
- Analyzed program outcomes for all five BSc Engineering programs for twelve graduate attributes to guide curriculum evaluation and improvements

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Established six new research laboratories in Stanley Pauley Engineering Building and established or expanded four additional research laboratories in existing engineering facilities
- Established new research chairs:
 - NSERC/Magellan Aerospace Industrial Research Chair in Satellite Engineering
 - Canada Research Chair in Electromagnetic Sensors and Sensing Systems
 - Canada Research Chair in Electromagnetic Characterization and Design
 - Canada Research Chair in Advanced Materials Characterization
 - Research Chair in Municipal Infrastructure
- Renewed research chairs for an additional term:
 - NSERC Industrial Research Chair in Power Systems Simulation
 - Canada Research Chair in Efficient Utilization of Electric Power
- Renewed NSERC Chair in Design Engineering with focus on sustainable design that includes Indigenous knowledge, perspectives and design principles
- Increased Faculty support to 24 Undergraduate Research Awards

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Established four major endowed bursaries for ENGAP students through Front and Centre Campaign
- Appointed Indigenous Scholar jointly with Faculty of Architecture
- Appointed Elder-in-Residence for faculty
- Focused on Indigenous Perspectives at Faculty Retreats in 2015 and 2019 and presented Indigenous initiatives workshop series in 2018/19 with several guest speakers
- Introduced joint Architecture/Engineering design-build course in collaboration with Shoal Lake 40 First Nation

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- For the first time in the faculty's history, hired women as an Associate Dean and a Department Head
- Emphasized improving the workplace environment at Faculty retreats through focus on: enhancing student advising/counselling; success through wellness; unconscious bias and relationship guides and sexual violence
- Increased the participation of women in engineering programs from 19.2% in 2015 to 22.5% in 2018
- Increased the number of Indigenous students in undergraduate engineering programs by 25% since 2015
- Implemented implicit bias training for all faculty hiring committees
- Implemented Equity, Diversity, Inclusion Workshop Series

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Faculty support for Committee for Increasing Participation of Women in Engineering mentorship program
- Grew participation of youth in WISE Kid-Netic Energy outreach programs from 32,000 in 2015 to over 50,000 in 2019
- Engaged with over 800 donors to exceed fundraising target of \$11.9 million for Stanley Pauley Engineering Building
- Established scholarships and bursaries that support hundreds of students, through Front and Centre campaign

CLAYTON H. RIDDELL FACULTY OF ENVIRONMENT, EARTH, AND RESOURCES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Addressed course sustainability by deleting over 45 credit hours of courses and adding ~24 hours in new courses to support new directions in the disciplines
- Increased Indigenous student participation by 3 – 5% and international undergraduate students by ~20%. A significant proportion (>28%) of total student population are graduate students
- Provided innovative endowment funding options for students including the Caldwell endowed TA-ships in Geological Science (4 teaching assistantships of \$2,500 per year)
- Grew enrolment in cooperative education option (to ~60 students), linked in part to undergraduate research
- Provided students with access to cutting edge research and facilities (increased NSERC and USRA from 5 to 12 awards)
- Recognized excellence through Riddell Faculty teaching awards at Faculty Spring Convocation Lunch and encouraged faculty participation in the Teaching and Learning Certificate Program
- Delivered a field course in Belize in partnership with Julian Cho Society in Belize, an Indigenous organization of the Maya Leaders Alliance/Toledo Alcaldes Association
- Offered field trip in natural resources graduate course in partnership with Wabaseemoong Independent Nations to attend wild rice harvest camp and learn about flooding impacts

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Canada Excellence Research Chair (second award)
- Canada 150 chair
- New Tier 1 CRC in Arctic Environmental Chemistry
- Renewed Tier 1 CRC in Arctic System Science
- New Tier 2 CRC Arctic Marine Microbial Ecosystem Services
- Churchill Marine Observatory (CFI funding \$40M)

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Increased scholarships from three to five using income from Aboriginal Issues Press
- Added two Indigenous and undergraduate entry awards from the Riddell Fund
- Verna Kirkness participation across the disciplines in faculty with 4 projects; Community outreach to schools in northern communities (Norway House, Fisher River)
- Hosted the 2019 Ki Ta Ski Naw International Conference, with presenters coming from South and Central America, India, the United States, as well as many hydro-impacted regions of Canada

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Developed common spaces including graduate student area in Wallace, office and meeting space in Sinnott. Furnished ground floor of Wallace Building to support students waiting for lectures. Installed touch screen monitors with classroom and facilities information
- Supported staff career development through conference attendance and professional development opportunities
- Supported students' sustainability initiatives such as composting and window decal projects to protect migrating birds
- Faculty leadership and participation in research groups such as the Critical Environments Research Group; CEOS appointments with the Faculty of Engineering

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Led the development of Expedition Churchill outreach program. Participated in the design of the Assiniboine Park Zoo polar bear and climate change exhibits
- Worked with the Nunavut government to map carving stone: laboratory analysis was integrated with standard measures of artisanal quality in order to classify the various carving stone deposits in terms of geochemical compositions, isotopic signatures and microstructural features, these parameters are necessary to determine the characteristics that constitute the best quality carving stone
- Worked with the Arctic Elder Society (AES) to develop 'IK-MAP' a network-based data management tool for year-round monitoring and visualization of sea ice conditions and ecosystems in the Hudson Bay coastal domain: For their role in the partnership, AES won the Google impact challenge and are working on an updated platform

EXTENDED EDUCATION

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Continued to offer the Women in Academic Leadership course to aspiring academic leaders from across the country
- Continued to offer fully subscribed one-year intensive programs with integrated work placement options including the Certificate in Management and Administration and the Certificate in Human Resource Management
- Continued with course development in Artificial Intelligence for both managers and practitioners
- Continued to provide essential academic support for hundreds of General Studies students at UM

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Some staff exploring the essential work that “alt-academics” do at Canadian universities
- One academic conducting research into “Universities of the 3rd Age” and implications for UM
- A second academic exploring current trends in executive programming across Canada
- A third academic was a successful co-applicant on a 2019 Indigenous Initiatives Fund grant for \$33,000 and a 2018 Teaching and Learning Enhancement Fund grant for \$12,000
- Finally, two other academics are wrapping up a three-year funded quantitative study on the factors affecting the post-secondary attainment of Indigenous students

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Partnered with Community Education Development Association on a one-year social impact pilot program designed to develop leadership opportunities for Indigenous youth in the inner city
- Continue to offer a successful Access program that provides academic and social support for around 180 self-declared Indigenous students, low-income earners and newcomer students
- Hired an Elder in Residence for students in the Access program
- Included ‘The Blanket Exercise’ in most courses

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held a professional development day that focused on collaborative teamwork and wellness activities
- Saw a high degree of participation in the External Review process
- Renewed efforts to minimize ‘bottlenecks’ in decision making
- Securing a new student information and registration system that will improve the student experience from recruitment to graduation and beyond

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Sponsored the Chartered Professionals in Human Resources Manitoba conference
- Regularly attended Winnipeg Chamber of Commerce luncheons to foster business connections
- Renewed long-standing partnership with the Manitoba Municipal Administration Association
- Have continued to reach out to other academic units such as the Faculty of Science, the Faculty of Agricultural and Food Sciences and the Asper School of Business to develop mutually beneficial partnerships

FACULTY OF GRADUATE STUDIES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Delivered GradSteps, a series of workshops that continuously evolve to meet the needs of graduate students. These workshops provide opportunities for students to expand their skills tool box and prepare them to transition into the workplace.
- Initiated delivery of FacultySteps, a program for faculty who mentor graduate students as advisors or on advisory committees to enhance the advisor-graduate student relationship and achieve research/scholarly excellence
- Revamped the required Academic Integrity tutorial (GRAD 7500) in collaboration with the Centre for the Advancement of Teaching and Learning to provide a much more interactive experience that promotes the highest level of academic and scholarly conduct

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Developed the Collaborative PhD program to provide an opportunity for outstanding graduate students to receive training at both UM and a collaborating university outside of Canada. Students spend a period in residence and complete portions of their program of study, and fulfill all requirements of each university. The alternative Individual Interdisciplinary Studies program typically spans faculties and has currently attracted multidisciplinary research by 3 Master's and 15 PhD students.
- Provided an average of \$3.8 million dollars annually since 2014 in UM Graduate Fellowships so students can focus on their research
- Provided an average of \$4.3 million dollars annually since 2014 in Graduate Enhancement of Tri-Agency Stipends (GETS) to recognize outstanding achievement by matching dollar for dollar graduate students' stipends from a faculty member's tri-agency grant
- Recognized graduate student achievement through the Distinguished Dissertation Award, the Dean of Graduate Studies Student Achievement Prize and the Governor General's Gold Medal

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Implemented two merit-based awards for Indigenous students who are Master's and Doctoral candidates so that they can prioritize their course and research activities. The Master's award was initiated in 2017 and the number of awards was increased in 2018-2019 from nine to 22. Since 2016, an average of 9 Doctoral Scholarships have been awarded each year.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held Faculty of Graduate Studies Orientation events to facilitate student transition from undergraduate to graduate studies and introduce GradSteps and GradGoals
- Collaborated with critical stakeholders such as the University of Manitoba Graduate Students and Health Sciences Graduate Student Associations to focus on graduate student experience

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Held the Three Minute Thesis (3MT) competition annually, joining over 900 universities in 85 countries worldwide. This friendly but intense communication competition has challengers showcase their research in only 3 minutes, providing a platform for them to share their knowledge, and inform the campus and greater community about the research being done at UM.
- Hosted an Annual Faculty of Graduate Studies Awards Gala to celebrate excellence in graduate studies, mentorship and administration

RADY FACULTY OF HEALTH SCIENCES (RFHS)

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Developed and implemented promotion and tenure guidelines with proper recognition of teaching and scholarship. In 2019, RFHS Teaching and Related Activities Guidelines were approved.
- Provided two-year program of interprofessional learning activities for all RFHS students since 2016 through the Office of Interprofessional Collaboration
- Instigated practice placements in rural and northern Indigenous communities for interprofessional groups of students
- Grew Clinical Learning Simulation Program (“CLSP”), providing simulation-based education resources, coordination and support for undergraduate, postgraduate, continuing professional development and assessment programs

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Developed and implemented Rady Faculty of Health Sciences Guidelines for Research, Scholarly Work and Creative Activities across all Colleges
- Developed and implemented a Rady Faculty of Health Sciences Complex Data Strategy in support of the Integrative Research in Health and Well-Being – launched with the recruitment of four Tier-2 CRC in data science/health economics
- Sustained \$100,000,000 in research funding in 2018 and 2019

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Honoured Traditional knowledge systems/practices through Medicine Garden Project (Ta Minogin Kii Mashkiki Minaan)
- Provided safe learning environments and professionalism through recruitment of an Anti-Racism Practice Lead, who will lead the development of an anti-racism strategy, policy and procedures as well as faculty development
- Engaged with urban Indigenous people to develop a report on urban Indigenous health research pathways for incorporation into Framework for Indigenous Health Research Engagement
- Partnered with Manitoba Inuit Association on Inuit Connections Program too provide culture-based programming and mentorship from Inuit university students to urban Inuit secondary school students
- Increased submissions of Indigenous health research proposals with an accompanying increase in success rate from 30% to 60% between 2013 and 2018 with average funding jumping from \$0.5M/year to \$1.7M/year
- Expanded physician program into five new First Nation communities in Manitoba and Rehabilitation Sciences into the Department of Education throughout Nunavut
- The Prairie Indigenous Knowledge Exchange Network includes 51 active mentors, 200 connected students, 32 funded Indigenous graduate students and 23 undergraduate Indigenous students’ research internships

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Supported Ongomiizwin to improve coordination of education, research and clinical activities in Indigenous health
- Created a Director of Equity, Diversity and Inclusion and an Anti-Racism Practice Lead position
- Created Martha Donovan Awards in partnership with The Winnipeg Foundation to promote women in leadership positions
- Began implementation of Learner Mistreatment and Speak Up Reporting
- Increased security staffing, safe walk/safe ride programs, secure study and lounge space and provided personal alarms to all faculty, staff and students. Also restricted after hours access to campus
- Expanded clinical simulation supports to new programs and introduced interprofessional education, software for clinical scheduling in order to bring learners together in clinical settings
- Enhanced integration with the health system through Shared Health/UM Joint Council and its subcommittees

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established RFHS Office of Community Engagement in 2018 and completed a Social Accountability Scan that identifies all initiatives (curriculum; research; etc.) that incorporate social accountability within RFHS educational experiences
- Established RFHS Social Accountability Committee in 2018 with six community members, faculty and students to collect community input into RFHS social accountability priorities and initiatives
- Continued participation in pipeline programs for secondary students including Can U Reach after school program, the Biomedical Youth Program, Inner-city Basketball programs, Discovery days, peer mentorship, Ongomiizwin education pre-admission prep, rural interest group and attendance at career fairs

FACULTY OF KINESIOLOGY AND RECREATION MANAGEMENT

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Analyzed application, admission and enrolment trends for the Bachelor of Kinesiology (BKin) undergraduate degree and determined this degree had capacity and demand to increase the overall admissions as well as the percentage of students who are admitted directly from high school: Of all the non-professional programs at UM, the BKin program has the second highest five-year graduation after the Asper School of Business
- Conducted a curriculum review in 2016, that highlighted the need to formally incorporate traditional Indigenous land-based education into the Bachelor of Physical and Health Education and the Bachelor of Recreation Management and Community Development curricula. In 2018, recruited two Indigenous Scholars whose research expertise emphasizes Indigenous perspectives in recreation, physical education and land-based education. In 2019, these two colleagues along with another faculty member hosted a two-day symposium that brought together members of several Indigenous communities in Manitoba. The symposium generated ideas and practices that will inform ongoing development of Indigenous curriculum.

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Created a position that provides executive leadership in Indigenous engagement for the entire faculty in 2018. Dr. Heather McRae assumed the role of Director of Indigenous Engagement in the fall of 2018. This position is part of the Dean's six-person executive team that oversees all operations related to academics, research, sport, recreation and facilities. Dr. McRae brings a wealth of knowledge and experiences to the position, including a PhD with expertise in community engaged research and considerable experience building and supporting partnerships between the faculty and Indigenous communities in Manitoba.
- Created an Indigenous Engagement Circle (IEC), a standing committee of Faculty Council and led by the Director of Indigenous Engagement. The IEC advises the faculty on policies, practices and programming that will support the safe and full participation of First Nations, Métis and Inuit peoples within faculty activities and spaces and also informs decisions regarding financial resources, human resources, infrastructure and partnership requirements necessary to advance the goals and objectives of Indigenous Achievement within UM and the faculty Strategic Plan. IEC also provides direction to Recreation Services and Bison Sports.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Invested in enhancing the working, learning and research environment in the faculty through renovations to all faculty and staff offices, to a large student study space (co-funded by the faculty and the student council) and two undergraduate teaching labs
- Shepherded the opening of the Active Living Centre in 2015, which has positively impacted the quality of life for all students and staff on campus. A business approach is taken to the sales and service associated with the sport and recreation units to facilitate the planning and budgeting for long-term facility maintenance and upgrading.
- Renovated sport and recreation spaces used by the entire university such as the Jim Daly Fieldhouse and the Wayne Fleming Arena, both located in the Max Bell Complex, the latter of which was enabled by a new business partnership with the Winnipeg Ice, a new junior hockey team in the city
- Enhanced lighting and audio-visual technology in Investor's Group Athletic Complex have improved the experience of the UM Convocation Ceremonies

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Actively engaged with the community to increase access to quality recreation and physical activity opportunities, including in undergraduate fieldwork opportunities. In the fall of the 2019, the Dean initiated a task force to audit the faculty's current outreach activities such as program subsidies and facilities access subsidies with a goal to implement a subsidy program that improves access and reduces barriers to participation.
- Introduced a certificate program called Sport Physical Activity and Recreation in the Community (SPARC), designed to build capacity in Indigenous communities and enhance the skills of community leaders to deliver effective sport and recreation programs in their respective communities. The foundational principles of SPARC derive from the social justice research of Dr. Joannie Halas. Through a partnership formed between Dr. Halas, Dr. Heather McRae (Director of Indigenous Engagement) and the Manitoba First Nations Education Resource Centre, an inaugural cohort of 15 Indigenous leaders for northern and remote communities successfully completed the SPARC Certificate in the spring of 2019.

FACULTY OF LAW

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Launched a new Master of Human Rights program with the Faculties of Social Work, Arts and Education: First intake of students was September 2019 with 22 students
- Created externships in Family Law, Business Law and Criminal Law
- Enhanced bilingual legal training, with new approved funding from Justice Canada
- Began development of joint JD (Law) degree with Asper's MBA
- Developed new graduate-level courses with specialists' knowledge

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Hosted international research conferences in 2017, 2018 and 2019 in the area of International Nuclear Non-Proliferation and Disarmament Law. A related book series has been published and the intellectual contributions to Nuclear Law think-tank (ISLAND) have been enhanced.
- Professors Jochelson and Ireland held a conference on Criminal Justice and Evidentiary Thresholds in Canada. They have also published a book "Privacy in Peril"
- Enhanced research culture, including the establishment of three research units/clusters, for example, in Nuclear Law
- Matched funds for small research initiatives
- Provided research grant writing SEED funding

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Committed to working collectively to meaningfully implement Call to Action #28, with particular attention to its implications for our curriculum and the learning environment at Robson Hall
- Co-organized the Isaac Pitblado Lectures (for the Manitoba Law Society) with the Honourable Madam Justice Lore Mirwaldt. Reimagining Justice: Trust, Truths and Transformation(s) (2nd November 2018)
- Co-Organized the Indigenous Law Program "Tebwetib Ajimowin - To Tell the Truth" (September 27, 2018) (along with the Manitoba Law Society and the Manitoba Bar Association)
- Appointed part-time/sessional lecturers who would contribute to areas of Indigenous content relevant to core Law courses and introduce Indigenous component and concepts to these core courses studied by all our JD students, effectively making Indigenous content compulsory to all Law students
- Established a seminar series on Gladue sentencing guidelines, intended for students, lawyers and judges: These guidelines are also introduced in the Legal Methods course and a unit is under development for our Legal Profession and Professional Responsibility course
- Hosted Kawaskimhon (Indigenous) Moot

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Started Business Law Clinics at Thompson Dorfman Sweatman, Taylor McCaffrey and North Forge (Innovation Drive)
- Began externships at the Legal Help Centre (Portage Place)
- Started delivery of a UM course presented at Oxford University on International Business Law
- Continued Judge Shadowing Program
- Renovated Moot Court
- Supported conference participation

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established the Director of Professional Practice to provide links to the legal community and Legal Aid Clinics and provide experiential learning opportunities with practice-based knowledge exchange
- Encouraged Indigenous participation in faculty events
- Engaged with law professionals and judges
- Partnered with business and non-governmental organizations
- Held homecoming events every year

DESAUTELS FACULTY OF MUSIC

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Organized Indigenous Intersections week in 2018 and 2019 to expose students and faculty to Indigenous perspectives
- Partnered with professional performing arts organizations such as the Winnipeg Symphony Orchestra, Manitoba Chamber Orchestra, the Manitoba Opera, the Asper Jazz series and the Winnipeg Jazz Orchestra to provide students with direct engagement opportunities
- Offered visiting performers with the opportunity to engage with our students in open Masterclass instructional settings

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Derrick Gardner is the Babs Asper Professor of Jazz
- Tracy Dahl received the Order of Canada in 2018
- Laura Loewen and Gordon Fitzell have both been named members of College Royal Society of Canada
- Increased research funding through a marked increase in Music faculty receiving SSHRC, Canada Council and Manitoba Arts Council awards. There has also been a notable update in internal research awards, providing music students with collaborative summer research opportunities
- Faculty performed throughout every area of Canada, as well as many venues in the United States, Mexico, South America and Russia

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Faculty members worked with celebrated Indigenous composers such as alumnus Andrew Belfour, through commissioning and performing their respective compositions in a variety of professional settings
- Established a sub-committee to examine ways of Indigenizing various areas of music curriculum.
- UM Symphony Orchestra conductor Naomi Woo (appointed through a joint relationship with the Winnipeg Symphony Orchestra) oversees Sistema music programs in inner-city Indigenous schools.
- In 2020, Drs. Laura Loewen and Jody Stark received a UM Indigenous Initiatives Grant in the amount of \$30,000, the focus of which is to explore ways to indigenous music curriculum

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Addressed diversity through hiring with eight of the faculty's most recent academic staff hires being women
- Undertook a significant number of RWLE initiatives for faculty and students
- Invested operating funds to hire an imbedded counsellor

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Worked consistently to maintain alumni relationships including through seeking performances opportunities with alumni, engaging with music educator alumni throughout the province via regular school visits and energetically working to bring as many alumni to concerts as possible.
- Attracted large significant gifts that follow on the benefactor, Marcel Desautels' naming gift of \$20 million. These gifts included funds for a new graduate scholarship and for an upcoming concert hall.
- Maintained deep relationships with community through outreach including with K-12 music teachers, various professional organizations, church musicians and a variety of semi-professional and amateur musicians throughout Manitoba, and beyond.

FACULTY OF SCIENCE

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Created the Faculty of Science Pedagogy Development Grants, awarded annually
- Implemented real time streaming of and online access to lectures (ECHO360)
- Held two Summer Mobile Science Education Workshops (HHMI)
- Established the Faculty interest group, PALS (Pedagogy And Learning Science) to promote and implement pedagogy development within the faculty
- Extended the Science Co-op Program to all science majors, now on track to be the largest co-op program at UM
- Began development of Interdisciplinary undergraduate programs in Data Science and Integrated Science

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Created Entrepreneurship Training and Cross University/Smart Park Working Group, including Asper and NorthForge to stimulate applications of discoveries
- Created Interdisciplinary New Concept Science Research Grants and developed dedicated streams with Health Sciences, Agriculture, Rehabilitation and Engineering
- Created and launched the Nexus Data Science Initiative
- Continued to invest wherever and whenever possible in research infrastructure, including seven research lab renovations and a call for large transformative research infrastructure proposals
- Hired a Business Development Officer and full time Research Facilitator for Science to grow Industry and Government connections and increase research funding
- Initiated planning for a new Masters of Business Analytics program in collaboration with Asper School of Business

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Hired two Indigenous Scholars and plan to hire four more
- Brought in established scientist, Dr. Roger Dube, AISES Scholar (American Indian Science and Engineering Society), winner of their most prestigious award, and Mohawk, to mentor new Indigenous Scholars and guide development of a dedicated program for Indigenous undergraduates in Science
- Formed the Indigenous Initiatives Committee
- Initiated the development of interdisciplinary classes in Indigenous and Western Science and Science Policy
- Established multiple successful research collaborations with Indigenous communities featured nationally

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Appointed Dr. Samar Safi-Harb to Lead EDI initiatives in the faculty
- Updated all job descriptions for support staff and took steps to facilitate staff development
- Reorganized administrative staff across all departments in the Faculty to promote communication and efficiency
- Focused on equitable hiring resulting in 12 of 28 (43%) of faculty positions being filled by females over the last three years, compared to 7 of 22 (32%) in the previous three years
- Created the Faculty of Science faculty awards to recognize and reward mentoring, teaching, research, outreach
- Created Interdisciplinary, Pedagogical, EDI and Entrepreneurship Featured Speaker Series, as well as the Honoured Alumni Awards, to facilitate exchange of knowledge and collaboration

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Initiated annual meet-and-greet sessions of Dean, Department Heads and key researchers with industry at the Canadian Museum for Human Rights
- Growth of Science Rendezvous as signature event from several hundred in 2014 to ~6000 in 2019, including VIP tours, and attendance by the Minister of Education in 2019
- Created the Science External Advisory Board comprised of 18 alumni, industry and government leaders, with subcommittees devoted to alumni and fundraising, branding and communications, education and innovation
- Created Alumni Mentoring of Undergraduates program through which ~50 undergraduate students are matched with alumni in industry
- Organized celebrations for the 50th Anniversary of the Faculty of Science, which creates an opportunity to reach out to community and alumni

FACULTY OF SOCIAL WORK

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Revised admission criteria to PhD program and grew applications to the program
- Continued curriculum review of Bachelor of Social Work (BSW) program with intent to move towards indigenization of the program
- Enhanced recruitment process for Northern Social Work delivery site
- Supported learner needs by adjusting start times, providing academic supports and ensuring a range of assessment opportunities are provided
- Ensured Indigenous content is incorporated into teaching and course curriculum including the medicine wheel and seven teachings, traditional medicines, smudging, storytelling and visits from Elders
- Updated computers and internet classroom space
- Updated course content regularly
- Maintained solid relationships with Bands and other sponsors in order to ensure ongoing support
- Promoted experiential learning through field practicums, hosting community events, partnering with community organizations and attendance at sweats
- Featured Indigenous writers and speakers in course content
- Expanded available field sites for student placements by 14 to a total of 96

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Faculty areas of expertise include housing and homelessness in northern and rural communities, Domestic Violence and universal basic income

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Implemented the Master of Social Work based in Indigenous Knowledges Program in 2016, designed to address the need for social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities located in rural and rural areas
- Strengthened Northern Social Work partnerships with Indigenous organizations through the creation of cohorts, guest speakers, First Nations community visits and attending Indigenous events
- Continued to reduce barriers to higher education for Indigenous students through the Inner City Social Work delivery site which also welcomes members of the immigrant/ refugee communities in addition to Caucasian low income, single parents
- Recruited Indigenous faculty (PhD), instructors (MSWs) and support staff (BSWs) to provide mentorship to Indigenous students and hired Elders and Traditional Knowledge Keepers who contribute to the holistic approach taken by the program by integrating spiritual and cultural knowledges within the context of the helping profession
- Consulted with community regarding admission practices
- Began development of three training videos focused on demonstrating Indigenous ways of viewing families, individuals, communities and group values as part of a project to create interactive Canadian Indigenous knowledge curriculum to enhance student learning for BSW students
- Established an international Indigenous social work conference

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Created a respectful and inclusive working environment through empowering and supporting faculty, staff, students and community and ensuring an environment of learning where it is safe to explore and express one's understanding of the world around them
- Encouraged employees to seek professional development opportunities and attend workshops, conferences and events and volunteer in community

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Professor S. Frankel provides leadership and consultation with the Campaign 2000 and as part of this role is involved in preparing the annual "Child Poverty Report Card" at the national level and for the province of Manitoba. He also works with the steering group for Basic Income Manitoba
- J. Mulvale provides leadership and consultation with the Ontario Basic Income Network and the Basic Income Canada Network

LIBRARIES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Launched Learning at the Library webpages in Fall 2019 to provide a starting place for students to learn information literacy skills for use in researching and writing papers and assignments: The first month saw 1,118 visits to this page
- Enhanced Ask Us online help services for students to include proactive chat and an FAQ. In the first year of operations, 3,527 proactive chat reference sessions were held.
- Encouraged collaboration between archivists and instructors over the past five years which has resulted in 95 classes using archival collections in classroom teaching

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Provided enhanced services and tools to support researchers, including Dataverse to meet requirements for sharing research data and DMP Assistant for data management planning
- Hired a GIS and Data Visualization Librarian in 2019: A GeoSpatial Data Hub under development
- Provided bibliometric information and other supports for grant applications, accreditation reviews, etc.
- Provided advice, support and information on publishing in ethical open access journals and repositories

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Launched Indigenous Cultural Competency Training for all Libraries staff, a twelve-week blended learning series including online content, weekly teachings in a sacred space on campus culminating in an experience on the land at Turtle Lodge. To date, 95 staff members have taken part in the training, including the 24 currently enrolled
- Partnered with Migizii Agamik to offer Lunch with a Librarian sessions on site where students could talk with librarians about specific assignments and learn strategies for approaching research. Fifty students have been helped through this program.
- Participated in an international project to examine library support for Indigenous scholars: Recommendations from the report are being integrated into Libraries planning
- Continued work on decolonizing access to Libraries' materials by addressing the structural biases in the way we provide subject access to our collections: 32,365 records have been changed in the Libraries catalogue

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Increased accessibility to library resources by obtaining electronic back-files for existing print journals and provided resources in alternative formats whenever required. To date, back files have been ordered for 11,409 journals.
- Extended opening hours in all libraries through a new service model. Compared to 2015, libraries in 2019 were open a total of 34 additional hours per week (a 4.5% increase) during the fall term and a total of 20 additional hours per week (a 40% increase) during fall term exam.
- Improved communications within the Libraries and to our community through the hiring of a lead for all Libraries communications
- Increased learning opportunities for Libraries staff with "UML Presents" series, the Indigenous Cultural Competency Training and increased group access to professional development webinars and online conferences
- Developed guidelines and processes for preserving born-digital and digitized collections of significance to UM, Manitoba and the world

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Created *Our World: Manitoba Research Gateway* which provides resources for research, teaching and lifelong learning for all Manitobans: The collection includes The Times Digital Archive, The Economist Historical Archive, Smithsonian Collections Online, Picture Post Historical Archive, Indigenous Peoples: North America and more. Within the first year of its launch in 2018, this site had 32,903 visits.

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 Ed Jurkowski will be the Speaker for the Executive Committee for the June 2020 meeting of Senate.

2. Approval of Special Summer Senate Meetings

The Executive Committee approved a proposal from the University Secretary to hold two Special Summer Senate meetings on August 5 and September 2, 2020 (see Attachment I). The meetings will take place at 1:30 p.m. on these dates and be held remotely via Zoom.

The agenda for the Special meetings would include:

- an opportunity for President Benarroch to introduce himself to Senate
- any urgent matters for approval
- updates from the President and Vice-Presidents on preparations for the Fall and Winter Terms.

If any matters require earlier consideration than these two planned special meetings of Senate, the Chair of Senate or the University Secretary can call a special meeting of Senate earlier, in accordance with the rules of Senate.

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

Proposal for Special Summer Senate Meetings

June 1, 2020

At the May 13, 2020 Senate meeting, President Barnard indicated that, after the June 24, 2020 Senate meeting, the March 16, 2020 delegation of Senate's approval authority to the Senate Executive Committee would end. Under Senate's normal schedule, after the Senate meeting on June 24, Senate would next meet on October 7, 2020. Given the on-going and dynamic COVID-19 situation, the likely need for approvals of academic matters to accommodate the COVID-19 situation, and the fact that Dr. Benarroch begins as President over the summer, it makes sense to schedule special Senate meetings over the summer months.

Based on consultations with President Barnard and President-Designate Benarroch, it is proposed that two special Senate meetings be scheduled over the summer, as follows:

Items due to the University Secretary	Agenda distributed	Senate meeting
July 24	July 29	August 5
August 24	August 26	September 2

The agenda for these special Senate meetings would include:

- An opportunity for President Benarroch to introduce himself to Senate; and
- Any urgent matters for approval;
- Updates from the President and Vice-Presidents on preparations for the fall and winter terms.

Of note, is that regular meetings of Senate Executive and Senate would resume in the fall, after the standing committees of Senate begin meeting again.

If any matters require earlier consideration than these two planned special meetings of Senate, the Chair of Senate or the University Secretary can call a special meeting of Senate earlier, in accordance with the rules of Senate.

Dr. Benarroch has also expressed his interest in meeting informally with groups of 10-15 Senators over the summer to hear from members of Senate. These sessions will be scheduled and invitations sent out to members of Senate as they are arranged.

Respectfully submitted,

Jeff M. Leclerc,
University Secretary.

Report of the Senate Executive Committee

Preamble

At a Special Meeting of Senate on March 16, 2020, Senate delegated its approval authority to the Senate Executive Committee for academic matters arising during the emergency period arising from the COVID-19 pandemic. Since last reporting to Senate, three Special Meetings of Senate Executive have been held, including on May 6, May 20, and May 27, 2020, to approve the following recommendations on behalf of Senate.

Matters approved by Senate Executive on behalf of Senate

Special Meeting on May 27, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, candidates recommended for a degree notwithstanding a deficiency.

THAT the Senate Executive Committee approve, on behalf of Senate, the list of graduands provided to the University Secretary by the Registrar, subject to the right of Deans and Directors to initiate late changes with the Registrar up to May 29, 2020.

THAT the Senate Executive Committee approve, on behalf of Senate, the report on medals and prizes provided to the University Secretary.

Special Meeting on May 20, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, the Report of the Faculty Council of the Faculty of Management (I.H. Asper School of Business) concerning temporary revisions to the graduation requirements for the:

- Bachelor of Commerce (Honours), Co-operative Education Option, specifically, that a requirement that “the program will include 12 months spent in co-op work terms with a co-op office approved employer, typically taken in three, 4-month-long co-op work terms with a minimum grade of ‘C’ in each co-op work term course and combine the work terms together to satisfy 3 credit hours of Business Options” be temporarily amended to allow students graduating in February 2021 or May 2021 to substitute the third co-op work term, IDM 4982 (1 credit hour), with IDM 4050 Applied Small Business Consulting (3 credit hours) with a minimum grade of ‘C’; and
- Bachelor of Commerce (Honours), specifically, that the stipulation that “Students are limited to a maximum of six hours of readings and research courses” be amended to “Students are limited to a maximum of nine hours of readings and research courses,” for students graduating in February 2021 or May 2021.

THAT the Senate Executive Committee approve, on behalf of Senate, the Report of the College Executive Council of the College of Pharmacy concerning a proposal to establish a Special Consideration admission category for the Doctor of Pharmacy Program, for the Fall 2020 and Fall 2021 intakes.

Special Meeting on May 6, 2020

THAT the Senate Executive Committee approve, on behalf of Senate, a revised Academic Schedule for the 2020 Fall Term and the 2021 Winter Term.

That the Senate Executive Committee approve, on behalf of Senate, revised admission and clinical agency requirements for the Bachelor of Nursing and Baccalaureate Program for Registered Nurses, College of Nursing, including:

THAT the regulation requiring newly admitted students to the Bachelor of Nursing program to provide evidence of current Cardiopulmonary Resuscitation (CPR) certification at the health care provider level prior to starting the program be suspended indefinitely; and

THAT the regulation requiring all continuing students in the Bachelor of Nursing program to provide evidence of current CPR re-certification by June 1st of each year be suspended indefinitely; and

THAT the regulation requiring all students in the Baccalaureate Program for Registered Nurses to maintain current CPR certification be suspended indefinitely.

THAT the Senate Executive Committee approve, on behalf of Senate, that the regulation, for the Bachelor of Nursing program, allowing only one voluntary withdrawal per Nursing course in the College of Nursing be suspended for the Winter Term 2020.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

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

Report of the Senate Committee on Curriculum and Course Changes RE: Modification of Program Requirements and Academic Regulations for the Post-baccalaureate Diploma in Education Program, Faculty of Education

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 May 14, 2020, the SCCCC considered a proposal from the Faculty of Education to modify the Post-baccalaureate Diploma in Education program requirements and changes to the academic regulations for the program.
3. The revised curriculum and academic regulations were endorsed by the Faculty Council of the Faculty of Education at its meeting on April 6, 2020.
4. The Senate Committee on Instruction and Evaluation also considered changes to the regulation on *Transfer of Credit*, at its meeting on May 14, 2020.

Observations:

1. The Faculty of Education is proposing to modify the Post-baccalaureate Diploma in Education, to support the goals and distinct features of the program, including to allow educators to (i) undertake broader and/or deeper studies of education at the undergraduate level and (ii) address advanced practices that are not taught in the Bachelor of Education degree or at the graduate level, which tends to give greater emphasis to theory.
2. Specifically, the minimum number of credit hours of 5000 level courses taken from the Faculty of Education would be increased from 12 to 18 credit hours; the maximum number of credit hours below the 5000-level taken from the Faculty of Education would be reduced from 18 to 12 credit hours; and the maximum number of credit hours taken outside Faculty, including a maximum of 6 credit hours at the 1000 level, would be reduced from 18 to 12 credit hours.
3. The revised requirement for a minimum of 18 credit hours of 5000-level courses further specifies that this requirement must be met using courses taken from the Faculty of Education at the University of Manitoba. Based on this change, the SCCCC recommended that the Faculty introduce a residence requirement, to require that students in the P.B.D.E. program complete at least 60 percent of the coursework that contributes to the Diploma, in the Faculty of Education at the University of Manitoba. That requirement has been added as section 6.5.12 under the Academic Regulations for the P.B.D.E. Program.

The revised program requirement also aligns with the program’s *Transfer of Credit* regulation, which limits the number of credit hours that may be transferred from another accredited post-secondary institution to 12 credit hours.
4. The revised program requirements are consistent with enrolment trends observed over the last eight terms (Fall 2017 – Winter 2020) during which 85 percent of course

registrations by P.B.D.E. students were at the 5000-level and 1.5 percent were below the 5000-level, in the Faculty of Education. A minority of students (11.2 percent) registered for lower level courses outside of the Faculty.

5. Changes to the *Transfer of Credit* regulation are editorial, including to reflect that courses completed by the end of Fall 2017 toward the Certificate in Adult and Continuing Education (renamed as Certificate in Program Development for Adult Learners; Senate, October 10, 2017), offered by the Division of Extended Education, may be considered for transfer credit.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve modifications to the Post-baccalaureate Diploma in Education, Faculty of Education, including revisions to the program requirements and the *Transfer of Credit* regulation, and the introduction of a residence requirement, effective September 1, 2022.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

May 14, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Revisions to Program Requirements and Transfer of Credit Regulations, Post Baccalaureate Diploma in Education, Faculty of Education

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 14, 2020 SCIE considered a proposal from the Faculty of Education to consider revisions to its Program Requirements and Transfer of Credit Regulations.

Observations:

Program Requirements

1. Currently, students in the Post Baccalaureate Diploma in Education program are required to complete a minimum of 12 credit hours at the 5000 level in the Faculty of Education, which is less than 50% of the coursework required to complete the program requirements. The Faculty is proposing to increase the minimum number of credit hours at the 5000 level to 18 credit hours, which is 60% of the program requirements, and that these credit hours must be completed from the Faculty of Education, at the University of Manitoba. The increase in the minimum number of credit hours at the 5000 level is in alignment with enrollment trends observed by the Faculty, from Fall 2017 to Winter 2020.

Transfer of Credit Regulations

1. The Faculty is proposing a number of editorial changes to eliminate some redundancies.
2. The Faculty would like to clarify that courses taken as part of the Certificate in Adult and Continuing Education may receive credit for some coursework, if completed by the end of Fall 2017.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revisions to Program Requirements and Transfer of Credit Regulations, Post Baccalaureate Diploma in Education, Faculty of Education, effective September 1, 2022.

Respectfully submitted,

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

PROPOSED CALENDAR REVISIONS - Current Academic Calendar content with changes

SECTION 6: Post Baccalaureate Diploma in Education

6.4 Program Requirements

REMINDER: While Education academic advisors are available to clarify faculty and university regulations and degree requirements, it is the student's responsibility to ensure that diploma and program requirements are met.

The Post Baccalaureate Diploma in Education consists of 30 credit hours of coursework, subject to the following regulations:

- a) A minimum of ~~12~~**18** credit hours must be taken ~~in~~**from** the Faculty of Education **at the University of Manitoba** at the 5000-level;
- b) A maximum of ~~18~~**12** credit hours may be taken ~~in~~**from** the Faculty of Education below the 5000- level;
- c) A maximum of ~~18~~**12** credit hours may be taken outside the Faculty of Education at the introductory or higher level of which six credit hours may be taken at the 1000-level. In the case of language study other than English or French, a maximum of 12 credit hours may be taken at the 1000-level provided ~~both~~**all courses** are in the same language.
- d) A maximum of six credit hours may be earned through approved external field-led courses. These courses are Faculty-approved courses offered by approved partner organizations. Prior approval through the 'Application for Letter of Permission' will be required before taking courses and only students enrolled in the PBDE may take these courses.
- e) PBDE students are not permitted to take graduate courses.
EDUB 5580 Fundamentals of ESL (English Second Language) Instruction Cr.Hrs.3

6.5 Academic Regulations for Post Baccalaureate Diploma in Education (PBDE) Program

[...]

6.5.12 In order to graduate from the Faculty of Education with a Post Baccalaureate Diploma in Education, students must complete at least 60 percent of their coursework in the Faculty of Education at the University of Manitoba.

6.6 Transfer of Credit

Subject to approval by the Faculty, transfer of credit may be granted on the basis of:

~~–completed university level courses that have not been previously used towards a degree, and~~
~~–completed University of Manitoba M.Ed. courses not used to satisfy requirements for the University of Manitoba M.Ed. degree~~

Courses taken as part of the Certificate in Teaching English as a Second Language (CTESL) (completed by end of Winter 2017) or **as part of the** Certificate in Adult and Continuing Education (CACE) ~~(started by Fall 2017)~~ **(completed by the end of Fall 2017)** through Extended Education, U of M, may receive credit for some coursework.

Those students who are currently in the program and wish to register for a course at another university or college must complete an application for "Letter of Permission" prior to registering. Further information can be found at <http://umanitoba.ca/registrar/letter-permission>

A maximum of 12 credit hours may be transferred from ~~an institution other than the University of Manitoba~~

an accredited post-secondary institution provided they have not been previously used towards a degree. ~~There is no maximum credit limit for courses completed at the University of Manitoba.~~ Transferred courses must have a grade of C or better. Students will not be permitted to count toward the diploma any course completed more than six years* prior to the time of admission.

*For students admitted prior to September 2015, courses transferred to the PBDE must fall within the nine year statute of limitation at the completion date, must be within the program requirements, and must have a grade of C or better.

Report of the Senate Committee on Curriculum and Course Changes RE: Course and Curriculum Changes, Faculty of Law

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 meetings March 31 and May 14, 2020, the SCCCC considered curriculum and course changes proposed by the Faculty of Law.
3. The curriculum and course changes were endorsed by the Faculty Council of the Faculty of Law at its meetings on September 6, 2019 and January 24, 2020 and in an electronic poll conducted between May 7 – 11, 2020.

Observations:

1. The Faculty of Law is proposing the deletion of one (1) course, the introduction of twelve (12) courses, and the modification of one (1) course. The overall number of credit hours offered by the Faculty would increase by 34 credit hours.
2. All of the courses proposed for introduction have been offered previously as topics courses, for a number of years.
3. The Faculty is also proposing modifications to the Juris Doctor program to reflect the course changes, including to add each of the courses proposed for introduction to List A: Writing Requirement Courses, List B: Elective Courses (Second or Third Year), or List C: Elective Courses (Third Year Only).

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve curriculum and course changes proposed by the Faculty of Law, effective September 1, 2020.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee RE: Undergraduate Course Changes Beyond Nine Credit Hours, Faculty of Law

Preamble:

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meeting on February 24, 2020, the Committee considered and endorsed a proposal from the Faculty of Law, to introduce a net increase of 34 credit hours to its curriculum.

Observations:

1. The Faculty of Law is proposing to delete one (1) course, introduce twelve (12) courses, and modify one (1) course, for a net increase of thirty-four (34) credit hours, as detailed in the attachment to this Report.
2. The Faculty has indicated that no additional resources would be required to deliver the twelve new courses, all of which have been offered as topics courses for more than five years, with strong enrolments.
3. The Library has indicated that current collections can support the course introductions.
4. The Senate Committee on Curriculum and Course Changes will consider the same proposal, which also includes modifications to the Juris Doctor (J.D.) program, when it meets on March 20, 2020.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning course changes beyond nine credit hours, Faculty of Law, effective September 1, 2020.

Respectfully submitted,

Prof. David Watt, Chair
Senate Planning and Priorities Committee

Deletions:

LAW 3210 Competitions A Cr.Hrs. 3 -2.0

Introductions:

LAW 3334 Global and Domestic Governance of Tainted Finance Cr.Hrs. 3 +3.0

The object of this course is to explore the law and policy related to the regulation of tainted finance. It aims to critique and appraise the merits of governance, both international and domestic. It begins with a broad overview of the relationship between tainted finance and global problems and then moves to consideration of discrete aspects. May not be held with LAW 3980 when titled "Global and Domestic Governance-Tainted Finance."

LAW 3336 Law and Popular Culture Cr.Hrs. 3 +3.0

This course will study legal popular culture. This course will critically examine television programs and films that are concerned with law, lawyers and justice. This course will study them with a view to discovering how popular culture constitutes law (the influence of popular culture on law) and how law helps create popular cultural understandings of justice, including popular perceptions of lawyers and legal institutions (the influence of law on popular culture). This course will theorize about the capacity of law and popular culture to generate social meaning. This course will use a number of theoretical approaches including: critical legal studies, feminist legal theory, film studies, conflict resolution theory, and cultural studies theory. These theories will inform readings of the TV shows and movies, and will help students critically question the visions of justice advanced by both the theories and the popular culture. In doing so, the course also critiques the jurisprudence (or legal philosophy) offered in popular culture films and television shows and examines key concepts such as justice and equality. May not be held with LAW 3980 when titled "Law and Popular Culture."

LAW 3338 Sentencing Cr.Hrs. 3 +3.0

The vast majority of criminal charges result in a conviction, whether by guilty plea or conviction at trial. This seminar focuses on the principles and practice of sentencing, while also looking in some detail at the sanction of imprisonment, penal policy and prisoners' rights. The course will be run as an advanced seminar class. May not be held with LAW 3980 when titled "Sentencing."

LAW 3342 Agency and Partnership Cr.Hrs. 3 +3.0

The course deals comprehensively with the law of agency, including the various ways in which and authorities with which an agent can be empowered, the contractual and tort liabilities of Principals, Agents, and Third Party's arising from an exercise of authority by Agents, and the duties and rights of Agents. The pairing of the law of agency and partnership is natural because the law of agency is a foundational pillar of the partnership business form. Next to the corporation, partnership is the most common form in which entrepreneurs carry on business. The course will provide an introduction to the law governing partnerships. May not be held with LAW 3980 when titled "Agency and Partnership."

LAW 3344 Internships Cr.Hrs. 3 +3.0

This course will serve as a bridge between the academic study of law and the practice of law. Connecting academic study with community service through structured reflection contributes to learning that is deeper, longer lasting and more generalizable to new situations and contexts. An Internship will provide opportunities for cooperative experiences and addressing legal problems, this will require students to engage in problem solving by drawing on the substantive knowledge they have acquired over the course of their law studies. This course is graded on a

pass/fail basis. May not be held with LAW 3250 when titled "Current Legal Problems - Internship."

LAW 3346 Access to Justice Cr.Hrs. 3 +3.0

This course will explore how individuals seek to manage their legal problems by engaging with and navigating the civil justice system in Manitoba. Topics which may be covered in the course include: public legal services; the proliferation of self-represented litigants; the role of pro bono services; rural and remote access to justice (A2J); the costs of justice; the state of A2J research; the provision of legal services by non-lawyers; on line dispute resolution; and, technology, innovation and the legal practice of the future. May not be held with LAW 3980 when titled "Access to Justice."

LAW 3348 Bankruptcy and Insolvency Cr.Hrs 3 +3.0

This course provides students with an introduction to Canadian bankruptcy and insolvency law under the Bankruptcy and Insolvency Act. By the end of the course students will understand the main components of Canadian bankruptcy and insolvency law as well as the key policy issues. May not be held with LAW 3980 when titled "Bankruptcy and Insolvency."

LAW 3352 Sexual Expression, Conduct and Work in Canada Cr.Hrs. 3 +3.0

This course surveys selected issues involving sexual work, performances, expression and the criminal law. The main focus of the course is on the development of obscenity and indecency laws, prostitution-related laws, voyeurism laws, artistic expression, revenge pornography, cyber sexual crimes, bestiality laws, campus sexual regulation and hateful sexual speech. Study of these topic areas is based on a doctrinal, socio-legal and anthropological history of sexual regulation beginning in ancient Pompeii and leads to assessment of law in modern day Canada. The course thus explores theories underpinning freedom of expression, equality and liberty. The course engages doctrinal issues in criminal law, constitutional law, tort law and to a certain extent, jurisprudence and the philosophies inherent in law and society approaches. May not be held with LAW 3980 when titled "Sexual Expression, Conduct and Work in Canada."

WARNING: This course contains graphic (though legal) sexual content.

LAW 3354 Moot Researcher Cr.Hrs. 3 +3.0

The Moot Researcher will be expected to conduct the research necessary for a University of Manitoba team for a specific national moot competition. The Moot Researcher must actively participate in the writing and editing of a factum and attend all meetings of the moot team as a group, including oral advocacy practices. The workload of the researcher is expected to be closely monitored by the faculty supervisor. Activities assigned by the supervisor might include the following: attending the competition with the moot team, to conduct exigent research arising at the competition; writing memorandums of law or bench memos to assist with the factum preparation or questions arising out of practices; and writing a reflective paper. The researcher will be required to docket her/his time. Although considerable time and effort is involved, the exercise provides a unique and rewarding development of the skills necessary for appellate research. May not be held with LAW 3250 when titled "Moot Researcher." This course is graded on a pass/fail basis.

LAW 3362 Animals and the Law Cr.Hrs. 3 +3.0

This course will provide students with an opportunity to think critically about the following in relation to animals: Crown ownership versus private property ownership; regulatory takings; natural resources and environmental legal frameworks; tort law; trade law; property law; intellectual property and regulation of biotechnology; regulation of food and agriculture; migrant

workers and employment and immigration law and policy; animal health and welfare; animal rights and standing; and ultimately, the role of law. The objective of this course is to be able to respond to the following questions: What is the legal relationship between humans and animals? On what grounds is this legal relationship justified? What is the nature of current legal reform initiatives? Is such reform merited? If so, on what basis and to what purpose or end? To answer these questions, we will explore legal strategy theory; domestic statutory frameworks; international conventions and treaties; international and domestic jurisprudence; and historical, philosophical, and religious perspectives on the moral status of animals. May not be held with LAW 3980 when titled "Animals and the Law."

LAW 3364 Law and Resistance Cr.Hrs. 3 +3.0

This course examines the intersections between law and resistance, including the ways in which individuals, groups and/or communities may challenge the dominant power of various entities (governments, institutions, corporations or other organizations, Indigenous communities) or individuals and the decisions they make and the actions they take. The course shall also explore the spectrum of responses that legal systems employ to legitimize or punish the conduct of such resisters. Acts of resistance may have an impact (directly or indirectly) in shaping the law - its creation, interpretation or enforcement. May not be held with LAW 3980 when titled "Law and Resistance."

LAW 3366 Language Rights - Droits linguistiques Cr.Hrs. 3. +3.0

Le cours de Droits linguistiques aborde les différents aspects juridiques et politiques de la protection par l'état de sa diversité linguistique. Après une introduction mettant l'accent sur le contexte social, politique et culturel des droits linguistiques au Canada et au Manitoba, le cours examinera le droit constitutionnel et législatif applicable au niveau fédéral et dans les provinces canadiennes, les droits linguistiques autochtones, et la protection des droits linguistiques en droit international et ailleurs au monde. Le cours se conclura par un examen des visions des communautés de langues officielles en situation minoritaire (et tout particulièrement, la communauté franco-manitobaine) face à leur avenir. May not be held with LAW 3980 when titled "Language Rights." Taught in English and French.

Modification:

LAW 3090 Children, Youth and the Law Cr.Hrs. 3 +3.0

Relationships between children and youth, family, state and law are examined within an interdisciplinary context, focusing on such issues as rights theories and the public/private distinction; regulation of young offenders; child protection and state intervention; children in the courts; and the particular challenges of older children/young adults at the boundary between childhood and adulthood.

Net change in credit hours: +34.0

Program modifications:

Modifications to the Juris Doctor program are outlined on the next 4 pages.

Faculty of Law

Jonathan Black-Branch: Dean
 Bruce Curran: Associate Dean (J.D. Program)
 Donn Short: Associate Dean (Research and Graduate Studies)
 303 Robson Hall
lawinfo@umanitoba.ca
 (204) 474 6130
 (204) 474 7580
www.umanitoba.ca/faculties/law
 Please refer to the Faculty website at umanitoba.ca/faculties/law
 Law Admissions Inquiries website: lawadmissions@umanitoba.ca
Chapter Contents

SECTION 1: Degree Programs Offered

SECTION 2: The Profession and the Faculty of Law

- 2.1 The Study of Law
- 2.2 Clinical Learning
- 2.3 Research and Publications
- 2.4 Faculty of Law Centres of Excellence
- 2.5 Student Organizations

SECTION 3: Admission to the Faculty of Law

3.1 Course Requirements for Admission to J.D. Program

SECTION 4: Academic Regulations

- 4.1 Residence Requirements for J.D. Degree
- 4.2 Licence to Practise Law
- 4.3 Regulations of the Faculty of Law
- 4.4 Miscellaneous Registration Matters

SECTION 5: Program Requirements

5.1 Juris Doctor Admission as of September 2018

~~5.2 First Year Admission Before September 2018~~

~~5.3 Second Year Only Admission Before September 2018~~

~~5.4 Second Year or Third Year Admission Before September 2018~~

SECTION 6: Registration

SECTION 7: Law Course Descriptions

...

SECTION 5: Program Requirements

5.1 Juris Doctor Admission as of September 2018

This section describes the program requirements that are in effect for the academic year. However, prospective students should be aware that the Faculty of Law regularly reviews its curriculum to ensure that it continues to meet the current needs of our students.

First Year

Each full-time student is required to take all of the following courses:

Course No.	Mandatory Courses	Credit Hours
LAW 1102	Contracts	5
LAW 1140	Criminal Law and Procedure	5
LAW 1460	Constitutional Law	5
LAW 1480	Torts and Compensation Systems	5
LAW 1500	Property	5
LAW 1540	Legal Methods	5
LAW 1530	Legal System	2
Total credit hours		32

Second Year Only

Each full time student in Second Year is required to take a total of 30 credit hours. The 30 credit hours consist of 15 credit hours of mandatory courses and 15 credit hours of electives (List A and List B; see below), which must include a minimum of one Writing Requirement Course (List A).

Course No.	Mandatory Courses	Credit Hours
LAW 2602	Evidence	3
LAW 3530	Administrative Law	3
LAW 2690	Corporations I	3
LAW 2650	Introduction to Advocacy	3
LAW 2680	Legal Negotiation	3
Total Credit Hours		15

List A: Writing Requirement Courses

LAW 3012	International Business Law	3
LAW 3014	International Trade Law	3
LAW 3018	Human Rights Law	3
LAW 3030	Research Paper B	3
LAW 3070	Gender and the Law	3
LAW 3090	Children and the Law-Children, Youth and the Law	3
LAW 3120	Philanthropy and the Law	3

LAW 3170	Dispute Resolution	3
LAW 3230	Aboriginal Peoples and Land Claims	3
LAW 3310	Aboriginal Peoples and the Law	3
LAW 3334	Global and Domestic Governance of Tainted Finance	3
LAW3336	Law and Popular Culture	3
LAW 3338	Sentencing	3
LAW 3346	Access to Justice	3
LAW 3352	Sexual Expression, Conduct and Work in Canada	3
LAW 3362	Animals and the Law	3
LAW 3364	Law and Resistance	3
LAW 3366	Language Rights – Droits linguistiques	3
LAW 3370	The Legislative Process	3
LAW 3380	Issues in Law and Bio Ethics	3
LAW 3394	Internet and E-Commerce	3
LAW 3410	Canadian Legal History	3
LAW 3620	Comparative Law	3
LAW 3674	Advanced Public Law	3
LAW 3740	Public International Law	3
LAW 3828	Preventing Wrongful Convictions	3
LAW 3940	Canadian Charter of Rights and Freedoms	3
LAW 3980	Current Legal Problems B	3

**List B: Elective Courses
(Second or Third Year)**

LAW 2400	Wills and Succession	3
LAW 2490	Trusts	3
LAW 2640	Family Law	3
LAW 2672	Civil Procedure	3
LAW 2700	Income Tax Law	3
LAW 3016	Corporations II	3
LAW 3026	Trademarks	3
LAW 3050	Commercial Law	3
LAW 3210	Competitions A	2
LAW 3212	Immigration and Refugee Law	3

LAW 3022	Insurance Law	3
LAW 3220	Competitions B	3
LAW 3330	Employment Law	3
LAW 3342	Agency and Partnership	3
LAW 3348	Bankruptcy and Insolvency	3
LAW 3354	Moot Researcher	3
LAW 3392	Securities Law	3
LAW 3590	Charter Issues in Criminal Law	3
LAW 3600	Environmental Law	3
LAW 3826	Advanced Scholarly Publications	3
LAW 3690	Real Estate	3
LAW 3770	Labour-Management Relations	3
LAW 3824	Scholarly Publications	3
LAW 3832	Legal Aid Clinic	3
LAW 3852	Private International Law	3
LAW 3880	Municipal and Planning Law	3
LAW 3980	Current Legal Problems B	3

Third Year

Each full time student in Third Year is required to take a total of 30 credit hours. The 30 credit hours consist of one mandatory course and 27 credit hours of electives which must include a minimum of one Writing Requirement Course (List A; see Section 5.2). Third year students may select electives from List A or List B (see Section 5.2), or List C (see below).

Compulsory Course		Credit Hours
LAW 3024	The Legal Profession and Professional Responsibility	3

List C: Elective Courses (Third Year Only)

LAW 3020	Clinical Administrative Law	3
LAW 3132	Clinical Family	3
LAW 3032	Court of Queen's Bench Clerkship	3
LAW 3034	Court of Appeal Clerkship	3
LAW 3302	Clinical Criminal Law	6
LAW 3340	Advanced Advocacy	3
LAW 3344	Internships	3
LAW 3532	Intensive Criminal Law	3

LAW 3862	Business Transactions: The Art of the Deal	6
LAW 3360	Advanced Legal Research	3
LAW 3450	Remedies	3
LAW 3510	Corporate Tax	3
LAW 3520	Taxation of Trusts & Estates	3
LAW 3980	Current Legal Problems B	3
LAW 3990	Externship	12

Students admitted prior to September 2018, please refer to the Academic Calendar for the year you were admitted.

5.2 First Year Admission Before September 2018

Each full-time student is required to take all of the following courses:

Course No.	Doctrinal Courses (Compulsory)	Credit Hours
LAW 1100	Contracts	6
LAW 1140	Criminal Law and Procedure	5
LAW 1460	Constitutional Law	5
LAW 1480	Torts and Compensation Systems	5
LAW 1500	Property	5
	Clinical Course (Compulsory)	
LAW 1540	Legal Methods	5
	Perspective Course (Compulsory)	
LAW 1530	Legal System	2
Total credit hours		33

5.3 Second Year Only Admission Before September 2018

In Second Year each student must take:

	Doctrinal Courses (Compulsory)	
LAW 2600	Evidence	4
LAW 3530	Administrative Law	3
LAW 2670	Civil Procedure	2
LAW 2690	Corporations-I	3
	Clinical Courses (Compulsory)	
LAW 2650	Introduction to Advocacy	3
LAW 2680	Legal Negotiation	3
Total Credit Hours		18

5.4 Second Year or Third Year Admission before September 2018

	Doctrinal Courses (Compulsory)	
LAW 2490	Trusts	3
LAW 2640	Family	3
LAW 2700	Income Tax and Policy	3
	Perspective Courses (One Compulsory for each of Second and Third Years; more can be taken)	
LAW 3012	International Business Law	3
LAW 3014	International Trade Law	3
LAW 3018	Human Rights Law	3
LAW 3030	Research Paper-B	3
LAW 3070	Gender and the Law	3
LAW 3090	Children and the Law	3
LAW 3120	Philanthropy and the Law	3
LAW 3130	Poverty Law	3
LAW 3170	Dispute Resolution	3
LAW 3230	Aboriginal Peoples and Land Claims	3
LAW 3310	Aboriginal Peoples and the Law	3
LAW 3370	The Legislative Process	3
LAW 3380	Issues in Law and Bio Ethics	3
LAW 3410	Canadian Legal History	3
LAW 3490	Research Paper	2
LAW 3620	Comparative Law	3
LAW 3740	Public International Law	3
LAW 3760	Jurisprudence	2
LAW 3940	Canadian Charter of Rights and Freedoms	3
LAW 3980	Current Legal Problems B	3
	Doctrinal Courses (Optional)	
LAW 2400	Wills and Succession	3
LAW 2530	Debtors' and Creditors' Rights	2
LAW 3016	Corporations-II	3
LAW 3026	Trademarks	3
LAW 3050	Commercial Law	3
LAW 3210	Competitions-A*	3
LAW 3212	Immigration and Refugee Law	2
LAW 3022	Insurance Law	3
LAW 3220	Competitions-B*	3
LAW 3330	Employment Law	3

LAW 3390	Securities Law	2
LAW 3480	Restitution	2
LAW 3590	Charter Issues in Criminal Law	3
LAW 3600	Environmental Law	3
LAW 3690	Real Estate Transactions	3
LAW 3770	Labour-Management Relations	3
LAW 3822	Scholarly Publication*	2
LAW 3832	Legal Aid Clinic *	3
LAW 3852	Private International Law	3
LAW 3880	Municipal and Planning Law	3
LAW 3970	Current Legal Problems A	2
LAW 3980	Current Legal Problems B	3

Each student in **Second Year** must take a minimum of 32 credit hours. The 32 credit hours are made up of mandatory, doctrinal and clinical courses plus electives comprising 14 to 16 credit hours. The 32 credit hours must include at least one perspective course.

Each student in **Third Year** must take a minimum of 32 credit hours. The 32 credit hours are comprised of LPPR and any second or third year compulsory doctrinal courses that have not been taken, plus electives comprising the additional credit hours. The 32 credit hours must include at least one perspective course. Note: LAW 3490 Research Paper is excluded if it has been taken in second year.

	Compulsory Course	
LAW 3024	The Legal Profession and Professional Responsibility	3

The rest of a Third Year student's credit hours, comprising a minimum of 32 credit hours, shall be selected from additional Second or Third Year Courses, above, including at least one Perspective Course, plus any of the Doctrinal, and Clinical Courses, below:

	Clinical Courses (Optional)	
LAW 3020	Clinical Administrative Law	3
LAW 3250	Current Legal Problems D A01 Clinical Family Law	3
LAW 3300	Clinical Criminal Law	3
LAW 3340	Advanced Advocacy	3
LAW 3862	Business Transactions: The Art of the Deal	6
	Doctrinal Courses (Optional)	
LAW 3240	Current Legal Problems C	2
LAW 3360	Advanced Legal Research	3
LAW 3450	Remedies	3
LAW 3510	Corporate Tax	3
LAW 3520	Taxation of Trusts & Estates	3
LAW 3980	Current Legal Problems B	3

* No more than three of these electives can be selected for credit. Note: A student is permitted to take only one moot for credit in each of second and third year. Students may take more than three of these electives but no credit will be awarded over the limit.

Third Year

You may only take one of: Clinical Administrative Law, Advanced Advocacy, Intensive Criminal Law, Legal Help Centre Clinical or Clinical Family. If you take Art of the Deal you may take Clinical Administrative Law, Advanced Advocacy, Intensive Criminal Law Legal Help Centre Clinical or Clinical Family. You may not take any other clinical course if you are taking Clinical Criminal Law.

...



Senate Proposal

Delivery of the Bachelor of Nursing Program to a Collaborative University College of the North Cohort

**College of Nursing
Rady Faculty of Health Sciences
University of Manitoba**

April 29, 2020

Table of Contents

Section	Page
Section 1: Introduction	3
.....	
Section 2: History of the University of Manitoba and University College of the North Relationship in Nursing Education	5
.....	
Section 3: Structure of the Program	6
.....	
Section 4: Teaching Responsibilities in the Collaborative Program	9
.....	
Section 5: Governance and Administration of the Program	10
.....	
Section 6: Student Services and Supports	12
.....	
Section 7: Admission and Registration Procedures	14
.....	
Section 8: Summary of Resources	16
.....	
Section 9: Appendices	17
Appendix A: List of UCN Delivered Courses and UM Delivered Courses	17
Appendix B: Proposed Changes to Academic Regulations and By-laws	18
Appendix C: List of Applicable UCN Non-Academic Policies	25
Appendix D: Proposed Changes to Admissions Process	26
.....	

Section 1: Introduction

The University of Manitoba (UM) and the University College of North (UCN) have been working in partnership to deliver quality nursing education to students in Thompson and The Pas, Manitoba since 1998. While Senate was informed of this partnership when established, it has not formally approved the program delivery (i.e., admission requirements, academic requirements, and academic regulations).

The purpose of this proposal is to define the delivery of the UM Bachelor of Nursing Program (referred to as “BN Program” for the purpose of this document) to students studying on site at the UCN Thompson and The Pas campuses (referred to as the “Collaborative UCN Cohort”).

The objectives of this proposal include the following:

1. Address the requirement for Senate approval of the delivery of the BN Program to the Collaborative UCN Cohort and any associated changes to governance, admission requirements, and/or academic regulations.
2. Establish consistency in the application of policies and processes across the program delivery sites.
3. Strengthen the quality monitoring requirements of the partnership.
4. Ensure University of Manitoba oversight of the entire Bachelor of Nursing Program.
5. Sustain a 20-year relationship between UM and UCN for the delivery of quality nursing education in The Pas and Thompson.

This proposal was developed by the UM-UCN Leadership Team, which is comprised of:

- Dr. Netha Dyck, Dean, College of Nursing, University of Manitoba
- Dr. Vicki Zeran, Dean, Faculty of Health, University College of the North
- Dr. Marie Edwards, Associate Dean, Undergraduate Programs, College of Nursing, University of Manitoba
- Trina Arnold, Director, Undergraduate Programs, College of Nursing, University of Manitoba
- Bijou Howatt, Nursing Coordinator, University College of the North

Thank you to the following individuals and their respective teams for providing support in the development of this proposal:

University of Manitoba

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

Dr. Todd A. Mondor, Deputy Provost (Academic Planning and Programs)

Valerie Shantz, Director, Integrated Planning

Cassandra Davidson, Academic Programs Specialist

Shannon Coyston, Associate University Secretary (Senate)

Susan Gottheil, Vice-Provost (Students)

Neil Marnoch, Registrar

Jeff Adams, Executive Director, Enrolment Services

Naomi Andrew, Director and General Counsel, University of Manitoba Office of Legal Counsel

Erin Stone, Director, Admissions

Karen Meelker, Access and Privacy Officer

Pam Gareau, Awards Establishment Coordinator



Lisa Halket, Director, Staff Relations
Jane Lastra, Director, Financial Aid & Awards

University College of the North

Dan Smith, Vice President, Academic & Research
Dave Dalcanale, Registrar
Coralee Bolton, Academic Advisor for Nursing
Michelle Ballantyne, Financial Aid and Awards Officer
Sandra Muilenburg, Chief Financial Officer
Shawn Ducharme, Information Technology Manager

Section 2: History of the University of Manitoba and University College of the North Relationship in Nursing Education

History of the Relationship

In 1996 as diploma nursing education programs began to close, the Ministers of Health and Education for the province announced a new approach to nursing education: the Manitoba Nursing Education Strategy (MNES). The goal of the strategy was to consolidate nursing education in the province and move to a Bachelor of Nursing degree as entry to practice for registered nurses.

The UM Faculty of Nursing was at the centre of the MNES strategy in 1998. Partnerships were formed between the UM and Brandon University, Red River Community College, and Keewatin Community College for the delivery of the UM Bachelor of Nursing Program in urban, rural, and northern settings. The partnership formed between UM and Keewatin Community College resulted in the delivery of the UM BN Program in The Pas and Thompson, with the first courses offered in fall of 1998. For a number of years, the UM Faculty of Nursing was responsible for delivering the fourth year of the Bachelor of Nursing Program to students in The Pas and Thompson. Keewatin Community College became the University College of the North in July of 2004. UM Faculty of Nursing's history with collaborative programs dates back to 1991 with a partnership with the Health Sciences Centre School of Nursing (1991-1995), as well as with the St. Boniface General Hospital School of Nursing (1992-1995).

With the introduction of a new BN Program curriculum in 2015, the teaching responsibilities changed and a new legal agreement between UM and UCN was drafted in 2018 but not signed. During the process of drafting the new agreement, it was identified that, other than a letter of notification to Senate, the structure of the program delivery in The Pas and Thompson had not been approved by Senate. Throughout the history of the partnership, approval of the BN Program by the regulatory body, the College of Registered Nurses of Manitoba (CRNM), has included the Collaborative UCN Cohort, with our most recent approval occurring in 2019 (for a five-year period).

Legal Partnership Agreement

A legal partnership agreement has been in place since 1998. The agreement was amended in 2010, again in September of 2015, and most recently in April of 2020. The amended Agreement outlines the governance process, nature of the collaborative partnership, information sharing, and financial terms.

Section 3: Structure of the Program

The current curriculum for the UM's BN Program was approved by Senate over a three-year period as each year of the new curriculum was rolled out, including in May 2014 (Year 2), December 2014 (Year 3), and December 2015 (Year 4). At the Fort Garry campus in Winnipeg, 240 students are accepted into the BN program each year in a dual-intake process: 120 students are accepted in the Fall term and 120 students are accepted in the Winter term. An additional 40 students are accepted into the UM BN Program. Collaborative UCN Cohort: 20 students in The Pas and 20 students in Thompson.

Program Model

The BN Program is structured as a four-year program, with University 1 being the first year. An integrated approach is utilized in the delivery of the BN program to the Collaborative UCN Cohort, whereby the same curriculum is used for all three program sites. This includes collaboration to develop and employ a consistent curriculum across all sites (with some modifications based on context, client populations, or access to clinical sites). Curriculum is defined collectively as the curriculum blueprint articulating the courses in the program, the co-requisites and pre-requisites, the course syllabi which include the course description, learning objectives, learner evaluation, grading system, academic regulations, learning resources, course concepts, and exemplars, as well as the expected competencies and other academic materials used for the planning, delivery and assessment of the courses leading to the Bachelor of Nursing granted by UM, including both the UM-Delivered courses and the UCN-Delivered courses.

There are no changes being proposed to the curriculum structure or design (Please see the Academic Calendar for an overview of the current Senate Approved BN Program: <http://crscalprod.ad.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=380&chapterid=4658&loaduseredits=False>).

Courses in Years 2, 3, and 4 of the BN program are delivered at the Fort Garry campus by UM academic staff and to the Collaborative UCN Cohort in The Pas and Thompson by both UCN and UM academic staff. See Appendix A for the list of UM-Delivered and UCN-Delivered Courses. In-person and online delivery formats are employed for delivery of courses to students in The Pas and Thompson. Going forward, all UCN faculty will be required to have Nil-salaried appointments with the UM in order to ensure standing with the UM, as well as consistency in teaching platforms, access to resources, and application of UM regulations, policies, and procedures across the BN Program.

Students in the BN Program can apply for a transfer to an alternate delivery site. Applications will be considered, in consultation with the University College of the North, based on seat availability, clinical placement availability, and good standing in the program. Please see the proposed academic regulation outlining this process in Appendix B ('Transfer to an Alternate Delivery Site within the Program').

Regulations and Academic and Non-Academic Policies

Students registered in the Collaborative UCN Cohort of the BN Program will be considered students (including being registered) at both the UM and UCN. At UCN, students will be registered in a 'UM Bachelor of Nursing Program Collaborative UCN Cohort'; a system for this process will need to be developed by UCN. The institution of record will be the UM. Students in the Collaborative UCN Cohort will be subject to the academic and non-academic policies, procedures, and regulations that apply to all students at the UM (http://umanitoba.ca/admin/governance/governing_documents/index.html) and to students in the BN Program, in the College of Nursing (<http://crscalprod.ad.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=380&chapterid=4657&topicgroupid=24414&loaduseredits=False>). Please see the proposed amendments to the Professional Unsuitability Bylaw for students in the BN Program designed to reflect the inclusion of the Collaborative UCN Cohort (Appendix B).

Certain UCN non-academic policies will also apply to the students (Appendix C). If the effect of the student's conduct would result in suspension or expulsion from UCN or the BN Program, then the comparable UM non-academic policy would govern. Students can access information on the conduct that is subject to disciplinary action and the appeals process in the UCN Academic Calendar.

University of Manitoba Access and Privacy Policy and related procedures will also apply to academic staff and students participating in the BN Program.

Program Delivery, Communication, and Evaluation

The BN Program will be delivered to the Collaborative UCN Cohort using the UM designated Learning Management system for all courses (currently UM Learn). UM email addresses and user IDs will be granted to all UCN faculty through the Nil-appointment process and will be used for all communication related to the BN Program.

Students at the UCN sites will receive UM user IDs and email addresses through the UM admissions process (see Section 7) to facilitate access to the UM Learn program as well as other resources (see Section 6).

All courses in the BN Program will be evaluated using the UM standard evaluation process. Currently, the process employed by the UM is the SEEQ (Student Evaluation of Educational Quality).

The UM BN Program is approved by the College of Registered Nurses of Manitoba (CRNM), with a maximum duration of five years. The regular program approval reviews completed by the CRNM with a team of out-of-province experts include a comprehensive self-assessment report and site visits to all three campuses (Winnipeg, The Pas, and Thompson) at which the BN Program is delivered. Annual reporting to the CRNM includes information from all three campuses. This process will continue in the proposed structure of the BN Program delivery to the Collaborative UCN Cohort.



Faculty members from UCN will continue to participate on College Council as well as relevant standing committees of College Council within the College of Nursing, including the College of Nursing Executive Council, Undergraduate Curriculum Committee, Advanced Standing and Admissions Committee, and Academic Progress Committee. They will also continue to participate on teaching teams.

Section 4: Teaching Responsibilities in the Collaborative Program

Academic staff from both the UM and Nil-salaried appointments from UCN teach across years 2, 3, and 4 of the BN Program's Collaborative UCN Cohort. Hiring of academic staff will be managed by the individual institutions according to their human resources planning and their respective collective agreements. UM will participate on the UCN Search Committee for academic staff teaching in the BN Program.

Nil-salaried appointments from UCN will teach courses both on-campus as well as through the use of distance technology to facilitate teaching across the two UCN sites. UM academic staff will teach courses for the Collaborative UCN Cohort of the BN Program using distance technology. All UCN academic staff teaching in the Collaborative UCN Cohort of the BN Program are required to have Nil-appointments with the UM and be compliant with:

1. The CRNM Standards for Nursing Education Programs, including, but not limited to, the academic qualifications and registration requirements.
2. The Canadian Association of Schools of Nursing (CASN) Accreditation Program Standards.
3. All University of Manitoba academic and non-academic regulations, policies, and procedures
(http://umanitoba.ca/admin/governance/governing_documents/index.html).
4. The required education for academic staff, including but not limited to, the Sexual Violence Education modules.

To ensure the quality and consistency of the BN Program across three sites (Winnipeg, Thompson, The Pas), academic staff from the UM and UCN collaborate within their teaching teams (academic staff assigned to teach different sections of the same course within an academic year) to finalize consistent course syllabi including course description, learning objectives, learner evaluation, grading system, learning resources (textbooks, assignments, rubrics), course concepts, and exemplars, and expected competencies. Designated UCN academic staff will continue to participate on the Undergraduate Curriculum Committee, College Executive Council and College Council.

UM will administer the current standard UM process for student evaluation of teaching, as it may be updated from time to time, to the Collaborative UCN Cohort. UM's current standard is the UM SEEQ. UM will share the results of course evaluations with the UCN Dean, Faculty of Health.

Section 5: Governance and Administration of the Program

The BN Program, including the Collaborative UCN Cohort, is a University of Manitoba program. Students in the Collaborative UCN Cohort will be considered students of both institutions with UM as the institution of record. The Bachelor of Nursing Degree is conferred by the UM, and, as such, graduates of the program are alumni of the UM. Convocation ceremonies are conducted in Winnipeg for all graduates.

Data collected on students in the BN Program will be consistent across all sites. Data will be shared between the UM and UCN in compliance with the UM Access and Privacy Policy and Procedure, *Personal Health Information Act* (PHIA), and *Freedom of Information and Protection of Privacy Act* (FIPPA). Collection of information for the application process and subsequent student services will reflect the appropriate FIPPA and PHIA notification requirements. Both UM and UCN will obtain the consent and authorization of students to share personal information as may be required. Sharing of student information between UM and UCN is outlined in the most recent Legal Agreement.

The BN Program curriculum is approved by the UM Senate and is owned by the UM. Any proposed changes to program requirements, including courses, curriculum, admission criteria, and academic or non-academic regulations, will require review by the College of Nursing Undergraduate Curriculum Committee, for recommendation to the College Council of the College of Nursing and to Senate.

The BN Program is administered by the Dean and Council of the College of Nursing at the UM. The Dean of the College of Nursing will be responsible for:

- Reviewing syllabi for all sections of all courses taught at UCN to ensure that content is the same as for the corresponding courses sections taught at UM
- Reviewing grades for all sections of all courses taught at UCN to ensure comparability with the grades for the equivalent course section taught at UM
- Reviewing SEEQs for all sections of all courses taught at UCN.

Overall, the UM and UCN partnership will continue to be governed through a collaborative committee structure with clear communication, effective collaboration, appropriate information sharing, strong support from both the UM and UCN leadership teams, collaborative decision making, clear lines of reporting and responsibility, and a shared vision of providing quality nursing education to ensure health care workforce requirements are met throughout the province of Manitoba.

Committee Structure

The UM oversees the processes related to the BN Program and its students through its standing committees. UCN representation is included on the College Council of the College of Nursing and the following standing committees:

1. College of Nursing Executive Council
2. Undergraduate Curriculum Committee
3. Advanced Standing and Admissions Committee
4. Academic Progress Committee



In addition to these committees, UCN will participate on the Dean's Student Advisory Council as well as the following standing committees of the College Council of the College of Nursing:

1. Student Appeals Committee
2. Student Awards Committee
3. Professional Unsuitability Committee

Program Approval and Accreditation

All nursing programs in Manitoba require approval from the College of Registered Nurses of Manitoba (CRNM). The UM recently (March 2019) gained the maximum five-year approval from the CRNM for the BN Program, including program delivery to the Collaborative UCN Cohort.

The UM will engage in the CASN (Canadian Association of Schools of Nursing) accreditation process for the BN Program, including the Collaborative UCN Cohort, in 2020. CASN is the national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada with the objective of leading nursing education and nursing scholarship in the interest of healthier Canadians (<https://www.casn.ca/about-casn/casnacesi-mission/>).

Section 6: Student Services and Supports

The students within the Collaborative UCN Cohort will be provided access to student services and supports consistent with the vision and goals of both institutions across all three delivery sites. Students registered in the UM BN Program's Collaborative UCN Cohort will continue to be provided student services by UCN staff. It is anticipated that these students will elect to access student services on the UCN campuses, but they will have access to UM student services as required (e.g., student advocacy). The students in the Collaborative UCN Cohort will be recognized as students of both institutions and thus will be provided with both UM and UCN student cards.

Student Advisement and Counseling Services

All sites provide student advisement and counseling services and students will continue to be able to access these services at their preferred site. Student advisors at all sites will use the UM regulations, policies, and procedures, including all academic and non-academic admission requirements for the BN Program (see Section 7).

Student Accessibility

UCN's accessibility program (<https://www.ucn.ca/sites/accessibility/Pages/accessibility.aspx>) provides quality services consistent with the UM Student Accessibility Services and will continue to support the students in the UM BN Program's Collaborative UCN Cohort.

Student Advocacy

Currently there are no formal student advocacy services available at UCN. Informal student advocacy services will continue to be provided to students in the Collaborative UCN Cohort by counsellors and Elders at UCN. The students in the BN Program - Collaborative UCN Cohort will be eligible for services with the UM Student Advocacy office via distance technology (e.g., phone, email, web-conference).

Student Appeals and Student Discipline

With the UM academic and non-academic policies in place, the UM will be responsible for the administration of the disciplinary and appeal processes with participation from UCN. Appeals of term work grades will follow the process outlined for UM College of Nursing (CON) students, starting at the level of the instructor and, if not resolved, moving to the formal process through the office of the Associate Dean Undergraduate Programs. Appeals of decisions of this office are heard by the CON Student Appeals Committee. Appeals of final grades will follow the process outlined by the UM Registrar's Office, with appeals of decisions made at the level of the office of the Associate Dean Undergraduate Programs heard by the CON Student Appeals Committee. Student discipline issues will be dealt with using the UM Student Discipline Bylaw, with appeals heard by the Rady Faculty of Health Sciences Local Discipline Committee (LDC).

Student Awards and Financial Aid

Students in the BN Program, no matter the site, will be eligible to be considered for UM student awards. This process will be managed through the University of Manitoba's Financial Aid and

Awards Office (in consultation with the College of Nursing Awards Selection Committee), with ongoing one-on-one student support services provided by UCN staff, where appropriate. As the UM is the institution of record, students in the Collaborative UCN Cohort will apply for all awards per predetermined university procedures.

Students in the BN Program, no matter the site, will be eligible to apply for provincial and federal government aid assistance. Students will work directly with their provincial loan agency to apply for and receive their funding.

As the students in the Collaborative UCN Cohort will be dually registered at both UM and UCN, they will also be eligible for application to UCN scholarships and awards.

Student Libraries and Other Online Resources

All students in the BN Program will receive UM-issued user IDs and therefore will have access to all the UM's library and online services.

Privacy and PHIA Training

The UM Access and Privacy office currently provides support to the College of Nursing to ensure that all nursing students receive legislated and policy mandated training on The Personal Health Information Act (PHIA) and sign the required Pledges of Confidentiality. The UM Access and Privacy Office will review the current processes and training for students within the Collaborative UCN Cohort and will work with the College of Nursing and the Northern Regional Health Authority to align the training and signing of pledges.

Section 7: Admission and Registration Procedures

Admission Requirements

The BN Program is one program, but with two (2) admissions cohorts (Fort Garry Cohort and the Collaborative UCN Cohort). Admission requirements for the BN Program will be the same for all applicants, including the Collaborative UCN Cohort. Admission requirements are outlined in the College of Nursing: BN Program Applicant Information Bulletin:

http://umanitoba.ca/admissions/media/nursing_bulletin.pdf (see Section 9, Appendix D for detailed description of admission requirements).

Admission Procedures

A new admission category for the BN Program will need to be created for students applying to the Collaborative UCN Cohort. The UM admissions office will be responsible for receiving and processing applications for all students applying to the BN Program. The UM College of Nursing Advanced Standing and Admissions Committee includes UCN participation.

Applicants to the BN Program will have the choice of applying to either cohort of the BN Program:

1. UM Bachelor of Nursing – Fort Garry Cohort
 - a. September intake – 120 students
 - b. January intake – 120 students

Note: The BN Program will continue to have its own Applicant Information Bulletin for applicants to the Fort Garry Cohort.

2. UM Bachelor of Nursing –Collaborative UCN Cohort
 - a. September intake – 20 students – Thompson site
 - b. September intake – 20 students – The Pas site

Note: A separate UM Applicant Information Bulletin would need to be created for the admissions category for the BN Program's Collaborative UCN Cohort (one bulletin for both the Thompson and The Pas sites). The minimum eligibility requirements will be identical for all applicants to the BN Program.

For admission to the Collaborative UCN Cohort, the College of Nursing Advanced Standing and Admissions Committee will give priority to UCN students. To be considered a UCN student, the applicant must have completed a minimum of eighteen (18) credit hours of their Year 1 BN Program requirements at UCN while physically residing in Northern Manitoba*.

*The University of Manitoba defines Northern Manitoba as the part of Manitoba that is north of the 53rd parallel.

All unused spaces will be redistributed to the larger applicant pool and offered based on rank order.



The proposed admissions process described above will require an adjustment to the UM BN Program admissions targets to account for the additional 40 students in the Collaborative UCN Cohort. The total admissions numbers across UM – UCN will stay the same, but will be combined.

The students in the Collaborative UCN Cohort will be completing coursework at UCN campuses. Once admitted, UM will share the admission data with UCN in compliance with the UM Access and Privacy Policy and Procedure, *Personal Health Information Act* (PHIA), and *Freedom of Information and Protection of Privacy Act* (FIPPA). Sharing of student information between UM and UCN is outlined in the most recent Legal Agreement. Separate program codes will be created in the admissions system for identification of the students' current cohort and site of study in the BN Program.

Registration Procedures

Registration into the UM BN Program Collaborative UCN Cohort will be managed through a single, shared UM registration process. Support for the UCN students in the registration process will continue to be provided by the UCN student support services. In order to facilitate the process of gaining student status at UCN for students within the Collaborative UCN Cohort, registration data will be shared between the UM and UCN in compliance with the UM Access and Privacy Policy and Procedure, *Personal Health Information Act* (PHIA), and *Freedom of Information and Protection of Privacy Act* (FIPPA). Sharing of student information between UM and UCN is outlined in the most recent Legal Agreement.



Section 8: Summary of Resources

Both the UM and UCN are accountable for their own budgets and financial resources for the delivery of their components of the UM BN Program.

Commencing in the 2021/2022 academic year, students in the Collaborative UCN Cohort will be charged UM Tuition, UM Student Fees, and UM Lab Fee, which will be collected by UM through its admissions process.

UM will remit to UCN an amount equal to 85% of the UM Tuition actually collected from the Collaborative UCN Cohort, in respect of the UCN-Delivered courses.



Section 9: Appendices

Appendix A

UM Bachelor of Nursing Program Responsibility for Course Offerings	
UCN Delivered Courses	UM Delivered Courses
NURS 2500 Health and Illness 1: Pathophysiology/ Pharmacology/ Assessment (6) NURS 2518 Health and Illness 2: The Older Client (3) NURS 2514 Health and Illness 3: Pathophysiology/ Pharmacology/ Assessment (6) NURS 2522 Human Diversity (3) NURS 2520 Development of Professional Identity (2) NURS 2530 Nursing Skills 1 (1) NURS 2532 Nursing Skills2 (1) NURS 2540 Nursing Practice 1 (2) NURS 2542 Nursing Practice 2 (3) NURS 3512 Acute and Chronic Illness (5) NURS 3520 Health Education (2) NURS 3530 Nursing Skills 3 (1) NURS 3532 Nursing Skills 4 (4) NURS 3540 Nursing Practice 3 (1) NURS 3542 Nursing Practice 4 (4) NURS 4500 Gender and Reproductive Health (3) NURS 4510 Family Health (3) NURS 4530 Nursing Practice 5 (4) NURS 4540 Community and Population Health (5) NURS 4560 Preparation for Nursing Practice 7 (1) NURS 4570 Nursing Practice 6 (4) NURS 4580 Nursing Practice 7 (9)	HNSC 2170 Nutrition for Health Professionals (2) NURS 2510 Human Growth and Development(2) NURS 3510 Supportive and Palliative Care (3) NURS 3514 Mental Health and Illness (3) NURS 3550 Evidence Informed Practice (4) NURS 3560 Law and Ethics in Nursing Practice (3) NURS 4520 Interprofessional and Collaborative Practice (3) NURS 4550 Leadership and Change Management (4)
73 of 97 credits = 75.3% 22 of 30 courses = 73.3%	24 of 97 credits = 24.7% 8 of 30 courses = 26.6%

Appendix B

Proposed Changes to Academic Regulations:

Transfer to an Alternate Delivery Site within the Bachelor of Nursing Program

Students in the Program may apply for transfer to an alternate delivery site within the Program. The following minimum requirements must be met prior to consideration of transfer:

- (a) there is an open position, as well as clinical placement availability, in the courses to which the student wishes to transfer; and
- (b) the student is in good standing in the Program.

Should the above requirements be met, requests for transfer will only be considered based on compassionate grounds, such as extraordinary personal or family circumstances that would be alleviated by transfer. Such grounds may include illness of a close family member, or personal illness of significant magnitude requiring a move either to obtain treatment or to be near to a close family member. Requests for transfer based solely on financial hardship will not be considered.

Letters of request to transfer must be received by the Associate Dean, Undergraduate Programs, College of Nursing. The letter of request must outline the reason(s) for requesting the transfer.

Any costs associated with transfer are the responsibility of the student.

Requests for transfer should normally be submitted by:

- July 1st for requests for transfer for Fall term;
- October 1st for requests for transfer for Winter term; and by
- February 1st for requests for transfer for Summer term.

Proposed Changes to the Professional Unsuitability Bylaw:

Professional Unsuitability Bylaw

Bachelor of Nursing Program

Bylaw:	Professional Unsuitability
Application:	Students of the Bachelor of Nursing Program, College of Nursing
Approved (Date):	
Review Date:	5 years from approval/revised date
Revised (Date):	
Approved By:	College Council, College of Nursing: [xx date] Senate: [xx date]

The purpose of this Bachelor of Nursing Program ("Program") Professional Unsuitability Bylaw ("Bylaw") is to set out the jurisdiction of the Program's Professional Unsuitability Committee and procedures for professional unsuitability hearings. The purpose of the Professional Unsuitability Committee is to review and make recommendations regarding the suitability of a student for the Program.

For the purpose of this Bylaw, the "University" refers to the University of Manitoba. For the purpose of this Bylaw, the "College" refers to the College of Nursing.

1.0 Jurisdiction

1.01 General

The College of Nursing may require a student to withdraw from the Program pursuant to the procedures set out in this Bylaw when the student has been found unsuited, on consideration of competence or professional fitness, for the practice of nursing. 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 College's Rules or Regulations. The Canadian Nurses' Association Code of Ethics, as the ethical basis for nursing in Canada, will be considered in every situation in which an inquiry is being held into the conduct of a student in the practice of nursing. Furthermore, in accordance with provisions of the Manitoba Human Rights Code, the College's duty to reasonably accommodate the special needs of its students will be considered.



1.02 Grounds for Required Withdrawal

A student may be required to withdraw from the Program if the student has been found to be unsuitable for the practice of nursing, including without limitation, if the student has:

- i. been found guilty of such conduct which, if participated in by a practicing registered nurse would result in suspension or expulsion of the practitioner from the practice of nursing or such other disciplinary actions available against a practitioner by the governing body of the profession;
- ii. practiced incompetently in any clinical setting;
- iii. jeopardized professional judgment through self-interest or a conflict of interest;
- iv. demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive;
- v. acquired a criminal conviction which according to the established College processes was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the College, the student demonstrated poor judgment, lack of integrity or (other) unsuitability for the profession;
- vi. any health condition, the occurrence of which impairs essential performance required for the health profession;
- vii. been under the influence of alcohol, cannabis products, legal or illegal drugs which impair client care, any other professional activity, or any activity related to the practice of the nursing profession;
- viii. demonstrated unethical behaviour as specified by the Canadian Nurses' Association Code of Ethics.

2.00 Professional Unsuitability Committee (PUC)

2.01 There shall be established within the College a standing committee known as the Professional Unsuitability Committee (PUC) to hear and determine matters of competence and/or professional fitness for the practice of nursing.

2.02 Membership in the PUC shall be as follows:

Chair (non-voting, except in the case of tie): a tenured faculty member or instructor in a continuing appointment to be appointed by the Dean, College of Nursing for a five (5) year term, which may be renewable.

Committee Members:

- i. three full time academic members of the College, elected by the Council of the College of Nursing, for a five (5) year term, which may be renewable;
- ii. two students from the Bachelor of Nursing Program, College of Nursing, from either third year or fourth-year, for a one (1) year term, which may be renewable;
- iii. one full time academic member of the University College of the North, appointed by the Dean, College of Nursing; and
- iv. one representative of the Nursing Profession to be appointed by the College of Registered Nurses of Manitoba (CRNM), preferably with experience in dealing with CRNM disciplinary matters, for a five (5) year term, which may be renewable.



3.00 Procedure

3.01 The Dean (or designate) shall:

- i. refer matters, which in her/his opinion, involve conduct or circumstances described in section 1.01 and 1.02 herein, to the PUC in a written report, setting out the name of the student involved, the alleged facts and the alleged ground(s) warranting withdrawal pursuant to section 1.01 and 1.02. In no circumstances will a referral be based on anonymous allegations or materials. Anonymous materials are defined as “authorship that has not been disclosed to both the PUC and the student.”
- ii. provide the PUC and student with the information which supports the request to assess, through a hearing, the student’s suitability for the profession of nursing.

3.02 Upon receipt of a request for a hearing into a student’s suitability for the profession of nursing, the PUC shall:

- iii. send a Notice of Hearing to the named student pursuant to section 4.01 by registered mail to the last known address of the student as found on the College’s records. At the student’s request, additional information may be sent by regular mail, email or facsimile;
- iv. consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
- v. at all times act expeditiously to complete the hearing;
- vi. determine whether any of the grounds requiring withdrawal under section 1.01 and 1.02 exist at hearing of the matter pursuant to this Bylaw; and
- vii. make a disposition in accordance with section 6.00 herein.

3.03 Once a request for a hearing has been made to the PUC, the hearing 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 Students

4.01 The Chair of the PUC shall inform the student in writing, within five (5) working days of receipt of the request for a hearing, of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral.

4.02 The Notice from the Chair shall include a statement that if the allegations contained in the request for a hearing are established to the satisfaction of the PUC the student may be required to withdraw from the Program.

4.03 The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified any member of the PUC. In such a case, the Chair would consider the grounds for the challenge and may replace the disqualified members pursuant to section 2.02. An academic member of the Program shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such academic member



has had previous contact with the student or has prior personal knowledge of the matter.

5.00 Hearing Procedures

5.01 The student may provide a written response to the grounds. Such written response should be provided to the PUC and the Dean (or designate) within five (5) working days of the hearing date, or at the discretion of the Chair.

5.02 In addition to the written information, the Dean (or designate) may provide the PUC and student with additional relevant information and or evidence that supports the grounds for a hearing within five (5) working days of the hearing date, or at the discretion of the Chair.

5.03 The student may appear in person and may choose to be represented by a Student Advocate provided through the University, legal or other counsel. A student may request an additional support person who may accompany him/her to the hearing. This person will be considered an observer and will not be able to participate in the hearing process.

5.04 The Program and student may call relevant witnesses as needed. Written notice to each party of witnesses to be called by the other party shall be provided at least five (5) working days prior to the hearing date, or at the discretion of the Chair.

5.05 The hearing shall be closed to all persons except the members of the PUC, Program representative, the student, the designated representative of the student, if any, and support person of the student, if any.

5.06 The student or her/his representative shall have the right to hear and to cross examine witnesses, to have access to copies of all documents submitted to the PUC for consideration at least five (5) working days prior to the hearing, to call witnesses and to submit other evidence.

5.07 The student shall not be required to give evidence but if the student elects to do so, then the student may be questioned by members of the PUC.

5.08 A quorum for the PUC shall be 4 members and the Chair as referred to in section 2.02 above.

5.09 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.

5.10 The Chair of the PUC shall vote only to break a tie.

5.11 Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will only be disclosed as



is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

- 5.12** The results of the hearing and the reasons therefore shall be conveyed in writing to the student, the Student Advocate, and/or the designated

representative of the student where applicable, with copies to the Dean of the College of Nursing and the Associate Dean, Undergraduate Programs.

- 5.13** At the discretion of the Chair, hearings may be conducted in whole or in part via teleconference or other video/electronic means.

- 5.14** If the student is participating in a hearing via teleconference, the Chair may require the student to confirm that there are no recording devices present and only persons set out in section 5.03 are in attendance.

- 5.15** At the discretion of the Chair, hearings may be conducted at one of the three delivery sites of the Program (Winnipeg, The Pas, or Thompson) to allow the student to participate in person.

6.00 Disposition of the Matter

- 6.01** The PUC shall, after hearing all the evidence, meet in closed session with its members only, to:

- i) consider the evidence;
- ii) make its findings using a balance of probabilities standard;
- iii) if the allegations are proven, determine the appropriate disposition of the matter;
- iv) if the allegations are not proven, dismiss the matter and/or make any other recommendation the PUC deems appropriate.

- 6.02** The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing the following options, alone or in combination, are available:

- i) determine that no further action be taken;
- ii) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- iii) reprimand the student in writing;
- iv) suspend the student from the Program for a specified period of time;
- v) require the student to withdraw from the Program, which withdrawal may attach conditions which must be fulfilled before any application for re-admission to the College can be considered;
- vi) expel the student from the Program with no right to apply for re-admission to the College.

- 6.03** In cases in which the disposition of the hearing is one of iv, v or vi as set out in section 6.02, the results shall be conveyed in writing to the Registration



Consultant, College of Nursing who shall make the appropriate notation in the student's transcript.

- 6.04** The student may request the PUC to consider removal of the notation from the transcript.

7.00 Appeals

- 7.01** If the student wishes to appeal a disposition of the PUC, such appeal may be made to the University's Senate Appeals Committee in accordance with the procedures of that body.

- 7.02** In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.

- 7.03** 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.

8.00 Records

- 8.01** A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file within the Program and as required by the University. All information relating to the hearing before the PUC shall be kept in the office of the Associate Dean, Undergraduate Programs, College of Nursing.

9.00 Amendments

- 9.01** This Bylaw may be amended by the University's Senate, or by Senate after approval of such amendment(s) by College Council.

Appendix C

List of Applicable University College of the North (UCN) Non-Academic Policies

- Library Equipment Usage (LI-01-05)
- Food and Drink in the Library (LI-04-03)
- Scent-Free Facility (WS-01-15)
- Violence in the Workplace (WS-01-11)
- Prevention of Sexual Violence (WS-01-14)
- Smoke and Tobacco Free Environment (AD-01-04)
- Parking (FA-03-01)
- Acceptable Use of Computers and Communications Resources (IT-01-01)
- Library Loan (LI-02-02)
- Housing and Residence Admission (and related Student Family Housing Guide) (SS-04-01)
- Academic and Disciplinary Appeal (AC-01-06)
- Students can access information on conduct that is subject to disciplinary action and the appeals process in the UCN Academic Calendar (Section 7.02)

Appendix D

Senate Committee on Admissions – Proposed Changes to Admissions Process:

Section 1 – Description of the Change

The College of Nursing is requesting that a new admission category be created for the University of Manitoba's Bachelor of Nursing Program's UCN (University College of the North) Cohort. Admission requirements for the BN Program will be the same for all applicants, including the Collaborative UCN Cohort. The University of Manitoba admissions office would be responsible for receiving and processing applications for all students applying to the BN Program. The UM College of Nursing Advanced Standing and Admissions Committee currently includes UCN participation.

Admissions Requirements

Admission requirements for the BN Program will be the same for all applicants, including the Collaborative UCN Cohort. Admission requirements are outlined in the College of Nursing: BN Program Applicant Information Bulletin:

http://umanitoba.ca/admissions/media/nursing_bulletin.pdf

A. Academic Requirements

All applicants must meet the following requirements:

1. Completed Coursework

- a. Successful completion of the courses identified below, with a minimum grade of "C" in each course. All required courses must be at a 1000 level or higher.
- b. An Adjusted Grade Point Average (AGPA) of at least 2.5 (see Section 4: Selection Process, A. Calculation of the Adjusted Grade Point Average (AGPA))
- c. Meet the University of Manitoba Written English requirement.
- d. Meet the University of Manitoba Mathematics requirement.

NOTES:

- All non-nursing courses used to meet admission requirements, and to be considered for advanced standing/transfer credit, must be completed within the 10 years prior to admission to the College of Nursing. Nursing courses must be completed within the 5 years prior to admission.
- Courses completed at recognized universities other than the University of Manitoba must be assessed as exact equivalents in order to meet specific course requirements.



- Students who fail the same Nursing course twice, prior to applying to the College of Nursing, are ineligible for admission to the College of Nursing. Students who fail a Nursing course twice, or who fail two clinical courses, and are required to withdraw from the College of Nursing are ineligible for re-admission to the College of Nursing.

Applicants who have previously completed a Bachelor of Nursing or equivalent program in Canada or the United States are not normally eligible for admission to the Bachelor of Nursing program in the College of Nursing at the University of Manitoba. Applicants will be considered for admission on a case-by-case basis.

2. Required Courses

REQUIRED COURSES*		
Course Number	Course Title	Credit Hours
BIOL 1410	Anatomy of the Human Body ¹	3
BIOL 1412 <u>or</u> BIOL2410 <u>and</u> BIOL 2420	Physiology of the Human Body ¹ <u>or</u> Human Physiology 1 <u>and</u> Human Physiology 2	3
MBIO 1220 <u>or</u> MBIO 3010	Essentials of Microbiology <u>or</u> Mechanisms of Microbial Diseases	3
Science Electives ^{1, 2, 3, 4}		9
Social Science and/or Humanities Electives ^{1,4, 5, 6,7}		12
Total		30
Students must meet the University of Manitoba Written English and Mathematics Requirements with a University level course completed within the last 10 years, must be at the 1000 level (or higher), and with a minimum grade of C in each. It is strongly recommended that these courses be completed within the elective credits indicated above.		

* The courses listed are University of Manitoba courses. For equivalent coursework completed at external post-secondary institutions, please refer to https://aurora.umanitoba.ca/banprod/ksstransequiv.p_trans_eq_main.

¹ All courses can be completed in University 1, or an equivalent program, if students do not wish to extend their program of study.



² The former BIOL 1110 Health and Health Professions may not be used as a Science elective.

³ Students must meet the current Science prerequisites before registration for Science courses. See the Faculty of Science section in the General Calendar for the current prerequisites.

⁴ All courses must be 1000 level or higher.

⁵ Social Sciences and Humanities information is found in the Undergraduate Calendar chapter for the Faculty of Arts, Additional Faculty Regulations and Policies (see <http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=300&chapterid=3699&topicgroupid=19785&loadusercredits=False>).

⁶ NURS 1500 is available only to students in the Aboriginal Nursing Cohort Initiative and can be used towards the elective requirements.

⁷ Social Science/ Humanities electives can also be satisfied by any of the following with a "C" grade or higher: NURS 1280 Introduction to Nursing, NURS 2610/KIN 2610 Health & Physical Aspects of Aging, REC 2650/SWRK 2650/HMEC 2650 Social Aspects of Aging

⁸ Applicants who plan to use an external University level course (non-University of Manitoba course) to meet the University of Manitoba Written English admissions requirement must provide a course outline as part of their application. The identified course must be evaluated by the University of Manitoba to determine if it meets the University of Manitoba Written English requirement. Please submit the applicable course outline by the April 1st application deadline if applying for Fall, or the August 1st application deadline if applying for Winter, to the Admissions office along with your application.

NOTE: NURS 1260 Growth and Development (3 cr) cannot be used towards admission requirements. Students who previously completed NURS 1260 Growth and Development with a minimum grade of "C" and are admitted to the College of Nursing, will be given advance standing in the equivalent second-year course provided NURS 1260 was taken within the five years prior to admission to the College of Nursing.

B. English Language Proficiency Requirements

All applicants whose primary language is not English and do not qualify for a waiver under the University of Manitoba's English language proficiency regulations will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions web site.

See below links to view English Proficiency Waiver information:

(<http://umanitoba.ca/student/admissions/international/english/waiver-criteria.html>)

See below links to view specific English Proficiency Requirement information:

(<http://umanitoba.ca/student/admissions/international/english/index.html>).

Results for most language tests, including TOEFL, IELTS and CanTEST, expire two years from the test date. Please confirm the validity of your test results.

Admission Procedures

A new admission category for the BN Program will need to be created for students applying to the Collaborative UCN Cohort. The UM admissions office will be responsible for receiving and processing applications for all students applying to the BN Program. The UM College of Nursing Advanced Standing and Admissions Committee includes UCN participation.

Applicants to the BN Program will have the choice of applying to either cohort of the BN Program:

1. UM Bachelor of Nursing – Fort Garry Cohort

- a. September intake – 120 students
- b. January intake – 120 students

Note: The BN Program will continue to have its own Applicant Information Bulletin for applicants to the Fort Garry Cohort.

2. UM Bachelor of Nursing –Collaborative UCN Cohort

- a. September intake – 20 students – Thompson site
- b. September intake – 20 students – The Pas site

Note: A separate UM Applicant Information Bulletin would need to be created for the admissions category for the BN Program's Collaborative UCN Cohort (one bulletin for both the Thompson and The Pas sites). The minimum eligibility requirements will be identical for all applicants to the BN Program.

For admission to the Collaborative UCN Cohort, the College of Nursing Advanced Standing and Admissions Committee will give priority to UCN students. To be considered a UCN student, the applicant must have completed a minimum of eighteen (18) credit hours of their Year 1 BN Program requirements at UCN while physically residing in Northern Manitoba*.

*The University of Manitoba defines Northern Manitoba as the part of Manitoba that is north of the 53rd parallel.

All unused spaces will be redistributed to the larger applicant pool and offered based on rank order.

The proposed admissions process described above will require an adjustment to the UM BN Program admissions targets to account for the additional 40 students in the Collaborative UCN Cohort. The total admissions numbers across UM – UCN will stay the same but will be combined.

Students in the Collaborative UCN Cohort will be completing coursework at UCN campuses. Once admitted, UM will share the admission data with UCN in compliance with the UM Access and Privacy Policy and Procedure, *Personal Health Information Act* (PHIA), and *Freedom of Information and Protection of Privacy Act* (FIPPA). Sharing of student information between UM and UCN is outlined in the most recent Legal Agreement. Separate program codes will be

created in the admissions system for identification of the students' current cohort and site of study in the BN Program.

Section II – Consultation with other Faculties

No other faculties will be affected by this process.

Section III - Recommendations

In order to facilitate the proposed admissions process we are requesting that the following changes be endorsed by the Senate Committee on Admissions:

1. Collaborative UCN Cohort Admissions Category and Applicant Information Bulletin -

The UM Bachelor of Nursing Program will continue to have its own Applicant Information Bulletin for applicants to the Fort Garry Cohort.

Request for endorsement: A separate UM admissions category and Applicant Information Bulletin would need to be created for the UM Bachelor of Nursing Program's Collaborative UCN Cohort (one bulletin for both the Thompson and The Pas sites) with priority admission for UCN applicants as defined above in Section I.

2. Adjustments to Admissions Targets –

Request for endorsement: The proposed admissions process described above will require an adjustment to the UM Bachelor of Nursing admissions targets to account for the additional 40 students in the Collaborative UCN Cohort (20 students in The Pas and 20 students in Thompson). The total admissions numbers across the University of Manitoba and University College of the North will stay the same but will need to be combined.

3. Process for the Sharing of Admissions Data –

Currently, students applying to the BN Program Collaborative UCN Cohort, do so through the UCN admissions process and then UCN shares admissions data with the UM.

Request for endorsement: A reverse process will need to be created whereby separate program codes would be created in the admissions system for the identification of the students' specific cohort and site of study in the BN Program. A process for sharing the Collaborative UCN Cohort student information with the UCN Admissions office would need to be developed in compliance with the UM Access and Privacy Policy and Procedure, *Personal Health Information Act* (PHIA), and *Freedom of Information and Protection of Privacy Act* (FIPPA). Sharing of student information between UM and UCN is outlined in the most recent Legal Agreement.

Professional Unsuitability By-Law

<u>Bylaw:</u>	<u>Professional Unsuitability</u>
<u>Application:</u>	<u>Students of the Bachelor of Nursing Program, College of Nursing</u>
<u>Approved (Date):</u>	
<u>Review Date:</u>	<u>[5 or 10] years from approval/revised date</u>
<u>Revised (Date):</u>	
<u>Approved By:</u>	<u>College Council, College of Nursing: [April 29, 2020xx date]</u> <u>Senate: [xx date]</u>

The purpose of this Bachelor of Nursing Program (“Program”) Professional Unsuitability Bylaw (“Bylaw”) is to set out the jurisdiction of the Program’s Professional Unsuitability Committee and procedures for professional unsuitability hearings. The purpose of the Professional Unsuitability Committee is to review and make recommendations regarding the suitability of a student for the Program.

For the purpose of this Bylaw, the “University” refers to the University of Manitoba.
For the purpose of this Bylaw, the “College” refers to the College of Nursing.

1.00 Jurisdiction

1.01 General

~~The purpose of the Professional Unsuitability Committee is to review and make recommendations regarding the suitability of a student for the profession of nursing.~~ The College of Nursing may require a student to withdraw from the ~~College Program~~ pursuant to the procedures set out in this By-Law when the student has been found unsuited, on consideration of competence or professional fitness, for the practice of nursing. 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 College's Rules or Regulations. The Canadian Nurses' Association Code of Ethics, as the ethical basis for nursing in Canada, will be considered in every situation in which an inquiry is being held into the conduct of a student in the practice of nursing. Furthermore, in accordance with provisions of the Manitoba Human Rights Code, the College's duty to reasonably accommodate the special needs of its students will be considered. ~~This by-law normally pertains to students in the Four Year Undergraduate Program. In cases of professionally unsuitable conduct of students in the Baccalaureate Program for Registered Nurses or the Graduate Program, the student will normally be referred to the College of Registered Nurses of Manitoba.~~

1.02 Grounds for ~~R~~required ~~W~~withdrawal

A student may be required to withdraw from the ~~Faculty Program~~ if ~~when~~ the student has been found to be unsuitable for the practice of nursing, including without limitation, if the student has:

- i. been found guilty of such conduct which, if participated in by a practicing registered nurse would result in suspension or expulsion of the practitioner from the practice of nursing or such other disciplinary actions available against a practitioner by the governing body of the profession;
- ii. practiced incompetently in any clinical setting;
- iii. jeopardized professional judgment through self-interest or a conflict of interest;
- iv. demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive;
- v. acquired a criminal conviction which according to the established ~~FacultyCollege~~ processes was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the College, the student demonstrated poor judgment, lack of integrity or (other) unsuitability for the profession;
- vi. any health condition, the occurrence of which impairs essential performance required for the health profession;
- vii. been under the influence of alcohol, cannabis products, legal or illegal or drugs which impair client care, while participating in client care, any other professional activity, or any activity related to the practice of the nursing profession;
- vii. demonstrated unethical behaviour as specified by the Canadian Nurses' Association Code of Ethics.

2.00 Professional Unsuitability Committee (PUC)

2.01 There shall be established within the College a standing committee known as the Professional Unsuitability Committee (PUC) to hear and determine matters of competence and/or professional fitness for the practice of nursing. ~~Appeals from the PUC shall be heard by the Senate Committee on Appeals.~~

Membership in the PUC shall be as follows:

Chair (non-voting, except in the case of tie): a tenured faculty member or instructor in a continuing appointment to be appointed by the Dean, College of Nursing for a five (5) year term, which may be renewable.

Committee Members:

- i. three full time academic members of the ~~facultyCollege~~, elected by the Council of the ~~FacultyCollege~~ of Nursing, for a five (5) year term, which may be renewable;
- ii. two students from the ~~CollegeBachelor~~ of Nursing Program, College of Nursing; from either one third year or fourth-year undergraduate and one graduate student, appointed by the respective student organizations, for a one (1) year term, which may be renewable; and
- iii. one full time academic member of the University College of the North, appointed by the Dean, College of Nursing; and
- iv. one representative of the Nursing Profession to be appointed by the College of Registered Nurses of Manitoba (CRNM), preferably with experience in dealing with CRNM disciplinary matters, for a five (5) year term, which may be renewable.

3.00 Procedure

3.01 The Dean (or ~~appropriate~~ designate) shall:

i) refer matters, which in her/his opinion, involve conduct or circumstances described in Article 1.01 and 1.02 herein, to the PUC in a written report, setting out the name of the student involved, the alleged facts and the alleged ground(s) warranting withdrawal pursuant to ~~Article~~section 1.01 and 1.02. In no circumstances will a referral be based ~~solely~~ on anonymous allegations or materials. Anonymous materials are defined as "authorship that has not been disclosed to both the PUC and the student".

ii) provide the PUC and student with the information which supports the request to assess, through a hearing, the student's suitability for the profession of nursing. ~~This information (in writing) must be provided to the PUC and student at least five (5) working days prior to the date of the hearing.~~

3.02 ~~Upon receipt of a request for a hearing into a student's suitability for the profession of nursing,~~ the PUC shall:

- i) send a Notice of Hearing to the named student pursuant to ~~Article~~section 4.01 by registered mail to the last known address of the student as found on the College's records. At the student's request, additional information may be sent by regular mail, email or facsimile;
- ii) consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
- iii) at all times act expeditiously to complete the hearing;
- iv) determine whether any of the grounds requiring withdrawal under ~~Article~~section 1.01 and 1.02 exist at hearing of the matter pursuant to this By-Law; and
- v) make a disposition in accordance with ~~Article~~section 6.00 herein.

3.03 Once a ~~reference request for a hearing~~ has been made to the PUC, the proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the ~~Faculty Program~~, or has refused to participate in the proceedings.

4.00 Notice to Students

4.01 The Chair of the PUC shall inform the student in writing, within five (5) working days of receipt of the ~~referral request for a hearing~~, of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral.

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 PUC the student may be required to withdraw from the ~~College Program~~.

4.03 A faculty member shall not be disqualified from sitting as a member of the PUC 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.

4.04 The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified any member of the PUC. In such a case, the Chair would consider the grounds for the challenge and may replace the disqualified members pursuant to section 2.01. An academic member of the Program shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such academic member has had previous contact with the student or has prior personal knowledge of the matter.

4.05 ~~The student may provide a written response to the grounds. Such written response should be provided to the PUC within five (5) working days of the hearing date, or at the discretion of the Chair.~~

5.00 Hearing Procedures

5.01 The student may provide a written response to the grounds. Such written response should be provided to the PUC and the Dean (or designate) within five (95) working days of the hearing date, or at the discretion of the Chair.

5.02 In addition to the written information, the Dean (or designate) may provide the PUC and student with additional relevant information and or evidence that supports the grounds for a hearing within five (5) working days of the hearing date, or at the discretion of the Chair.

5.03 The student may appear in person and may choose to be represented by a Student Advocate provided through the University, legal or other counsel. A student may request an additional support person who may accompany him/her to the hearing. This person will be considered an observer and will not be able to participate in the hearing process.

5.042 The ~~CollegeProgram~~ and ~~sS~~Student may call relevant witnesses as needed. Written notice to each party of witnesses to be called by the other party shall be given provided at least five (5) working days prior to the hearing date, or at the discretion of the Chair.

5.053 The hearing shall be closed to all persons except the members of the PUC, ~~CollegeProgram~~ Representative(s), the student, the designated representative of the student, if any, and support person of the student, if any and any witnesses.

5.064 The student or her/his representative shall have the right to hear and to cross examine witnesses, to have access to copies of all documents submitted to the PUC for consideration at least five (5) working days prior to the hearing, to call witnesses and to submit other evidence.

5.075 The student shall not be required to give evidence but if the student elects to do so, then the student may be questioned by members of the PUC.

5.086 A quorum for the PUC shall be 4 members and the Chair as referred to in section 2.024 above.

5.097 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.

5.1008 The Chair of the PUC shall vote only to break a tie.

5.1109 Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

5.120 The results of the hearing and the reasons therefore shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the Dean of the College of Nursing and the ~~appropriate~~ Associate Dean, ~~of the Undergraduate or Graduate Programs~~.

5.13 At the discretion of the Chair, hearings may be conducted in whole or in part via teleconference or other video/electronic means.

5.14 If the student is participating in a hearing via teleconference, the Chair may require the student to confirm that there are not recording devices present and only persons set out in section 5.03 are in attendance.

5.15 At the discretion of the Chair, hearings may be conducted at one of the three delivery sites of the Program (Winnipeg, The Pas, or Thompson) to allow the student to participate in person.

6.00 Disposition of the Matter

6.01 The PUC shall, after hearing all the evidence, meet in closed session with its members only, to:

- i) consider the evidence;
- ii) make its findings using a balance of probabilities standard;
- iii) if the allegations are proven, determine the appropriate disposition of the matter;
- iv) if the allegations are not proven, dismiss the matter and/or make any other recommendation the PUC deems appropriate.

6.02 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing the following options, alone or in combination, are available:

- i) determine that no further action be taken;
- ii) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;

iii) reprimand the student in writing;

iv) suspend the student from the CollegeProgram for a specified period of time;

v) require the student to withdraw from the CollegeProgram, which withdrawal may attach conditions which must be fulfilled before any application for re-admission to the College can be considered indefinitely;

vi) ~~attach conditions which must be fulfilled before any application for re-admission to the College can be considered~~;

vii) expel the student from the ProgramCollege with no right to apply for re-admission to the College.

6.03 In cases in which the disposition of the hearing is one of iv, v, ~~or vi, or vii~~ as set out in section 6.02, the results shall be conveyed in writing to the Registration Consultant, Coordinator of Student Services, College of Nursing who shall make the appropriate notation in the student's transcript.

6.04 The student may request the PUC to consider removal of the notation from the transcript.

7.00 Appeals

7.01 If the student wishes to appeal a disposition of the PUC, such appeal may be made to the Senate Appeals Committee in accordance with the procedures of that body.

7.02 In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.

7.03 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.

8.00 Records

8.01 A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file within the CollegeProgram and as required by the University. All information relating to the hearing before the PUC shall be kept in the office of the ~~appropriate~~ Associate Dean, ~~of the Undergraduate or Graduate Programs~~.

9.00 Amendments

9.01 This By-Law may be amended by the University's Senate ~~alone~~, or by Senate after approval of such amendment(s) by FacultyCollege Council.

Approved by Senate: April 6, 2011

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to create an admission category for the Bachelor of Nursing program's University College of the North cohort (2020.05.19)

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 College of Nursing is proposing the creation of an admission category for the Bachelor of Nursing program's University College of the North (UCN) cohort. This category is being proposed as part of the College's proposal to formalize a partnership with UCN.
3. The proposal was approved by the College of Nursing College Council on April 29th, 2020 and was endorsed by SCADM on May 19th, 2020.

Observations:

1. While SCADM received the full proposal document the committee only considered appendix D as this section focused on the admission requirements associated with the creation of this new applicant category.
2. The admission requirements for this newly created category mirrors the requirements for the regular category for the Bachelor of Nursing program with one notable exception:
 - Applicants must have completed a minimum of 18 credit hours of the year 1 Bachelor of Nursing program requirements at UCN while physically residing in northern Manitoba.
3. Any unused spaces in this category will be redistributed to the general application pool.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to create an admission category for the Bachelor of Nursing program's University College of the North cohort be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

Report of the Senate Committee on Instruction and Evaluation RE: Delivery of Bachelor of Nursing Program to Collaborative University College of the North Cohort, Academic Regulations, College of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At meetings on September 25, 2019 and May 14, 2020 SCIE considered a proposal from the College of Nursing regarding Delivery of the Bachelor of Nursing Program to a University College of the North Cohort.

Observations:

Transfer to an Alternate Delivery Site within the Program

1. The College is proposing a regulation which would allow a student to apply for a transfer to an alternate delivery site within the program, provided there is an open position and clinical placement availability. The student would be required to be in good standing in the Program. Such a request would only be considered on compassionate grounds.

Revisions to the Professional Unsuitability Bylaw

1. A reference to being under the influence of cannabis would be added to section 1.02 vii., which is consistent with other recently approved modifications of Professional Unsuitability Bylaws.
2. The Committee membership would include one full time academic member of the University College of the North, appointed by the Dean of the College of Nursing.
3. In section 3.01, the handling of anonymous allegations would be revised to be consistent with other Professional Unsuitability Bylaws recently approved by Senate. The proposed wording regarding anonymous allegations would be, 'In no circumstances will a referral be based solely on anonymous allegations or materials. Anonymous materials are defined as "authorship that has not been disclosed."'.
4. A statement has been added to section 4.04 to clarify that an academic member of the Program would not be disqualified from sitting as a member of the Professional Unsuitability Committee if the only reason is that the academic member has had previous contact with the student or has prior personal knowledge of the matter.
5. Section 5.02 has been added to the hearing procedures, which would allow the Dean to provide the Professional Unsuitability Committee and the student with additional relevant information or evidence that supports the grounds for a hearing.
6. The Chair could allow for hearing participation by teleconference or other electronic means. The Chair may require the student to confirm that there are no recording devices

present and that only those who are permitted are present. The Chair could also permit the hearing to be conducted in Winnipeg, The Pas or Thompson, to allow for the student to participate in person.

7. A number of editorial changes have been made throughout the bylaw.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed Bachelor of Nursing Program Delivery to a Collaborative University College of the North Cohort, Academic Regulations, College of Nursing, effective for the September 1, 2021 intake.

Respectfully submitted,

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

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Graduate Studies.

Observations

1. The Faculty of Graduate Studies proposes the 2020-2021 Academic Guide. The substantive changes include:
 - a. Section 1.4.3: Added language surrounding occasional student status to indicate that it is not advised for international students due to study permit limitations.
 - b. Sections 2.3, 4.7.3 and 5.6 Improved language regarding ratings that lead to a “required to withdraw”; these are: two “in need of Improvement” Progress Reports and one “Unsatisfactory” Progress Report.
 - c. Section 2.6: A new section added to clarify that GRAD 7300, Research Integrity Online Course, (which is run by the Vice-President (Research & International)’s office) is mandatory as outlined in the FGS BFARs (section 2.2) and that it needs to be completed prior to applying to any ethics boards.
 - d. Section 2.7: A new section added to establish regulations for the recent proposal for a Graduate Focus on Aging Concentration. The oversight for this concentration will be provided by the Faculty of Graduate Studies.
 - e. Sections 4.5.1 & 5.2.1: Added language that students must have an advisor for the duration of their program (for the Masters, added ‘in programs that require an advisor’)
 - f. Sections 4.5.1, 4.5.2, 5.2.1, 5.2.2: Pharm.D. included in the listing of undergraduate degrees which may be considered for equivalency in all advisor and co-advisor sections because it is also a professional degree.
 - g. Sections 4.6.1, 4.6.2, 4.6.3, 4.8.1.2 and 5.2.4, 5.11.1: Added clear directions with respect to completing the “Conflict of Interest Disclosure Form” under specific conditions.
 - h. Section 4.8.1.2: Clearly stipulating that graduate students, post-doctoral fellows and research assistants/associates may not serve on graduate student examining committees.
 - i. Section 4.10 (Deadlines for Graduation) moved to Section 4.12: a better reflection of the flow of timelines. New section title is ‘Final Requirements and Deadlines for Graduation.’
 - j. Section 5.1.3: Added clarity surrounding fees for students who transfer from a Master’s to a Ph.D. The application fee is no longer waived for students who transfer before completing the first twelve months of their program.
 - k. Section 5.11.2: Revised timeframe in which the prospective Ph.D. external examiner must not be associated with the candidate’s advisor/co-advisor. In addition, revisions to the process used to select Ph.D. external examiners. The new procedure includes program advisors contacting potential examiners to determine their availability and request CVs and information on graduate student supervision experience. This proposal aims to increase the efficiency of a process that is currently conducted by the Faculty of Graduate Studies and brings delays to the Ph.D. distribution process.

- l. Sections 5.11 & 5.11.6: Added clarity surrounding the Ph.D. thesis submission process to reflect the transition to a one-stage process. This includes allowing external committee members four weeks to submit their report (previously allowed three).
- m. Section 9: Added clarity to align with current FGS Appeals practices.
- n. Appendix 1, 1.2.3: that the thesis text spacing be one-and-a-half (1.5) spacing instead of double (2) spacing.

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Chapter Contents

PREFACE

SECTION 1: Application, Admission, and Registration Policies

- 1.1 Application and Admission Procedures
- 1.2 Registration Procedures
- 1.3 Course Classifications
- 1.4 Student Status/Categories of Students
- 1.5 Student Accessibility

SECTION 2: Academic Performance – General

- 2.1 General Note
- 2.2 Bona Fide Academic Requirements (BFAR)
- 2.3 Academic Performance
- 2.4 Performance in Coursework
- 2.5 Mandatory Academic Integrity Course
- [2.6 Mandatory Research Integrity Online Course](#)
- [2.7 Graduate Focus on Aging Concentration](#)

SECTION 3: General Regulations – Pre-Master's

- 3.1 Admission and Program Requirements
- 3.2 Academic Performance

SECTION 4: Master's Degrees General Regulations

- 4.1 General
- 4.2 Diploma Programs
- 4.3 Admission
- 4.4 Program Requirements
- 4.5 Student's Advisor and Co-Advisor
- 4.6 Advisory Committee

4.7 Courses and Performance

4.8 Requirements for Graduation

4.9 Style and Format

~~4.10 Deadlines for Graduation~~

4.1~~0~~¹ Details for Submission of the Final Copy

4.1~~1~~² Publication and Circulation of Thesis/Practicum

~~4.1²0~~ Final Requirements and Deadlines for Graduation

SECTION 5: Doctor of Philosophy General Regulations

5.1 Admission

5.2 Student's Advisor, Co-Advisor and Advisory Committee

5.3 Program of Study

5.4 Program Requirements

5.5 Time Limits

5.6 Academic Performance

5.7 Academic Requirement for Graduation

5.8 Candidacy Examination

5.9 Thesis Proposal

5.10 Thesis

5.11 Thesis Examination Procedures

5.12 Oral Examinations

5.13 Graduation

5.14 Student Withdrawal

SECTION 6: Policy of Withholding Thesis Pending a Patent Application

SECTION 7: Extension of Time to Complete Program of Study

SECTION 8: Leaves of Absence

8.1 Regular Leave

- 8.2 Exceptional Leave
- 8.3 Parental Leave
- 8.4 Awards and Leave of Absence
- 8.5 Graduate Student Vacation Entitlement

SECTION 9: Appeals - Procedures and Guidelines

- 9.1 General
- 9.2 Definitions
- 9.3 Types of Appeal
- 9.4 Admission Appeals
- 9.5 Academic Appeals
- 9.6 Discipline Appeals
- 9.7 Fee Appeals
- 9.8 Term Work Appeals
- 9.9 Final Grade Appeals
- 9.10 Assistance with Appeals

APPENDIX 1: Thesis/Practicum Types

- 1.0 Regular Style
- 2.0 Manuscript/Grouped Manuscript Style

The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the unit offering a graduate program to read and follow the policies contained herein.

All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.

~~For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)~~

SECTION 1: Application, Admission, and Registration Policies

1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see [application form](#) for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.3 Application Fee

A \$100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants. The Physician Assistant Studies and Orthodontics programs charge an additional fee of \$25 and \$50, respectively.

1.1.4 Transcripts

Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment and provisional admission purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of 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.

1.1.5 Transcripts: International

Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal 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.

1.1.6 Transcripts: University of Manitoba

University of Manitoba students are not required to submit University of Manitoba transcripts.

1.1.7 Proficiency in English

A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a secondary school diploma and/or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (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.

Thresholds required for successful completion are indicated in parentheses.

- 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). *The “best score” will not be considered for admission. Only individual test scores will be used to meet the minimum requirements.
- 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 in the Academic Module)
- Academic English Program for University and College Entrance (AEPUCE) (65%)
- ~~Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset)~~
- PTE Academic (61% overall)

Note:

In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplementary regulations for details.

1.1.8 English Language Proficiency Test Exemption List

Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm

1.1.9 Letters of Recommendation

Letters of Recommendation are to be completed via the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.

Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Program webpage at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.10 Admission Tests

Some departments/units require admissions tests, such as the Graduate Record Examination (GRE®) or the Graduate Management Aptitude Test (GMAT™). These requirements are listed in the [supplementary regulations](#) of the particular department/unit, and if required, the scores must be submitted at the time of application.

1.1.11 Entrance Requirements

The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

1.1.12 Eligibility of University of Manitoba Staff Members

A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.

1.2 Registration Procedures

1.2.1 Registration

Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of [GRAD 7500](#), unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.

Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below:

- Undergraduate students must obtain permission from the department/unit Head and course instructor before registering for a graduate course.
- Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course.
- Undergraduate students are not eligible for admission to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class.
- Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students.
- Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program.

On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below:

- No more than 50% of the coursework required in a graduate program may be imported.
- Only courses in which a "C+" grade or higher, or the minimum grade required by the program to which the course would be applied, ~~is achieved~~ are eligible to be considered ~~to be used~~ towards ~~may be applied to~~ meeting the requirements of any graduate program.
- Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program.
- Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., "C+" or higher) may not be repeated should the student later gain admission to a graduate program.
- Courses completed more than seven (7) years prior to the date of awarding a degree may not normally be used for credit towards the degree (see section [4.7.2 Lapse of Credit of Courses](#)).

All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the department/unit, a student may defer registration for up to one (1) term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the department/unit, for up to one (1) year following acceptance.

All programs must be approved by the Head of the major department/unit or designate. Approval to take courses from departments/units outside the major department/unit must be obtained from the outside department/unit.

The approval or denial of admission and registration to two (2) programs rests with the Dean of the Faculty of Graduate Studies in consultation with the department/unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (<http://intranet.umanitoba.ca/student/records/2323.html>).

Where a student does register in two (2) programs, it is important to note that dual registration may affect funding, and that completing a graduate program as a part-time student will affect eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.

1.2.2 Re-Registration

All students must re-register in all Fall, Winter and Summer terms of their program until a degree is obtained. **Failure to re-register will result in the student being discontinued from their graduate program.** A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, Pre-Master's students or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).

The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.

1.2.3 Registration Revisions

For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.

Note: Graduate students are not permitted to withdraw from courses without written permission from their Department/Unit Head on recommendation from their advisor/co-advisor (and/or advisory committee). The notation "Required to Withdraw" may be placed on the academic record of any graduate student who has withdrawn from courses without such approval.

1.2.4 Advisor Student Guidelines (ASG)

All students in thesis/practicum programs, in consultation with their advisor/co-advisor, are required to complete the Advisor Student Guidelines as soon as possible after registration but no later than at the time of submission of the first Progress Report. If a student does not have an advisor/co-advisor at this time, the interim advisor will be required to complete the Advisor Student Guidelines ASG. The Advisor Student Guidelines ASG is to be completed again if there is a change in advisor/co-advisor. The Advisor Student Guidelines ASG form is available through JUMP only.

1.2.5 Western Deans' Agreement

This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions. A list of the participating Universities can be found at <http://wcdgs.ca>.

1.2.5.1 The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.

1.2.5.2 Only degree level courses from recognized post-secondary institutions will be considered; courses that are part of certificate or diploma programs will not be approved.

1.2.5.3 Program fees are always to be paid to the home institution, regardless of coursework taken at another institution. Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.

1.2.5.4 Students will qualify for the fee waiver if they:

- a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the department/unit Head or advisor/co-advisor of a participating Western institution at least one (1) month prior to the start of term, specifying the courses to be taken for credit toward a graduate degree program at their home institution;
- b) are in good standing in a graduate program at the home institution;
- c) do not owe tuition and/or fees at the home institution.

1.2.5.5 Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.

1.2.5.6 Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses.

1.2.5.7 Students must have the Authorization Form approved by the relevant department/unit Head and the Faculty of Graduate Studies at the host institution at least one (1) month prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.

1.2.5.8 Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.

1.2.5.9 Students must send confirmation of registration and notice of any change to the Registrar's Office of the home institution at the time of registration or course change is completed.

1.2.5.10 Students may not claim fee waivers under the terms of this Agreement for a period of more than ~~twelve (12)~~ months in total: three (3) terms.

1.2.5.11 Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at <http://wcdgs.ca/>

1.3 Course Classifications

1.3.1 General Classifications

Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the department/unit Head or designate. Students registering through Aurora Student should add only those courses that are a Major (Standard "S") course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the department/unit.

"X" Auxiliary course: Course is not a major requirement of the program but is required/recommended by the student's advisor/co-advisor.* Extra courses that are not part of the Master's or Ph.D. program but which are specified and required/recommended by the student's advisor/co-advisor, may be classified as "X" (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, "X" course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for "X" coursework by the department/unit. (Please consult the individual department/unit's [supplementary regulations](#).) Additionally, "X" courses are used in the calculation of the GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship [UMGF] and International Graduate Student Scholarship [IGSS] use "X" courses in the calculation of the GPA.) The student's advisor/co-advisor and department/unit Head must determine if there is a valid need for the registration in courses under the "X" classification. A maximum of twelve (12) credit hours under the "X" course classification is permitted while registered in a given program.

"A" Audit course: Course is not taken for credit. No grade is recorded. Additional fees will be assessed.

"O" Occasional course: Course is not a requirement of the program. Additional fees will be assessed.

***Note:**

- Students are not permitted to audit a course and take the same course for credit at a later date.
- Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to [1.2.3 Registration Revision](#) section of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the *Calendar*.

1.3.2 Continuing Courses (CO)

For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s).

In the absence of an assigned mark of "CO", the student may receive a mark of "F" in that term.

Note:

A "CO" will normally not be permitted longer than twelve (12) months. In exceptional circumstances, where a "CO" grade is requested for a second twelve (12) months, at the time the "CO" grade is submitted, the instructor and department/unit Head must also submit the "Recommendation for Continuing Status of a Course" form http://umanitoba.ca/faculties/graduate_studies/media/continuing_status_recommendation.pdf stating the reason for the "CO" and the deadline by which the course must be completed.

1.3.3 Incomplete Courses

Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final

examination if one is scheduled for the course. A "Time Extension for Completion of Term Work" form https://umanitoba.ca/student/records/media/Term_workb.pdf must be completed.

Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.

Normally, the following maximum extensions are allowed:

August 1st for courses terminated in April

December 1st for courses terminated in August

April 1st for courses terminated in December

If a final grade is not reported within one (1) month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. Normally, the student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.

1.3.4 Cross-Listed Courses

Cross-listed courses are defined as courses taught at the same time and in the same location.

The regulations below place limits on the extent to which cross-listed courses may be used to meet graduate program requirements.

1. In order to receive credit for any 7000-level course that is cross-listed with a 3000-~~or~~ 4000-or 5000-level undergraduate course, the 7000-level course ~~it~~ must have a distinct syllabus, and the course content and evaluation methods must be at the graduate-level.
2. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a 1000- or 2000-level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.
3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course.

1.4 Student Status/Categories of Students

1.4.1 Full-Time and Part-Time Students

Graduate students are admitted as full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.

Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Part-Time Status" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies.

Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term.

For every full year (12 months) a Master's student is declared as part time, they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master's student is declared as part time, they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24

months) a Ph.D. student is declared as part time, they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.

1.4.2 Pre-Master's Or Qualifying Students

In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study. The Pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.

1.4.3 Occasional Students

A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the "occasional" category.

Occasional student status is not advised for international students due to study permit limitations. If you are an international student interested in becoming an occasional student, please contact the Graduate Studies admissions office.

Note:

1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program on the "[Recommendation for Advance Credit – Transfer of Credit](http://umanitoba.ca/faculties/graduate_studies/forms/index.html)" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).
2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program.
3. Registration in the occasional student category can be for no more than one (1) academic year (September 1 - August 31) without reapplication.
4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student.

1.4.4 Joint Masters (With the University of Winnipeg)

The University of Manitoba and the University of Winnipeg offer four (4) joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba, Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking Pre-Master's qualifying work for these programs register at the university where the courses are being taken.

1.4.5 Visiting Students

Visiting students are students who are registered at another institution who are taking one (1) or more courses at The University of Manitoba on a Letter of Permission from their home university. Visiting students must submit an online application, along with a \$100.00 (CDN) non-refundable application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.

Note:

1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program.
2. Registration in the visiting student category can be for no more than one (1) academic year (September 1 - August 31) without reapplication.
3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student.

1.5. Student Accessibility

See Student Accessibility

Procedure: http://umanitoba.ca/admin/governance/governing_documents/students/accessibility.html

SECTION 2: Academic Performance – General

2.1 General Note

Students are responsible for ensuring that they meet all degree and program requirements. The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.

Departments/units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units:

- The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s).
- The department/unit must notify the student of the deficiency and of its recommendation.
- If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.

Note:

When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".

A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.

Voluntary withdrawal from a program is only permitted if the student is in good academic standing.

Recommendations of departments/units will supersede student requests for voluntary withdrawal.

2.2 Bona Fide Academic Requirements (BFAR)

The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills. Students must also meet additional requirements that may be specified for their program.

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

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

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining/Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	GRAD 8010	GRAD 8010
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.	GRAD 7300	GRAD 7300
Student must complete coursework as required by their program.		

Individual unit BFARs available at: http://umanitoba.ca/faculties/graduate_studies/admin/bfar.html

2.3 Academic Performance

Student progress shall be reported **at least** annually, (but not to exceed once every four **(4)** months), to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Students who receive ~~Two-two~~ (2) consecutive "in need of improvement" or ~~an-one~~ (1) "unsatisfactory" rating will normally ~~be required to withdraw result in withdrawal of the student~~ from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

2.4 Performance in Coursework

A minimum degree grade point average (DGPA) of 3.0 with no grade below "C+" must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. In the event that a substitute course is used for remediation, the substituted course must be at the same or higher level as the failed course (e.g., at the graduate level for a failed graduate-level course). Each failed course may be repeated or replaced only once, to a maximum of six (6) credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of "C" or less in more than six (6) credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplementary regulations.

Graduate students are not permitted to repeat a previously passed course.

Note:

In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.

Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplementary regulations.

A summary of all actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.

2.5 Mandatory Academic Integrity Course

All students, including those in a Pre-Master's program, are required to register for successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration and successfully complete GRAD 7500 within their first year of admission.

Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program.

Notes:

Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Master's level are not normally required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.

Students on an exceptional/parental/regular leave of absence must register in GRAD 7500 upon return from leave if it has not already been completed.

Visiting and Occasional students are not expected to complete GRAD 7500. For further information see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html.

2.6 Mandatory Research Integrity Online Course

All students, including those in a Pre-Master's program, are required to ~~register~~ complete for GRAD 7300 Research Integrity Online Course (0 credit hours) prior to applying to any ethics boards which are appropriate to the student's research or within the student's first year, whichever comes first.

Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program.

Notes:

Students who successfully complete GRAD 7300 Research Integrity Online Course at the Master's level are not normally required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.

Students on an exceptional/parental/regular leave of absence must register in GRAD 7300 upon return from leave if it has not already been completed.

Visiting and Occasional students are not expected to complete GRAD 7300. For further information see http://umanitoba.ca/research/integrity/research_integrity.html.

2.7 Graduate Focus on Aging Concentration

The Graduate Focus on Aging Concentration is available to any interested student who is enrolled in the Faculty of Graduate Studies and whose graduate work is concentrated in aging. To be eligible, a "Student intention to receive the Graduate Focus on Aging Concentration" form must be submitted to the Faculty of Graduate Studies. Masters or Doctoral students must complete the requirements of the program to which they have been admitted and the requirements of the Graduate Focus on Aging Concentration.

The Graduate Focus on Aging Concentration requirements include:

1. Six (6) credit hours of graduate (7000 level or higher) courses that focus on aging and are approved by the student's Advisory Committee;
2. A thesis/practicum on an aging-related topic;
3. Having at least one Advisory committee member who is officially affiliated with the Centre on Aging as a Research Affiliate; and
4. Participating in the annual Spring Research Symposium of the Centre on Aging at least once as a poster presenter.

Graduate students may be able to attain their 6 credit hours of courses within the existing course requirements of their graduate program. Students must attain a minimum grade of C+ (or higher, if stipulated in the department/unit supplementary regulations), for the required 6 credit hours of aging courses.

Graduate students who are not in a thesis/practicum will be considered on a case-by-case basis.

Student progress in the Graduate Focus on Aging Concentration would normally be discussed with the student's Advisory committee, and progress documented on the "Graduate Focus on Aging Concentration Completion" form which must accompany the Progress Report form submitted to the Faculty of Graduate Studies. The final Graduate Focus on Aging Concentration Completion form must be submitted no later than at least one week prior to the FGS deadline for graduands to submit theses/practica and other reports.

SECTION 3: General Regulations – Pre-Master's

3.1 Admission and Program Requirements

Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a Pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/Units may specify higher or additional criteria. Admission to a Pre-Master's program does not guarantee future admission to a Master's program. As the Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4)-year degree, departments/units should assign to students, as part of their Pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of [GRAD 7500](#), unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.

3.2 Academic Performance

3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.

3.2.2. A minimum degree grade point average of 3.0 with no grade below "C+" must be maintained to continue in a Pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.

3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplementary^{ry} regulations) in courses in which a grade of "C" or less was obtained.

3.2.4. Students deficient in six (6) hours of credit or less with a grade of "C", "D", or "F" in a course or courses may be permitted, if the overall average is "C" or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplementary^{ry} regulations), to repeat the courses, or to take equivalent substitute courses.

Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the Pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.

A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.

If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.

The degree GPA is cumulative in a Pre-Master's program if more than one (1) year is required to complete the course requirements.

A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.

SECTION 4: Master's Degrees General Regulations

4.1 General

Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplementary^{ry} regulations must be approved (as specified by the By-

Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:

- Thesis/practicum-based;
- Course-based;
- Comprehensive Exam;
- Project;
- Accredited Professional.

4.2 Diploma Programs

The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplementary regulations regarding diploma programs.

4.3 Admission

4.3.1 General Criteria

Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:

- Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
 - Canadian institutions empowered by law to grant degrees; or
 - Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.
- Graduates from first-cycle Bologna compliant degrees.
- Students who have completed a Pre-Master's program from:
 - The University of Manitoba; 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.

All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

4.3.2 Pre-Master's Programs

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).

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.

4.4 Program Requirements

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 supplementary regulations. Any single course cannot be used for credit toward more than one program.

4.4.1 Thesis/Practicum Route

A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department/unit's supplementary 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 supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.

4.4.2 Course-based or Comprehensive Examination Route

A minimum of twenty-four (24) credit hours of coursework ~~and comprehensive examination(s) (if applicable)~~ is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of ~~fourty-eight~~ (48) credit hours of coursework is allowed unless a department/unit's supplementary regulations indicate otherwise. A comprehensive examination is required for some course-based programs.

4.4.3 Accredited Professional Route

The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body. Students should check department/unit supplementary regulations regarding this requirement.

4.4.4 Language Requirements

Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.

4.4.5 Advanced Credit

Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit – Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

- Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses).
- No more than 50% of the required coursework for the program can be achieved using advance credit.
- A course may not be used for credit toward more than one (1) degree, diploma, or certificate.
- The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba.
- Courses taken while in the Pre-Masters program may not be used for credit in a Master's program.

Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.

4.4.6 Transfer Credit

Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:

- must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them;
- are considered on an individual basis;
- cannot be used for credit towards another degree;
- ~~may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does~~ may not exceed 50% of the minimum credit hours of coursework required of the student's graduate program at The University of Manitoba.

Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.

4.4.7 Time in Program

The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplementary regulations regarding specific requirements.

The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplementary regulations regarding these specific requirements.

Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) **at least three (3), but no more than four (4), months** prior to expiration of the respective maximum time limit.

A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

4.5 Student's Advisor and Co-Advisor

4.5.1 Student's Advisor

Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:

- hold an appointment in the student's department/unit;
- be a member of the Faculty of Graduate Studies*;
- hold at least a Master's degree or equivalent**;
- be active in research;
- have expertise in a discipline related to the student's program.

*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)

**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.

It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.

In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen. Students must have an advisor through to the end of their program in programs requiring an advisor.

4.5.2 Student's Co-advisor

In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:

- be a member of the Faculty of Graduate Studies*;
- hold a Master's or equivalent**;
- be active in research;
- have expertise in a discipline related to the student's program;

*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)

**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.

The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. If a co-advisor is added mid-way through the student's program, a new Advisor Student Guidelines must be completed.

When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (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.

4.5.3 Student's Advisor/Co-advisor

A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

The 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 Advisor Student Guidelines 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.

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 department/unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary.

All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.

4.6 Advisory Committee

4.6.1 Thesis/Practicum Route

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~~^{their} 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 ~~A~~^{Advisory} ~~C~~^{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.

~~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.~~

The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. If two or more advisory committee members are in a personal relationship, the "Conflict of Interest Disclosure Form" (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.

Additional specifications, if any, regarding the advisory committee are found in the department/unit supplementary^{ry} regulations and students should consult these regulations for specific requirements.

4.6.2 Course-based or Comprehensive Examination Route

Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary^{ry} regulations and students should consult these regulations for specific requirements. ~~If there is an advisory committee and two or more committee members are in a personal relationship, disclosure~~^{the "Conflict of Interest Disclosure Form" (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.}

4.6.3 Accredited professional programs

Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary^{ry} regulations and students should consult these regulations for specific requirements.

If there is an advisory committee and two or more committee members are in a personal relationship, the "Conflict of Interest Disclosure Form" (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.

~~If there is an advisory committee, disclosure is required if two or more committee members are in a personal relationship. See The University of Manitoba policy https://umanitoba.ca/admin/governance/governing_documents/community/248.html.~~

4.7 Courses and Performance

4.7.1 Course or Program Changes

Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.

4.7.2 Lapse of Credit of Courses

Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A ~~D~~department/~~or U~~unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a ~~case-by-case~~ basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.

Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.

In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the ~~d~~Department/~~U~~unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.

4.7.3 Academic Performance

Student progress shall be reported **at least** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Students who receive ~~Two-two~~ (2) consecutive "in need of improvement" or ~~an one (1)~~ "unsatisfactory" rating will normally ~~be required to withdraw result in withdrawal of the student~~ from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

4.7.4 Performance in Coursework

A minimum degree grade point average (DGPA) of 3.0 with no grade below "~~C+~~" must be maintained to continue in the Faculty of Graduate Studies. Departments/~~u~~Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

4.7.5 Performance not related to Coursework

In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplementary~~y~~ regulations and students should consult these supplementary~~y~~ regulations for specific requirements. ~~Unsatisfactory~~~~acceptable~~ performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.

4.8 Academic Requirements for Graduation

All students must:

- maintain a minimum degree grade point average ([DGPA](#)) of 3.0 with no grade below “C+”;
- [complete GRAD 7500](#)
- [complete GRAD 7300](#)
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements.

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.

4.8.1 Thesis/Practicum Route

4.8.1.1 Thesis vs. Practicum

Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.

A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the [thesis research/practicum](#).

The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.

4.8.1.2 Examining Committee

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.

Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplementary 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 examination Committee 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 supplementary regulations for specific requirements. [Graduate students, Post-Doctoral fellows, and Research Assistants or Associates may not serve on graduate student examining committees](#).

If two or more examining committee members are in a personal relationship, the “Conflict of Interest Disclosure Form” (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.

~~Disclosure is required if two or more committee members are in a personal relationship. See The University of Manitoba policy "Conflict of Interest"~~
~~https://umanitoba.ca/admin/governance/governing_documents/community/248.html~~

The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:

- Acceptable, without modification or with minor revision(s); or
- Acceptable, subject to modification and/or revision(s); or
- Not acceptable.

If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.

Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.

4.8.1.3 Oral Examination

For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplementary~~ryl~~ regulations for specific requirements. A student has the right to an examination of the thesis/practicum if ~~he/she/they~~ believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should ~~he/she/they~~ decide to proceed against the department/unit's recommendation.

All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. ~~Only under very exceptional~~~~Under no~~ circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either ~~the~~ University of Manitoba Fort Garry or Bannatyne campus, [Université de Saint-Boniface](#), or the St. Boniface [Hospital Albrechtsen](#) Research Centre ~~regularly~~ during ~~regular~~~~normal~~ business hours.

The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies ~~(or delegate)~~.

The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary~~ryl~~ regulations allow a different language to be used.

Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.

The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.

The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate ~~his/her/their~~ opinion by ~~his/her/their~~ signature. If two (2) or more examiners do not approve the thesis/~~practicum~~, ~~then~~ the student is deemed to have failed the ~~defence~~~~examination~~.

4.8.1.4 Failure

In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.

A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:

- The examining committee reports on the merits of the written thesis/practicum;
- The ~~defence~~oral examination; or
- A combination of both stages.

The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.

4.8.2 Course-based or Comprehensive Examination Route

Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplementary regulations. ~~Students should consult the department/unit supplemental regulations for specific requirements.~~

In those department/units where comprehensive examinations are required, students should consult the department/unit's supplementary regulations for specific requirements.

The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.

4.9 Style and Format

The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see [Appendix 1](#)).

~~4.10 Deadlines for Graduation~~

~~The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright License Declaration uploaded into MSpace); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis), the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.~~

4.10.1 Details for Submission of the Final Copy

Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:

- One digital version submitted as an e-thesis/practicum at the MSspace website: (<http://mspace.lib.umanitoba.ca/xmlui/login>);
- Thesis/Practicum final report;
- Copyright License Declaration form (located within MSspace).

4.10.2 Publication and Circulation of Thesis/Practicum

Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, ~~he/she/they~~ will be required to grant a license of partial

copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.

Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.

The [thesis release form, including the eCopyright Licence Declaration/Infringement Form](#), must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully understood and appreciated.

Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.

Notes:

Patents – Refer to section 6 “[Policy of Withholding Theses Pending Patent Applications](#)” in this Guide.

Restriction of Thesis/Practicum for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.

Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.

4.12 Final Requirements and Deadlines for Graduation

The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright License Declaration uploaded into MSpace); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis), the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.

SECTION 5: Doctor of Philosophy General Regulations

SECTION 5: Doctor of Philosophy General Regulations

The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.

Although general regulations apply to all students, individual department/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion.

5.1 Admission

5.1.1 General criteria

Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.

Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Master's programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some department/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.

5.1.2 Direct Admission from the Bachelor's Honours or equivalent

With special recommendation of the department/unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study).

Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.

5.1.3 Transfer from the Master's to the Ph.D. program

Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within ~~sixteen (16) months or~~ four (4) terms (including Summer term) from the start of the Master's program. ~~Fees paid. The~~ coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.

The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. ~~The following are required when making the request:~~ applicant

must indicate a request for transfer on the online Application for Admission;

- ~~if the transfer is made within one (1) year, no additional application fee will be required.~~

~~The student will be admitted to a 3-year Ph.D. program and will pay a total of three years of program fees, including program fees paid within up to 4 terms in the Master's at the time of transfer. If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the~~

~~transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program).~~ Students are cautioned that such transfers may impact on [the duration of](#) The University of Manitoba Graduate Fellowship ~~duration~~.

~~Students who have previously completed a recognized Master's degree and are initially admitted and registered in a Master's program may transfer to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. The student will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program fees paid within up to 4 terms in the Master's at the time of transfer.~~

~~Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer the recommendation for transfer occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and tuition fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.~~

5.1.4 Provisional Admission to the Ph.D.

Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form (<http://intranet.umanitoba.ca/student/records/2323.html>) in the Master's and Ph.D. program simultaneously.

5.1.5 Students with Disabilities

See Accommodation Policy for Students with Disabilities:

http://umanitoba.ca/admin/governance/governing_documents/students/281.html

5.2 Student's Advisor, Co-advisor and Advisory Committee

5.2.1 Student's Advisor

Every Ph.D. student must have an advisor [throughout their program](#), appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.

The advisor must:

- hold an appointment in the student's department/unit.
- be a member of the Faculty of Graduate Studies*;

- hold a Ph.D. or equivalent**;
- be active in research; and
- have expertise in a discipline related to the student's program.

*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)

**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.

Usually the student and the advisor choose to work together by mutual agreement. In department/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen (18) months after entry into the program before a permanent advisor is chosen.

5.2.2 Student's Co-advisor

In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:

- be a member of the Faculty of Graduate Studies*;
- hold a Ph.D. or equivalent**;
- be active in research; and
- have expertise in a discipline related to the student's program.

*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)

**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.

The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. If a co-advisor is added mid-way through the student's program, a new Advisor Student Guidelines must be completed.

When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (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.

5.2.3 Student's Advisor/Co-advisor

A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

The 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, the interim advisor will be required to complete the Advisor Student Guidelines. If the parties cannot agree on any component(s) of the Advisor Student Guidelines ASG, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. 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.

Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies. It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor/co-advisor if this is appropriate and necessary.

All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.

5.2.4 Advisory Committee

The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during ~~his/her~~their program. The advisory committee must consist of a minimum of three (3) members, all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.

It is expected that ~~A~~advisory ~~C~~committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

~~If two or more advisory committee members are in a personal relationship, the "Conflict of Interest Disclosure Form" (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.~~

~~Disclosure is required if two or more committee members are in a personal relationship. See The University of Manitoba Conflict of Interest https://umanitoba.ca/admin/governance/governing_documents/community/248.html.~~

The advisor/co-advisor is the Chair of the advisory committee.

Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.

5.3 Program of Study

As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:

- information about the minimum or expected time for completion of the degree;
- coursework to be taken along with course classification ("S", "X", "A" or "O");
- any foreign language requirement;
- the research area in which the thesis will be written.

The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.

5.4 Program Requirements

All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplementary^{ry} regulations:

- Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000-level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level must be at the 3000-level or above. ~~For those students who hold a Master's degree, a~~ maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.*
- Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000-level or higher with the balance of the coursework at the 3000-level or higher. ~~For those students who do not hold a Master's degree, a~~ maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.*

*Unless professional accreditation requirements and/or the department/unit's supplementary^{ry} regulations indicate otherwise.

5.4.1 Language Requirements

Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplementary^{ry} regulations regarding this requirement.

5.4.2 Advance Credit

Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "[Recommendation for Advance Credit – Transfer of Courses](http://umanitoba.ca/faculties/graduate_studies/forms/index.html)" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

- Application for advance credit must be made within the first year of the program (see section 5.4.4 Lapse of Credit of Courses)
- No more than 50% of the required coursework for the program can be achieved using advance credit.
- A course may not be used for credit toward more than one degree, diploma or certificate.
- The student must register at the University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at The University of Manitoba. Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.

5.4.3 Transfer Credit

Courses within a program of study may be taken elsewhere and transferred for credit at the University of Manitoba. All such courses:

- must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them;
- are considered on an individual basis;
- cannot be used for credit towards another degree;
- ~~may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not~~ may not exceed 50% of the minimum credit hours of coursework required of the student's graduate program at The University of Manitoba.

Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; (http://umanitoba.ca/student/records/leave_return/710.html) an original transcript, and course equivalency must be provided.

5.4.4 Lapse of Credit of Courses

Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree.

A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.

Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.

In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the department/unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.

5.5 Time Limits

5.5.1 Minimum Time Limit

The minimum time requirement for the program of study for a Ph.D. degree will normally be two (2) years of study beyond the level of the Master's degree, or three (3) years beyond the level of a Bachelor's degree. ~~The student may be permitted to spend one (1) of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of the Faculty of Graduate Studies on the recommendation of the student's advisory committee.~~

5.5.2 Maximum Time Limit

A student's candidature shall lapse if ~~he/she/they~~ fails to complete the degree within six (6) years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program.

Ph.D. students who are declared as part-time will receive an additional four (4) months in time to complete their program for every two (2) years (24 months) they are declared as part time (see [section 1.4.1](#)) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) to the Dean of the Faculty of Graduate Studies **at least three (3), but no more than four (4),** months prior to expiration of the respective maximum time limit.

A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

5.6 Academic Performance

Student progress shall be reported **at least** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Students who receive Two-two (2) consecutive "in need of improvement" or ~~an one (1)~~ "unsatisfactory"

rating will normally ~~be required to withdraw result in withdrawal of the student~~ from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

5.6.1 Performance in Coursework

A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

5.6.2 Performance Not Related to Coursework

Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. ~~Unacceptable-Unsatisfactory~~ performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.

5.7 Academic Requirement for Graduation

All students must:

- maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;
- complete GRAD 7500
- complete GRAD 7300
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements.

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.

~~A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.~~

5.8 Candidacy Examination

The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.

At the time specified by the advisory committee, — normally within the first year after the completion of the Ph.D. program coursework, but in no case later than one year prior to expected graduation, — the student must successfully complete the formal candidacy examination.

The examination is conducted according to a procedure established by the department/unit which is approved and documented in and approved departmental/unit supplementary regulations by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see ~~the department/unit supplementary regulations state for~~ the format and composition of the examination committee for the candidacy examination. The candidacy examination

must be held at either The University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Hospital Albrechtsen Research Centre ~~normally during regular~~ normal business hours.

This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's student's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.

A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.

The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

5.9 Thesis Proposal

Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplementary regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.

5.10 Thesis

An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English unless approved by the department/unit and Faculty of Graduate Studies.

The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).

The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html

5.11 Thesis Examination Procedures

The final examination for the Ph.D. degree proceeds in two (2) stages:

1. Examination of the candidate's thesis by ~~an internal and external examiner~~ the examining committee;
2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.

5.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners

The candidate's advisor ~~/co-advisor (and, if appropriate, co-advisor)~~ is considered to be a single voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the Faculty of Graduate Studies

(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that examining committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee. If two or more examining committee members are in a personal relationship, the "Conflict of Interest Disclosure Form" (https://umanitoba.ca/admin/governance/governing_documents/community/962.html) must be completed and submitted to the Faculty of Graduate Studies. See The University of Manitoba's Conflict of Interest policy: https://umanitoba.ca/admin/governance/governing_documents/community/248.html.

5.11.2 Formation of the Examining Committee - External Examiner

The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of at least three (3) distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and significant Ph.D. student ~~ad~~supervisory/examination experience to serve as the external examiner to the Dean (or designate) of the Faculty of Graduate Studies for approval via the Ph.D. Thesis Submission Portal on JUMP. The recommendations ~~should, if possible, must~~ include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of ~~his/her~~their scholarly publications and research activities and, importantly, their experience with graduate student education/supervision/examination. ~~No Advisors and/or units may make contact with prospective external examiners to obtain this information and determine if they are available to review the thesis should be made with any of the prospective external examiners.~~ If any of the recommended examiners ~~does~~ not meet the ~~following~~ criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.

The external examiner must:

- hold a Ph.D. or equivalent (if outside of North America);
- hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university;
- have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to The University of Manitoba; and
- have a demonstrated record of supervising a significant number of Ph.D. students to completion, and significant recent experience with the supervision ~~and/or~~ examination of Ph.D. students.

The external examiner must not:

- have acted as an external examiner for a student of the same Ph.D. advisor and/or co-advisor within the previous two (2) years;
- have been associated with the candidate at any time or in any significant way in the past five (5) years, present or reasonably foreseeable future (as advisor/co-advisor, colleague, teacher, co-author of published material, family member *etc.*); or
- be associated with the candidate's advisor/co-advisor in any of the following ways:
 - former student within the last ten (10) years;
 - research advisor/co-advisor within the last ten (10) years;
 - research collaborator within the last five (5) years;
 - co-author of published material within the last five (5) years.

The Dean of the Faculty of Graduate Studies or designate will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external examiner. The Dean (or designate) of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until their report has been submitted.

5.11.3 Changes in the Examining Committee

The Dean of the Faculty of Graduate Studies must approve changes in the membership of the examining committee. No changes shall be made in the examining committee after the thesis is submitted to the Faculty of Graduate Studies. ~~Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and the process shall revert to 5.11.1 above.~~

5.11.4 Distribution of the Thesis for Examination

Ph.D. candidates must submit their thesis for distribution electronically through JUMP. Consult this link for pertinent instructions: https://umanitoba.ca/faculties/graduate_studies/thesis/index.html. It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Faculty of Graduate Studies shall attempt to ensure that the thesis is distributed to examiners as soon as possible after the submission of all required documentation. The Faculty of Graduate Studies website (umanitoba.ca/faculties/graduate_studies/deadlines/index.html) should be consulted regarding recommended dates by which theses must be submitted.

Once the thesis has been submitted to the Faculty of Graduate Studies, neither the candidate nor the advisor/co-advisor shall have any communication with the examining committee regarding the thesis. However, should the need arise, the examiners may contact the Dean of the Faculty of Graduate Studies to discuss any issues related to the thesis.

5.11.5 Responsibilities of the Examiners

In general, the examiners are responsible for:

- ensuring that the thesis and the candidate meet recognized scholarly standards for a Ph.D.;
- appraising the underlying assumptions, methodology, findings, and scholarly significance of the findings of the thesis;
- ensuring that the thesis is organized, presents data and uses accepted conventions for addressing the scholarly literature in an acceptable manner;
- evaluating that the candidate has the ability to present their findings orally and demonstrate their scholarship by responding to questions and defending the thesis.

Notes:

1. Any potential breach of academic integrity should be reported to the Dean of the Faculty of Graduate Studies for investigation by the Vice President (Research and International).
2. Submission of previously published, peer-reviewed material in the thesis does not preclude its critical examination, either as a written document being reviewed by examiners or at the thesis defence.

5.11.6 Process

Examination of the Written Thesis

Support of the candidate's advisor/co-advisors, advisory committee, and department/unit is required before the thesis is eligible for examination. Such support must be provided to the Faculty of Graduate Studies through submission by the Department/Unit Head of a completed "Approval to Proceed to Examination" form. By completing the "Approval to Proceed to Examination" form:

- each member of the advisory committee verifies that they have read the complete version of the thesis and have provided the candidate with a detailed review and comments including any necessary revisions;
- the student verifies that they have received feedback from all members of the advisory committee and have taken the feedback into account in preparing the thesis and are ready and willing to have their thesis examined; and

- the department/unit verifies that the student's thesis has been reviewed by all members of the advisory committee and that the department/unit fully supports the thesis proceeding for examination.

The thesis will be eligible for examination if no more than one (1) member of the advisory committee is not in support, the department/unit is in support, and an external examiner has been secured by the Faculty of Graduate Studies.

~~The thesis will be eligible for distribution to examiners only once this form is approved and an external examiner is secured by Faculty of Graduate Studies.~~

The Dean of the Faculty of Graduate Studies will request the examiners to give, within ~~three-four~~ (34) weeks of the distribution of the thesis, a detailed written report of the thesis.

The examiners will be asked to place the thesis into one of the following categories:

1. The thesis represents a distinct contribution to the candidate's field of research and is acceptable as it stands. Minor revisions to content, structure, or writing style may be required. The thesis may proceed to oral examination.
2. The thesis has merit and makes a contribution to the candidate's field; however, there are research-related concerns that have the potential to be addressed in the oral defence. The structure and writing style are acceptable or require only minor revisions. The thesis may proceed to oral examination.
3. The thesis has some merit, but is not acceptable in its current state and requires major revisions to one or more of its core components, such as research content, structure or writing style. The thesis should not proceed to oral examination.
4. The thesis is unacceptable with respect to its core components, such as research content, structure, and writing style. The thesis should not proceed to oral examination.

The candidate's advisor (and, if appropriate, co-advisor) may also wish to submit a report.

If none or one (~~the~~ dissenting voice) of the ~~Internal~~ examiners fails the thesis (i.e. places it in categories 3 or 4 above), then the thesis may still proceed to oral defence if a passing grade is received from the ~~e~~External examiner. If two or more members of the Internal examining committee fail the thesis (i.e. places the thesis in categories 3 or 4 above), then the thesis fails.

If the ~~e~~External examiner passes the thesis (i.e., places the thesis in category 1 or 2 above), then the student can proceed to oral examination so long as not more than 1 of the ~~i~~Internal examiners fails the thesis (i.e., places the thesis in category 3 or 4 above). If the ~~e~~External examiner fails the thesis (i.e., places the thesis in category 3 or 4 above), then the candidate fails the examination.

The awarding of a passing grade by an ~~i~~Internal or ~~e~~External examiner does not preclude them from assigning a failing grade at a subsequent stage in the examination process.

In the event of a first failure, the candidate may, on support of their home department/unit, be allowed to have the thesis evaluated a second time, by the same examining committee. In this case, the ~~d~~Department/~~u~~Unit Head shall convene a meeting of the ~~i~~Internal examiners of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances, this will involve additional scholarly work that the ~~d~~Department/~~u~~Unit Head will describe, in writing, to the advisor/co-advisor, the candidate, and the Dean of the Faculty of Graduate Studies.

Support of the candidate's advisor/co-advisors, examining committee, and department/unit is required before the thesis is eligible for re-examination. Such support must be provided to the Faculty of Graduate Studies through

submission by the ~~d~~Department/~~u~~Unit ~~H~~Head of a new completed "Approval to Proceed to Examination" form, accompanied by a detailed summary of the changes made to improve the thesis. The thesis will be eligible for second distribution only once this is received by Faculty of Graduate Studies.

Two failures at any combination of written review and/or oral examination stage will normally result in the candidate being withdrawn from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

Reports

The Dean of the Faculty of Graduate Studies shall provide electronic copies of all reports to each of the advisor/co-advisor, examiners, and Head of the department/unit. In the event of a failure, hard copies will be sent to each of the advisor/co-advisor, examiners, and Head of the department/unit instead of an electronic copy.

5.12 Oral Examination

5.12.1 Scheduling

Departments/~~u~~Units cannot proceed with scheduling the oral examination prior to receiving the approved ~~i~~internal and ~~e~~External examiners report from the Faculty of Graduate Studies. The oral examination must be held at either The University of Manitoba Fort Garry or Bannatyne campus or the St. Boniface Hospital Albrechtsen Research Centre normally during regular business hours. It is the responsibility of the department/unit to ensure that all room booking arrangements are made and appropriate facilities meet minimum standards expected for a Ph.D. defence. In addition, the candidate must submit, in electronic format biographical information and an abstract of the thesis to the Faculty of Graduate Studies at least two (2) weeks in advance of the date of the oral examination.

5.12.2 Attendance

The Dean of the Faculty of Graduate Studies or designate shall act as Chair of the examination committee.

The attendance of the external examiner in person at the candidate's oral examination is encouraged. If the external examiner will not be present in person, then ~~his/her~~their participation electronically is expected. If the external examiner cannot participate electronically, ~~he/she~~they will be asked to provide questions in advance. These questions will be read to the candidate at the defence by the ~~advisor~~Chair.

All internal members of the examining committee are required to be present at the defence, unless exceptional circumstances prevent this. Under such circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) internal member may participate electronically. Consequently, no more than one (1) ~~i~~internal member and the ~~e~~External examiner may participate electronically.

The candidate and advisor/co-advisor must be present in person for the examination.

Normally, the oral examination shall be open to all members of The University of Manitoba community and the general public. In exceptional cases the final oral examination may be closed; for example, when the results of the thesis research must be kept confidential for a period of time. In such cases, the examination committee and Head of the department/unit shall request prior approval in writing from the Dean of the Faculty of Graduate Studies. If approved, the final oral examination shall be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies or designate.

Regardless of open or closed status, no recording devices will be permitted.

5.12.3 Format of the Examination

The first part of the oral examination shall consist of an oral presentation by the candidate. This is followed by examination of the candidate by the examination committee. If time permits, the Chair, at their discretion, may allow questions from a guest member (if applicable) of the examining committee and then members of the audience.

5.12.4 Procedures for the Conduct of the Examination

The Chair should discuss the examination procedures with the examiners prior to the beginning of the formal examination.

The Chair will introduce the candidate and request him/her to give a concise (20 to 25 minute) oral presentation of the thesis to include a summary of the problem addressed, the results obtained, and the conclusions drawn from the study.

Following the presentation, the Chair will invite questions from each member of the examining committee, taking care to ensure that each examiner has approximately equal time for questions. The total time for questions by the examining committee must not exceed two (2) hours.

The Chair may exercise ~~his/her~~their discretion in allowing questions from the audience following completion of the formal examination. Once assuming the role of Chair, ~~he/she/they~~ foregoes the right to comment on the merits of the thesis regardless of whether ~~or not he/she/they are~~is an expert in the field.

5.12.5 Decision of the Committee

Following completion of the formal examination, the candidate, guest member (if applicable) of the examining committee and audience must leave the examination room. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it. The performance of the candidate at the oral examination may reveal problems of comprehension or explanation, and the examining committee may require revisions be made to the written thesis to address these problems prior to granting final approval.

The judgement of the examiners shall be reported by the Chair to the Faculty of Graduate Studies in the qualitative terms "pass" or "fail" on the "Final Examination of the Ph.D. Thesis" form.

- Pass: the candidate has satisfactorily presented the thesis rationale, methodology, findings, and conclusions to the general satisfaction of the examining committee. Notwithstanding this, stylistic, grammatical, and content revisions to the thesis may be required. Normally, the advisor/co-advisor is charged with ensuring that any revisions are satisfactorily completed. Under some circumstances, the entire examining committee may wish to ensure any required revisions are completed satisfactorily. Regardless, those examiners in agreement must indicate, by their signatures, concurrence with the passing grade.
- Fail: the candidate has failed to adequately orally present the thesis rationale, methodology, findings, and/or conclusions, or to satisfactorily respond to questions posed related to the thesis. Failure may also arise because of defects in conception, methodology, or context. Those examiners in agreement must indicate, by ~~his/her~~their signature, concurrence with the failing grade.

If either the external examiner or two (2) or more internal examiners indicate a failure, then the candidate fails the examination. In this case, the Chair must submit of a copy of the report, including written detailed reasons for the decision, to the candidate, all members of the examining committee, and the Dean of the Faculty of Graduate Studies.

In the case of a first failure of the oral defence, the candidate may, on support of their home department/unit, be allowed to have the thesis evaluated a second time. In this case, the Department/Unit Head shall convene a meeting of the ~~i~~nternal members of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances this will involve additional scholarly work which the Department/Unit Head will describe, in writing, to the advisor/co-advisor, the candidate, and the Dean of the Faculty of Graduate Studies.

Support of the candidate's advisor/co-advisor, advisory committee, and department/unit is required before the thesis is eligible for re-examination. Eligibility for re-examination~~Such support~~ must be provided to the Faculty of Graduate Studies through submission by the Department/Unit Head of a new completed "Approval to Proceed to Examination" form, accompanied by a detailed summary of the changes made to improve the thesis, if any. The thesis will be eligible for second distribution to ~~i~~nternal and ~~e~~External examiners only once this is received by Faculty of Graduate Studies.

Candidates whose thesis is failed twice at the written review and/or oral examination stage will normally be withdrawn from the Faculty of Graduate Studies and the notation on the student record will be “Required to withdraw”.

5.13 Graduation

The candidate will be recommended for the Ph.D. degree upon receipt by the Faculty of Graduate Studies of favourable reports by the thesis examining committee, a corrected copy of the electronic version of the thesis submitted to MSpace, Copyright Declaration License and final approval, and providing all other degree requirements have been satisfied.

Patents – Refer to section 6 “[Policy of Withholding Theses Pending Patent Applications](#)” in this Guide.

Restriction of Theses for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after the submission of the digital version of a thesis to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.

Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University’s MSpace repository.

5.14 Student Withdrawal

A student will be required to withdraw when the Ph.D. thesis has been rejected twice at the stage where:

- a) The internal examining committee reports on the merits of the written thesis;
- b) The external examiner reports on the merits of the written thesis;
- c) The oral examination; or
- d) A combination of any of these stages.

SECTION 6: Policy of Withholding Thesis Pending a Patent Application Content or Manuscript Submission

SECTION 6: Policy of Withholding Thesis Pending Patent Applications Content or Manuscript Submission

In 1970, The University of Manitoba Board of Governors and Senate approved a policy on accepting research grants from outside agencies. This policy defined the right of agencies to defer release of information and thus ensure freedom of publications for research findings of University personnel. Occasionally, the University may also wish to restrict the release of a thesis pending patent application. For additional details, see The University of Manitoba governing document: http://umanitoba.ca/admin/governance/governing_documents/community/235.html

This situation may arise in the two (2) circumstances defined below, both of which are governed by the same set of regulations:

1. Where a research project is known to contain patentable items as defined in the research contract, then it is the responsibility of the advisor/co-advisor to give written information of the restrictions on publication to the

student prior to the start of the thesis research. If the student agrees to carry out the research, then the regulation given below will apply.

2. Where a patentable item is found during the course of research, then the advisor/co-advisor and the student may make application for patent rights through the University Patent Committee, and the following regulation will apply concerning the release of the thesis.

Regulations Concerning Release of a Thesis during Application and Negotiation for Patents

The Dean of the Faculty of Graduate Studies will receive the approved thesis. On written joint request of the advisor/co-advisor and the student, the Dean will retain the thesis for a period up to one (1) year.

Regulations Concerning Release of Thesis Pending Manuscript Submission

The Dean of the Faculty of Graduate Studies will receive the approved thesis/[practicum](#). On written joint request of the advisor/[co-advisor](#) and the student, the Dean will retain the thesis/[practicum](#) for a period up to one (1) year.

In exceptional cases, not covered by the regulation concerning patents, where adequate causes can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate studies restrict access for a period up to one (1) year after submission of the digital version of a thesis/~~or~~ practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.

SECTION 7: Extension of Time to Complete Program of Study

SECTION 7: Extension of Time to Complete Program of Study Content

All requests for extensions will normally be dealt with administratively and reported, in summary form, to the Executive Committee of Graduate Studies for information. The student must complete the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and submit it to their major department/unit for recommendation to the Faculty of Graduate Studies **at least three (3), but no more than four (4), months** prior to expiration of the respective maximum time limit. Requests for an extension are reviewed by the Faculty of Graduate Studies on a ~~case-by-~~case basis.

Requests for extension must be accompanied by a realistic detailed timeline that has been agreed to by the student and advisor/co-advisor and endorsed by the department/unit Head. The extension time requested must closely reflect the time required to complete the program.

The normal time granted for extensions is four (4) to eight (8) months. More than one (1) extension period may be granted, however the total approved for all extensions will not normally exceed one (1) year.

SECTION 8: Leaves of Absence

For International Graduate Students:

To determine how applying for a Leave of Absence may affect your immigration status with Immigration, Refugees and Citizenship Canada, please consult with an International Student Advisor at the International Centre (<http://umanitoba.ca/international/>) prior to completing your "[Leave of Absence](#)" application with your department/unit.

8.1 Regular Leave

A regular leave is intended to allow students to meet responsibilities/plans related to family, travel or employment and circumstances not covered by the parental or exceptional leaves. At the student's request, the Head of the department/unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted a leave of absence for a period of time not to exceed one (1) year. While on a regular leave of absence, a student ~~is not expected to~~must not be actively engaged in their program of study or thesis/~~practicum~~ research work. A student on a regular leave of absence is required to maintain continuous registration. A student on a regular leave of absence will not be assessed program fees, if any are owing, during the period of the leave; however, the appropriate continuing fee will be assessed.* Any program fees deferred as a result of a regular leave will be assessed when the student returns from leave. A regular leave of absence status does not extend time limits to complete program of study as outlined in Faculty of Graduate Studies regulations.

Note: At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated.

***Program Fees:** The continuing fee in effect at the time of the granting of the leave will be levied. However, if the student returns from leave in January, the normal tuition fee will be levied less the continuing fee already paid.

8.2 Exceptional Leave

In exceptional circumstances for medical or compassionate reasons (e.g. the need to care for an ailing family member), at the request of the student, the Head of the department/unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted an exceptional leave of absence for a period of time not to exceed one (1) year. Supplemental documentation ~~should~~must support the requested dates of the leave. Exceptional leaves must correspond with the start and end of (an) academic term(s). While on an exceptional leave of absence, a student is not permitted to be engaged in their program of study or thesis/~~practicum-research~~ work, and would not be required to maintain continuous registration or pay tuition fees. In addition, the leave period would not be included in the time period allowed for the completion of the degree. This leave ~~is~~does not ~~permitted~~intended to cover circumstances related to travel, employment or financial concerns.

Note: At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated.

8.2.1 Fees

Students are not expected to pay fees for the term in which they have been granted an exceptional leave. Upon return from the exceptional leave, students will be assessed fees as determined by the Registrar's Office.

8.3 Parental Leave

A graduate student who is expecting a child or who has primary responsibility for the care of an infant or young child immediately following a birth or adoption of a child is eligible for parental leave. The request for a parental leave should be made through the department/unit, to the Faculty of Graduate Studies for a period of time normally not to exceed one (1) year. Supplemental documentation ~~should~~must be submitted to support the requested dates of the leave. Parental leaves must correspond with the start and end of (an) academic term(s). While on leave of absence for parental reasons, a student ~~is~~must not ~~be actively permitted to be~~ engaged in their program of study or thesis/~~practicum-research~~ work. The leave period is not included in the time period allowed for completion of the degree.

Note: At the time of approval of an application for leave, the procedures for the return of the student to the department/unit at the completion of the leave must be stipulated.

8.3.1 Fees

Students are not expected to pay fees for the term(s) in which they have been granted a parental leave. Upon return from the parental leave, students will be assessed fees as determined by the Registrar's Office.

All applications for Leaves of Absence must be submitted on the "Leave of Absence" form available at: http://umanitoba.ca/faculties/graduate_studies/forms/index.html.

8.4 Awards and Leave of Absence

Students granted an exceptional or a parental leave will retain the full value of a University of Manitoba Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such an award will be suspended at the onset of the leave and reinstated at the termination of the leave period (4 to 12 months) provided that the student returns to full time study at that time.

Note: Other awards will be paid according to the conditions established by the donor or granting agency.

8.5 Graduate Student Vacation Entitlement

Students are entitled to 21 calendar days of vacation over a twelve (12) month period.

- For the purposes of calculating vacation entitlement, the academic year means the period from September 1 to August 31.
- Vacation entitlement will be prorated for the portion of the year in which a student is registered.
- Any vacation time taken during an official closure of the University is not included as part of the 21 calendar day vacation entitlement. In addition, attendance at academic conferences shall not be considered vacation time.
- Student vacation requests should have minimal impact on the student's research, coursework, and other obligations to the University. Any requests provided ahead of time and within these guidelines will not be unreasonably denied.
- Should a conflict arise between a student's vacation request and a supervisor's expectations, the Department/Unit Head (or designate) shall make a final determination.

SECTION 9: Appeals – Procedures and Guidelines

9.1 General

Students who disagree with a decision have access to appeal routes as laid out by various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as by the time ~~restrictions~~ ~~limitations~~ for submission of appeals.

A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of the University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean of the Faculty of Graduate Studies.

Students are referred to the appeals section of the University of Manitoba Governing Documents (http://umanitoba.ca/admin/governance/governing_documents/index.html) for further details.

For students registered in Joint Master's Programs (University of Manitoba and University of Winnipeg), there is a different process for handling academic and disciplinary appeals cases than for University of Manitoba students in regular programs (not Joint Programs). This process is outlined in the Joint Master's Program Governing Documents available at http://umanitoba.ca/faculties/graduate_studies/media/JMP_Regulations2017.pdf.

9.2 Definitions

- “Appellant” – the graduate student appealing a decision affecting the student’s own admission to, academic standing in, awards from or disciplinary action by a department/unit or the Faculty of Graduate Studies;
- “Appeal Panel” – a panel convened from the members of the Faculty of Graduate Studies Appeals Committee by the Executive Committee of the Faculty of Graduate Studies empowered to deal with appeals stemming from decisions of departments/units or the Faculty of Graduate Studies, or individuals designated to make such decisions;
- “Unit” – the department/unit council, or appeal body, whose decision is being appealed. This is understood to include decisions taken by individuals or committees acting in the name of the department/unit and also to the supplementary regulations pertinent to a department/unit’s operation which have been approved by the Faculty of Graduate Studies;
- “Respondent” – a representative of ~~the department/unit or~~ the Faculty of Graduate Studies designated by the ~~department/unit Head/~~Dean of the Faculty of Graduate Studies to represent the ~~department/unit or~~ Faculty of Graduate Studies. In this document, “Respondent” may also refer to a “Co-respondent” invited by the Respondent to represent the department/unit unless otherwise noted.

9.3 Types of Appeal

~~There are s~~Several areas of appeal ~~which are available~~open to appellants:

- admission;
- academic;
- discipline;
- administration (e.g. fee appeals).

In all cases, appeals should be ~~addressed directed~~ to the Dean of the Faculty of Graduate Studies. Appeals of decisions made by the Dean will be referred to an Appeal Panel. A decision of the Faculty of Graduate Studies Appeal Panel is appealable only to the Senate Committee on Appeals or the University Discipline Committee, as appropriate. In all cases, an appellant shall have the option of being registered in, and undertaking the responsibilities of, their program, until such time as they have exhausted the university appeal process or the appellant decides not to appeal further, whichever comes first.

A flow chart of the University of Manitoba Appeals Processes is available at: <http://umanitoba.ca/appeal-procedures-for-students.pdf>

-

9.4 Admission Appeals

Please refer to University of Manitoba Governing Documents: Students: Policy: Admission Appeals Procedures and Guidelines http://umanitoba.ca/admin/governance/governing_documents/students/admission_appeals.html

9.5 Academic Appeals

Academic Appeals are appeals concerning academic decisions made by the department/unit and/or the Faculty of Graduate Studies.

9.5.1 Appeal Considerations ~~Composition~~

The Faculty of Graduate Studies will consider appeals:

- ~~stemming from a decision of a department/unit on academic matters (e.g. first failure of a candidacy examination/failure in a course) only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as is outlined in the department/unit supplementary regulations;~~
- ~~stemming from a decision of the Faculty of Graduate Studies following the recommended action of a department/unit (e.g., qualifying examinations, candidacy examinations, thesis proposals, thesis examinations), only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as outlined in its supplementary regulations;~~
- stemming from a decision of the Faculty of Graduate Studies (e.g. Required to Withdraw) which may follow the recommended action of a department/unit.
- stemming from a negative decision from the Registrar's Office on a final grade or term work grade appeal.

In all cases, appeals should be addressed to the Dean of the Faculty of Graduate Studies.

A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals (see http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html).

Faculty members or students are disqualified from participating on an Appeals Panel if they:

- ~~holds any academic appointment in the department/unit in which the appellant is registered;~~
- ~~is/was a student in the department/unit in which the appellant is registered;~~
- ~~was, as an individual, or as a member of a committee or board, responsible for making the decision being appealed.~~

Note: All members of an Appeal Panel shall participate in all of the deliberations essential for the determination of the matter in dispute. If, in the course of hearing an appeal, a member is not present at the commencement of the hearing or a member cannot continue, the Panel may elect to proceed in the absence of that member. If more than one (1) member is not present at the commencement or cannot continue, the Appeal Panel must adjourn.

9.5.2 Composition of an Appeal Panel Consideration

Faculty members or students are disqualified from participating on an Appeal Panel if they:

- hold any academic appointment in the department/unit in which the appellant is registered;
- are/were a student in the department/unit in which the appellant is registered;
- were, as an individual, or as a member of a committee or board, responsible for making the decision being appealed.

Note: All members of an Appeal Panel shall participate in all of the deliberations essential for the determination of the matter in dispute. If, in the course of hearing an appeal, a member is not present at the commencement of the hearing or a member cannot continue, the Panel may elect to proceed in the absence of that member. If more than one (1) member is not present at the commencement or cannot continue, ~~and~~ the Appeal Panel must adjourn the proceedings.

Appeal Panels will consider appeals:

- ~~stemming from a decision of a department/unit on academic matters (e.g. failure in a course) only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as is outlined in its supplementary regulations;~~
- ~~stemming from a decision of the Faculty of Graduate Studies following the recommended action of a department/unit (e.g., qualifying examinations, candidacy examinations, thesis proposals, thesis examinations), only after they have been dealt with by the appropriate department/unit-level appeal process (if any), as outlined in its supplementary regulations;~~
- ~~stemming from a decision of the Faculty of Graduate Studies.~~

~~In all cases, appeals should be directed to the Dean of the Faculty of Graduate Studies. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals (see http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html).~~

9.5.3 Grounds for an Academic Appeal

~~It shall be the responsibility of the appellant to indicate clearly and specifically the grounds warranting consideration of the appeal.~~

The Appeal Panel shall only consider an appeal if there is ~~some~~ evidence that:

- the department/unit or the Faculty of Graduate Studies failed to follow the rules of natural justice;
- the department/unit or the Faculty of Graduate Studies failed to follow procedures;
- a department/unit or Faculty of Graduate Studies regulation has been unfairly or improperly applied, or has become inapplicable through lapse of time;
- there are documented mitigating circumstances (e.g. medical, compassionate);
- there is apparent conflict between a Senate Regulation, a Faculty of Graduate Studies policy and/or a department/unit regulation.

~~**Note:** It shall be the responsibility of the appellant to indicate clearly and specifically the grounds warranting consideration of the appeal.~~

9.5.4 Academic Appeal Deadlines

9.5.4.1 Appeal of ~~a~~ Faculty of Graduate Studies Decision:

An appeal of action taken by any department/unit, committee, administrator or faculty member within the Faculty of Graduate Studies must be submitted in writing by the appellant to the Dean of the Faculty of Graduate Studies within fifteen (15) working days of the date ~~from the date~~ that the appellant was informed in writing of the action to be appealed.

9.5.4.2 Appeals to Senate:

As per the University of Manitoba Governing Documents: Students: Policy: Appeals Procedures (http://umanitoba.ca/admin/governance/media/Senate_Committee_on_Appeals_Procedures_-_2014_11_05_RF.pdf), appeals to the Senate Committee on Appeals shall be filed with the University Secretary within twenty (20) working days after the mailing of the notice of decision from which the appeal is made.

9.5.5 ~~Faculty of Graduate Studies~~ Academic Appeals Process

9.5.5.1 ~~Documentation~~Submission of Appeal Package

~~The Appellant must submit an appeal package consisting of an appeal form, a letter outlining their appeal, and any relevant supporting documentation to the Faculty of Graduate Studies within the above timeframe. Incomplete appeals may not be considered.~~

Upon receipt of a formal appeal, the Dean of the Faculty of Graduate Studies may, at ~~their his/her~~ discretion, consider the appeal or forward it to an Appeal Panel.

If the Dean considers the appeal, the student shall be informed of the outcome, in writing. ~~Decision letters are issued via email to the appellant's University of Manitoba email address. Hard copies of the letter will be made available upon request.~~

~~9.5.5.2 Faculty of Graduate Studies Appeals Committee~~

The appellant may appeal the Dean's decision to the Faculty of Graduate Studies Appeals Committee, within fifteen (15) working days of the date of the letter of decision.

An Appeal Panel will be struck, and a teleconference meeting set, by the Faculty of Graduate Studies to determine whether the appellant has grounds to proceed to a Hearing. If the Appeals Panel determines that the ~~re-are-no~~ appellant has not substantiated their grounds for appeal, the matter will not proceed to a hearing. The Panel will notify the appellant and the Dean of Graduate Studies of their decision in writing. ~~a Hearing will not take place and the appellant will be notified in writing.~~ If the Appeals Panel determines that the appellant has substantiated their grounds for appeal, the appellant and the Dean of Graduate Studies will be notified and a hearing will be scheduled.

~~If it is determined that the appeal will proceed to a hearing, the Appeal Panel may request either the appellant or the respondent(s) to provide additional information, or of its own volition, call additional witnesses. This should be accompanied by a statement that the parties have a right to be made aware of the Panel's request for information and the results thereof.~~

9.5.5.3 Hearing Procedures

The Faculty of Graduate Studies shall inform the appropriate department/unit head (or designate) of the nature of the appeal and request that ~~they accompany~~he/she the Faculty of Graduate Studies respondent as a co-respondent at the hearing. ~~The co-respondent will be requested to provide a letter responding to the appeal, addressed to the Chair of the Appeal Panel, no later than fifteen (15) business days before the date of the hearing.~~ The respondent(s) will be requested to provide a single letter addressed to the Chair of the Appeals Panel no later than ten (10) working days prior to the hearing ~~in response to the appellant's appeal.~~

The appellant shall be advised by the Dean of the Faculty of Graduate Studies of the right to appear in person or to be represented by ~~the~~ student advocate, a fellow student or other full-time member of the University community not receiving payment for appearing, or working for legal aid. ~~In addition, if~~ the appellant wishes, one (1) member of their immediate family, and a lawyer, may be present, but only as observers ~~(i.e. they cannot who do not participate in the proceedings).~~ The Faculty of Graduate Studies must be notified of any persons ~~to be~~ accompanying the appellant at least ten (10) working days prior to the hearing.

The appellant, respondent(s), and appeal panel shall have the right to call witnesses to appear before the panel. Witnesses are to be made available for questioning only, and will not be privy to the appeal documents or the hearing proceedings in which they are not involved. The appellant must indicate their witness request in their appeal letter. The respondent(s) shall indicate their desire to invite a witness to the Chair of the Appeal Panel no later than five (5) business days after receiving notice that the appeal will proceed to a hearing. It is the responsibility of the party calling witnesses to ensure that the witnesses are informed of the date and time of the hearing.

All documentation that the Appeal Panel will consider shall be made available through the Faculty of Graduate Studies to both the appellant and the respondent(s) at least one (1) week in advance of the hearing with notification of the specific time and location of the hearing. **No additional materials should be presented at the time of the hearing.** In the case where a request is made to submit additional materials, the Chair may postpone the hearing and allow no more than ten (10) working days for the other party to respond to the new materials.

9.5.5.2 Hearing

~~The appellant and respondent shall have the right to appear before the Appeal Panel and to call witnesses that he/she wishes to appear before the panel. It is the responsibility of the party calling witnesses to ensure that the witnesses are informed of the date and time of the hearing. The Dean of the Faculty of Graduate Studies shall be notified not less than four (4) working days prior to the hearing of the names of all witnesses that are to be called and shall inform the other party.~~

~~The appellant shall be advised by the Dean of the Faculty of Graduate Studies of the right to appear in person or to be represented by the student advocate, a fellow student or other full-time member of the University community not receiving payment for appearing, or working for legal aid.~~

In addition, if the appellant wishes, one (1) member of their immediate family, and a lawyer, may be present, but only as observers who do not participate. The Dean of the Faculty of Graduate Studies must be notified of any persons to be accompanying the appellant at least four (4) working days prior to the hearing.

Hearings shall be held in closed session unless at least one (1) party requests an open hearing and all parties ~~to involved in the proceedings~~^{the appeal} agree to the request. During the hearing, the appellant or the respondent(s) may request a change in the open or closed nature of the hearing, at which time the Appeal Panel shall determine its procedures.

~~As the first item of business in dealing with any appeal, the Appeal Panel shall convene (in closed session) to consider whether:~~

- ~~• the Hearing should be an open or closed session;~~
- ~~• whether there are sufficient grounds to proceed with the Hearing;~~
- ~~• whether the Panel has jurisdiction to determine the matter at hand.~~

If necessary, the Appeal Panel may hear submissions from either party on any of these points. Normally, the appellant and the respondent will be present during the presentation of the other's case.

~~When an Appeal Panel determines that there are insufficient grounds or that it lacks the jurisdiction to proceed with an appeal hearing, it shall report its reasons to the Dean of the Faculty of Graduate Studies.~~

The Appeal Panel shall convene prior to the arrival of the appellant (and/or representative) and the respondent(s) to discuss the order of proceedings and questions raised by the appeal documents.

The order of proceedings is as follows:

- The appellant and/or representative will be invited to make an opening statement, followed by rounds of questioning by the Panel and then the respondent;
- The respondent will be invited to make an opening statement, followed by rounds of questioning by the Panel and then the appellant and/or representative;
- The Panel will have the opportunity to ask further questions of all parties;
- If applicable, witnesses will be called upon to enter the room individually. The Panel, appellant and/or representative and respondent(s) All parties will have the opportunity to ask questions;
- The appellant and/or representative and respondent will make closing statements. No new information is permitted to be presented at this time.;
- The Panel will deliberate *in camera* (i.e. closed session).

~~Both the appellant (and/or representative) and respondent(s) (and/or representative) will be invited to make opening statements, including calling any witnesses. These statements will be subject to questioning by members of the Appeal Panel and cross-examination by the other party. Both the appellant (and/or representative) and respondent(s) (and/or representative) will be invited to make closing statements at which point no new information may be introduced.~~

~~The Appeal Panel may request either the appellant or the respondent(s) to provide additional information, or of its own volition call additional witnesses, before reaching a decision. This should be accompanied by a statement that the parties have a right to be made aware of the Panel's request for information and the results thereof.~~

All parts of the meeting required by the Appeal Panel to deliberate or determine ~~the disposition~~^{resolution} of the appeal shall be held in camera. Such deliberations shall take into account all documentation provided by the appellant and respondent(s), as well as all testimonies heard during the hearing.

9.5.5.43 Disposition

The Chair of the Appeal Panel shall inform the Dean of the Faculty of Graduate Studies in writing of the disposition of the appeal, the reasons for the decision, and any actions that may result. The Dean of the Faculty of Graduate Studies shall, in turn, inform the appellant, ~~their and their representative~~, and the department/unit in writing of the

disposition of the appeal, the reasons for the decision and any actions that may result. The appellant shall be informed of their his/her further right of appeal to the Senate Committee on Appeals ~~should be acknowledged, along with including any~~ relevant time limits. The Dean of the Faculty of Graduate Studies may inform the department/unit of any recommendations brought forward by the Appeal Panel.

9.6 Discipline Appeals

The specific jurisdiction of each of the Disciplinary Authorities is outlined in:

Table 1: Jurisdiction of Disciplinary Authorities for Student Academic Misconduct

Table 2: Jurisdiction of Disciplinary Authorities for Student Non-Academic Misconduct

Table 3: Disciplinary Actions and Disciplinary Authorities

(http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html)

If the appeal is from a decision of the Dean of the Faculty of Graduate Studies, the appeal statement shall be delivered to the Dean of the Faculty of Graduate Studies on behalf of the Local Discipline Committee (also commonly referred to as the "L.D.C.")

If the appeal is from a decision of the L.D.C., the official statement shall be delivered to the Secretary of the University Discipline Committee (U.D.C.) with a copy to the Dean of the Faculty of Graduate Studies.

9.6.1 Discipline Appeal Deadlines

If a student wishes to appeal a decision, the notice of appeal must be delivered in writing to the appropriate person(s) within ten (10) working days of the student being notified of the decision the student intends to appeal.

9.6.2 Appeal of Disciplinary Action

When the appeal is against a disciplinary decision made by the Faculty of Graduate Studies, the appeal routes and procedures as outlined in the following shall prevail: Student Discipline Appeal Procedure (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html)

The student shall clearly indicate in the notice of appeal whether they are appealing the decision on:

- (a) the finding of facts;
- (b) the disposition determined by the disciplinary authority; or
- (c) both (a) and (b).

9.7 Fee Appeals

Please refer to the Registrar's Office webpage on fee appeals: <http://umanitoba.ca/student/records/fees/830.htm>. To initiate the Fee Appeal procedure, the student completes a Fee Appeal form, available online or in the Registrar's Office, 400 University Centre.

9.8 Term Work Appeals

Students are encouraged to discuss matters relating to grading of term work with their instructor in the first instance. Further appeals of grades on academic term work shall be directed, by the appellant, to the department/unit responsible for the course within ten (10) working days after the grades for term work have been communicated to students. Following receipt of the appropriate appeal form and evidence of payment of the refundable appeal fee, the department/unit shall consider the appeal and provide a decision within fifteen (15) working days. Please refer to <http://umanitoba.ca/student/records/grades/690.html>.

9.9 Final Grade Appeals

Please refer to the Registrar's Office webpage on grade appeals: http://umanitoba.ca/student/records/exams_grades_hub.html. To initiate the Grade Appeal procedure, the student completes a Grade Appeal form, available online or in the Registrar's Office, 400 University Centre.

9.10 Assistance with Appeals

The Office of Student Advocacy, 520 University Centre, <http://umanitoba.ca/student/advocacy/>, provides information and assistance to students regarding all appeal processes. It is strongly recommended that students contact the Office of Student Advocacy to assist them with any appeal they are considering.

APPENDIX 1: Thesis/Practicum Types

APPENDIX 1: Thesis/Practicum Types

A student/candidate may present a thesis/practicum in one of two acceptable formats:

- Regular style
- Manuscript/grouped manuscript style

The type of thesis/practicum must be approved by the advisory committee and comply with all regulations of the Faculty of Graduate Studies and any supplementary regulations of the department/unit.

1.0 Regular Style

1.1 Prefatory Pages

1.1.1 Title Page

The title page should contain the following information:

- the title of the thesis/practicum
- the name of the University
- the degree for which the thesis/practicum is submitted
- the name of the department/unit
- the full name of the author
- the copyright notation ©

The title must be a meaningful description of the content of the research. The author's name should be in full, identical to the name under which they are registered and be consistent on all other documents. A sample title page can be found at: http://umanitoba.ca/faculties/graduate_studies/media/ThesisSampleTitlePage.pdf.

1.1.2 Abstract

The abstract is expected to provide a concise, accurate account of the thesis/practicum. Abstract maximum length is 350 words. An abstract should contain a statement of the problem, methods, results, and conclusions.

1.1.3 Acknowledgements

The content of this single page is left to the discretion of the author. For example, the page may make reference to the student/candidate's advisor/co-advisor and advisory committee, to other individuals who have provided invaluable assistance to the development of the thesis/practicum, and to sources of financial assistance, or other support.

1.1.4 Dedication

A single page pertaining to a dedication is allowed.

1.1.5 Table of Contents

This must list and provide page references to all elements of the thesis/practicum. The numbering and formatting must be identical to the way the material appears in the text. Page numbers should be right justified.

1.1.6 List of Tables

This should immediately follow the Table of Contents and be of the same format. The list must include the number, name and page number of each table.

1.1.7 List of Figures

This should immediately follow the List of Tables and be of the same format as the Table of Contents. The list must include the number, name and page number of each figure.

1.1.8 List of Copyrighted Material

On occasion students/candidates include images, figures, photos and other materials from copyrighted sources. Written permission from the copyright holder is required. This should follow the List of ~~Tables-Figures~~ and follow the same format as the Table of Contents. For further information on copyright see: http://umanitoba.ca/faculties/graduate_studies/thesis/copyright_permission.html.

1.2 Format

1.2.1 Styles

The thesis/practicum should be written in a standard style manual that has been recommended by the [department/unit](#). Manuals recommended by the Faculty of Graduate Studies include but are not limited to:

- American Psychological Association, Publication Manual of the American Psychological Association
- Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations
- The Modern Language Association of America, MLA Handbook for Writers of Research Papers
- University of Chicago Press, The Chicago Manual of Style

Students should always use the latest edition available. If there is a conflict between the instructions in this [guide booklet](#) and the style manual chosen, the former should be followed.

1.2.2 Spelling

Canadian, British or American spelling is acceptable, but one style must be used consistently throughout the document.

1.2.3 Format

~~Double~~One-and-a-half (1.5) space all text material; footnotes and long quotations may be single spaced. The entire thesis/practicum must be in the same text font, style, and size. Font size should be no less than 12 pt. Times Roman. Full justification of the text is not required.

1.2.4 Margins

It is imperative that the specified margins be observed throughout the thesis/practicum. Leave at least a one inch (1.0") margin from the top, bottom, left, and right hand edges of the paper. These margins apply to all material, including appendices, diagrams, maps, photographs, charts, tables, etc.

1.2.5 Page Numbers

Each page in the thesis/practicum must be numbered consecutively. Illustrative pages and appendices must also be numbered. Roman numerals should be used for the prefatory pages. The remaining pages of the thesis/practicum, beginning with the introduction (Chapter One) should be numbered consecutively in Arabic numerals.

1.3 Footnotes, References and Appendices

Instructions in the style manual recommended by the department/unit should be followed. Regardless of which style manual is used, format selected must be consistent [throughout the document](#).

1.4 Figures, Illustrations, Photographs and Design Drawings

1.4.1 Illustrative Material

All illustrative material must be consistent throughout the thesis/practicum. All figures, illustrations, photographs and drawings must be numbered consecutively in Arabic numerals and accompanied with a title. The material should appear as soon as possible after as it is mentioned in the text. All original materials should be of high quality, with sharp and clear images.

1.4.2 Layout of Tables and Figures

Each table and figure must have a number and title. The number and title should appear at the top [or bottom](#) of the table or figure [as per style](#). The title of the table or figure should be as short as possible and indicate the major focus of the material within the table or figure.

1.5 Additional Materials

1.5.1 Consent and Access to Information Forms

Sample copies of consent forms that were used to obtain consent from participants to take part in the information gathering procedures for the thesis/practicum must be included in an Appendix. Any personal information [including signatures](#) must be omitted from the submitted form [to meet F.I.P.P.A. regulations](#).

In some cases, approval from an agency, institution or corporation may have been required before the information gathering procedures could proceed. The original approval form for access should be retained by the student with a copy provided to the Faculty of Graduate Studies upon completion of the thesis/practicum.

1.5.2 Use of Copyrighted Material

If the thesis/practicum includes copyrighted material (images or more than a reasonable extract (according to the Copyright Act) of another person's work), permission must be obtained from the copyright holder. A "Sample Permission Letter" is available on the Copyright Office website (http://umanitoba.ca/copyright/copyright_basics.html).

In some cases, copyright holders prefer to use their own permission forms and/or will provide their permission electronically. Both of these are acceptable by the Faculty of Graduate Studies.

Note that obtaining permission may take a considerable amount of time and this must be taken into consideration when meeting a thesis/practicum submission deadline. A reference to written permission having been obtained must be included under the image or text. The reference should also include the date the permission was granted, and the name/title of the copyright holder(s). The original form(s) signed by the copyright holders should be retained by the student with a copy provided to the Faculty of Graduate Studies at the completion of the thesis/practicum.

The thesis/practicum cannot be accepted by the Faculty of Graduate Studies if permission has not been obtained. It is important that the student and their advisor(s) ensure that the permission has been granted. In some cases, the copyright holder cannot be located or the cost is prohibitive to using the text or image. In these situations, the text or image may have to be omitted from the thesis/practicum.

Subsequently, information on where the reader can locate the image or text should be included, such as the URL, title of book/journal, volume and issue number, page number, publisher, and date of publication. A description of the purpose or significance of the text or image should be provided.

For further information on copyright see: http://umanitoba.ca/admin/vp_admin/ofp/copyright/index.html

2.0 Manuscript/Grouped Manuscript Style

A thesis/practicum may comprise a paper, or collection of papers, which are, or are about to be, published. The number of papers that comprise this style of thesis/practicum will be determined between the student and the advisory committee. The formatting of the thesis/practicum must be consistent throughout the thesis/practicum and the thesis/practicum cannot merely consist of several papers or articles bound within the one document.

Publication, or acceptance for publication, of research results prior to the presentation of the thesis/practicum does not supersede the evaluation of the work by the examination committee (*i.e.* does not guarantee that the thesis/practicum will be found acceptable). Examiners may specify revisions regardless of the publication status.

The thesis/practicum must follow the same prefatory information (1.1), spelling, formatting margin requirements, page numbering (1.2), footnotes and appendices (1.3), figures, illustrations, photographs and drawings (1.4), and any additional material (1.5) as those outlined above.

There must be an introductory chapter to the entire thesis/practicum that includes its own bibliography. The collection of papers or articles must contribute toward the overall theme that represents the thesis/practicum work, and must be smoothly integrated into the flow of the thesis/practicum to produce a unified document. This may require changes or additions to, and re-writing of, any work that has been previously published.

The thesis/practicum must contain connecting text between the different chapters providing logical links to allow the integration of the information. **These connecting sections are mandatory.** Not including these sections may compromise the ability of the examiners to evaluate the thesis/practicum and accordingly, there may be subsequent **potential** consequences.

The thesis/practicum must contain a concluding chapter that includes a discussion on how the thesis/practicum, with its findings, provides a distinct contribution to knowledge in the research area.

In the case of multi-authored papers, the nature and extent of the student/candidate's contribution, and those of the other authors, must be explicitly specified in a section entitled "Contributions of Authors" in the "Preface" of the thesis/practicum. The advisor/co-advisor, by signing the thesis/practicum submission form, attests to the accuracy of these statements and will be asked to reaffirm these statements at the oral defence in the case of a doctoral thesis.

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 Community Health Sciences.

Observations

1. The **Dept. of Community Health Sciences** proposes the permanent cessation of its Diploma in Population Health program (DipPH). There are currently no students enrolled in the program. The Master's programs offered by the Dept. serve their needs and students better than the Diploma. The closure stems from a recommendation from the unit's most recent graduate program review. Dr. Brian Postl, Dean and Vice-Provost, Rady Faculty of Health Sciences, supports the closure of the DipPH.

Recommendations

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

Dept. of Community Health Sciences

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak



DEPARTMENT OF COMMUNITY HEALTH SCIENCES
MAX RADY COLLEGE OF MEDICINE, RADY FACULTY OF HEALTH SCIENCES

S113-750 Bannatyne Avenue
Winnipeg, Manitoba
Tel: (204) 789-3434
Fax: (204) 789-3905
Email: Stephen.Moses@umanitoba.ca

September 23, 2019

To: Dr. Louise Simard, Acting Vice-Provost (Graduate Education) & Dean, Faculty of
Graduate Studies

From: Dr. Stephen Moses, Department Head, Community Health Sciences (CHS)

Re: Request to discontinue the Diploma in Population Health Program

Preamble

On March 14-15, 2017, a Cycle 2 Graduate Program Review was conducted in the Department of Community Health Sciences (CHS), with a site visit by an External Review Team. Their assessment report was received by the Faculty of Graduate Studies (FGS) on May 4, 2017. On June 26, 2017, CHS submitted its unit level response, and Dean Postl provided his comments on August 21, 2017. A subsequent meeting was held between Dr. Hope Anderson, Dr. Driedger and myself on October 17, 2017 to discuss the outcome of the Cycle 2 review. We received a copy of FGS's response to our Cycle 2 review on November 9, 2017. We submitted updates on CHS progress in addressing the Cycle 2 Graduate Program Review on October 15, 2018. We continue to advance changes in our graduate program in light of the Cycle 2 review recommendations.

Purpose

The purpose of this memo is to formally request a suspension to the Diploma in Population Health program. One of the recommendations in the Cycle 2 External Review was that the Department needs to consider if the Diploma in Population Health program should be repurposed for added value or deleted.

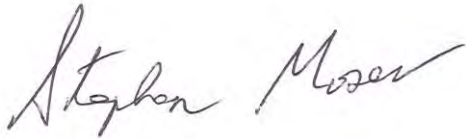
To address this recommendation, the Department struck a sub-committee to review the Diploma program with the aim to provide the Graduate Program Committee with some recommendations for review and consideration. This sub-Committee consisted of two full time CHS unit members (Dr. Alyson Mahar, Ms Chelsea Jalloh) and a student representative (Mr. Jaden Brandt, a recent graduate from the Diploma program). In May 2019, a report from this sub-committee was presented to Departmental Council and referred to the Department's Graduate Studies Committee to consider formal recommendations with respect to this program to bring forward to Department Council for final approval. A motion to suspend applications to this program was made, and approved at the May 2019 Departmental Council meeting.

The timing for this request was optimal as we no longer had any students in the program, and no applications for graduate admissions reviewed from the January 2019 intake identified any suitable candidates to recommend for admission. There are no budgetary impacts on this cessation request, as the courses offered in the Diploma program comprise existing content still offered across our other graduate degree programs.

A motion to formally support discontinuation of the Diploma in Population Health Program was therefore passed by CHS Departmental Council at its meeting on September 6, 2019. Additional details regarding this request have been included in the Government of Manitoba Education and Training Permanent Cessation of a Program of Study.

Should you require any additional information, please do not hesitate to contact me.

Yours sincerely,

A handwritten signature in black ink, reading "Stephen Moses". The signature is fluid and cursive, with the first name "Stephen" and the last name "Moses" clearly distinguishable.

Stephen Moses, MD, MPH
Professor and Head, Department of Community Health Sciences



OFFICE OF THE DEAN

MAX RADY COLLEGE OF MEDICINE, RADY FACULTY OF HEALTH SCIENCES

A101B Chown Building
753 McDermot Avenue
Winnipeg, Manitoba
Winnipeg MB R3E 0T6
Tel: (204) 789-3485

September 26, 2019

To: Dr. Louise Simard, Acting Vice-Provost (Graduate Education) & Dean, Faculty of
Graduate Studies

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

Re: Request to discontinue the Diploma in Population Health Program

The purpose of this memo is to formally support the closure of the Diploma in Population Health program, which is currently offered by the Department of Community Health Sciences. This is in follow-up to one of the recommendations in the 2017 Cycle 2 External Review of the graduate program in the Department of Community Health Sciences.

A motion to formally support the closure of the Diploma in Population Health Program was passed by CHS Departmental Council at its meeting on September 6, 2019. Additional details regarding this request are included in the Government of Manitoba Education and Training Temporary Cessation of a Program of Study.

Should you require any additional information, please do not hesitate to contact me.

PERMANENT CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

UM INTERNAL REQUIREMENTS

1. Please complete the application below and submit one (1) electronic copy (.pdf format) each to the Vice-Provost (Integrated Planning & Academic Programs) and the Office of the University Secretary, along with the following supplemental documentation:
 - a. A cover letter justifying and summarizing the rationale behind the request for permanent cessation.
 - b. Letters of support from external stakeholders that were consulted as part of this proposal, if applicable.
 - c. Course Deletion forms, where applicable. To access the course deletion forms, please visit:
 - Undergraduate Courses: <http://umanitoba.ca/admin/governance/forms/index.html>
 - Graduate courses: http://umanitoba.ca/faculties/graduate_studies/admin/course_delete.htm
2. Please refer to the policy, Submission of Course, Curriculum and Program changes for further information. http://umanitoba.ca/admin/governance/governing_documents/academic/356.html
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.


UNIVERSITY
OF MANITOBA
SECTION A – PROPOSAL DETAILSInstitution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: Department of Community Health Sciences, Max Rady College of Medicine, Rady Faculty of Health Sciences

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

N/A

Program name:

Credential awarded:

Proposed start date for permanent cessation:

Institutional Program Code(s) (PSIS reporting number):

Office Use Only

One-time funding:

On-going funding:

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

The Diploma in Population Health (DipPH) program is course-based and aims to provide health care professionals, clinicians and managers in provincial and regional health authorities with core knowledge and skills in population health sciences, including epidemiology and biostatistics. Graduates will become more effective in their own institutions, and better-informed consumers of health research data.

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

A full time student would be expected to complete the DipPH in one year. The program is course- based, with 18 credit hours of 7000 level graduate courses required. There is no practicum or thesis component, nor is there any final written or oral examination to meet degree requirements.

B-3 Provide a description of the intended outcomes of the program being permanently ceased:

The Diploma program was created in 2000. The intended outcomes of the program were designed to provide health professionals, clinicians and managers in Winnipeg and in Manitoba with an ability to obtain upgraded training in key areas of population health sciences, including epidemiology and biostatistics to enable them to be better-informed consumers of health research data. The Diploma program was created prior to the development of our Masters of Public Health(MPH) program, which was introduced in 2006. The MPH program meets and exceeds all intended outcomes of the Diploma program and still targets the same intended audience.

B-3.1 - Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

The Diploma program was intended to provide working health professionals with the opportunity to gain new or more advanced research training than their previous university level degree may have offered. It was designed for working professionals to take this knowledge back into their paid-working environment in order to better serve the health care needs of Manitobans through the application of evidence-informed research and evaluation, in whatever capacity that application might take for that particular work environment.

B-3.1 - Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to.

The Diploma program was intended to provide an opportunity for working professionals to upgrade their knowledge and advance their prior training. Other programs in Community Health Sciences, namely the MPH program, continues to meet this need.

B-4 Describe the mode of delivery for this program:

The mode of delivery for the DipPH is course-based, and there are no online course options. Everything is delivered on-site, with the majority of courses only available in the day-time working hours.

The DipPH program requires completion of eighteen (18) credit-hours from 7000-level courses.

Three (3) core DipPH courses:

- CHSC 7820 Biostatistics for Community Health Sciences**, OR
- CHSC 7810 Biostatistics for Health and Human Sciences
- CHSC 7520 Principles of Epidemiology
- CHSC 7320 Organization and Financing of the Canadian Health Care System

One concepts course (select 1 of 2)

- CHSC 7500 Core Concepts in Public Health, OR
- CHSC 7860 Methods and Concepts for Community Health Sciences

Two (2) elective courses (any other 2 courses offered at the 7000 level)

SECTION C – INFORMATION REGARDING PERMANENT CESSATION DEVELOPMENT PHASE

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

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

Purpose: The Diploma in Population Health Program was introduced in the year 2000 to provide locally based health care professionals or managers with core knowledge and skills in population health sciences. The target audience for the Dip PH was someone who is already working “in the field”, but where they might want to have opportunities to upgrade their knowledge and skills. Importantly, the Dip PH was created prior to the development of the Masters of Public Health (MPH) program (which was introduced in 2006).

Enrollment: From the time of its inception, the DipPH was not heavily subscribed, where enrolment was typically one per year or less. This was expected given the nature of the target audience (i.e. people working in the health sector in Winnipeg). Over the past 10 years, there have been 14 students enrolled in the program: 8 graduated with a DipPH, 4 transferred to another degree program within CHS. As of February 2019, there are no students currently enrolled in the program (the last student graduated in February 2019 with a DipPH in CHS and a MSc from Pharmacy). Moreover, in the last 2-3 years, we have seen an increase in applications for the DipPH, but NOT from applicants that meet the intended local target audience. Almost all recent applications are from international students, often with less-competitive GPAs (even though some may meet the FGS minimum of 3.0) and/or meet only minimum requirements for IELTS (International English Language Testing System). Moreover, international student applicants to the DipPH are typically less competitive relative to international student applicants to our other degree programs.

At the same time as we have seen an increase in applications for admissions to the DipPH, we have also experienced an increase in admissions applications for our MPH, our MSc, and PhD programs. Given that we have some core-courses that cross-cut each of these degree programs, it has added enrollment pressures for these courses. In light of these course pressures, and not wanting to sacrifice positive student experiences in the graduate program, we prioritize highly competitive students seeking a thesis (MSc or PhD) or practicum (MPH) based program for admission, particularly given that the DipPH is not attracting applications from the intended audience.

Rationale for closure: In the last external Cycle 2 Graduate Program Review of Community Health Sciences (March 14-15, 2017), external reviewers questioned the value of the DipPH and specifically recommended that the Department needed to consider if the DipPH should be repurposed for added value or discontinued. In the Departmental response to this external review recommendation, and subsequent discussions with FGS (Associate Dean Hope Anderson, and later Louise Simard, and Vice-Dean for the Rady Faculty of Health Sciences Hope Anderson) and our College/Faculty (Brian Postl, Dean, Max Rady College of Medicine and Rady Faculty of Health Sciences Vice-Provost), the Department struck a sub-committee to look into the DipPH program (in May 2018). This sub-committee submitted their report to Departmental Council on May 2, 2019. The Graduate Program Committee was tasked with responding to this report with the intent of providing options for Departmental Council decisions with regards to the fate of the DipPH program. At the September 6, 2019 Departmental Council, a formal motion to permanently close the DipPH program was passed. This motion was developed from deliberations held within the Graduate Program Committee (May 17, 2019), and also endorsed by the Department's Executive Council (June 5, 2019). The reasons provided for the permanent closure of the DipPH were as follows:

- The Dip program was created before the MPH program was in place.
- With the exception of one course, there are no evening course offerings, and there are no online course offerings. This is something that could be of value across all of our programs, but not something that will be changed quickly.
- The MPH program (introduced after the Diploma program was in place) provides a degree option of greater value to the target market that CHS had in mind when it created the Diploma program in the first place – people working in the health sector in Winnipeg.

C-2 If applicable, describe any program reviews, evaluations, or other program review processes that occurred during the temporary cessation of this program:

Following receipt of the Cycle 2 Graduate Program Review report on May 4, 2017 (which questioned the value of the DipPH, recommending that it either be discontinued or greatly modified), and subsequent responses from different levels within the University of Manitoba, a sub-committee was struck in May 2019 with the purpose to better understand the following questions:

- What was the original purpose of the Dip PH program? What is the current purpose?
- Who is the target audience of the program?
- Who applies for the program?
- How much does the program cost?

The sub-committee consisted of two full-time members of CHS (Dr. Alyson Mahar, Ms Chelsea Jalloh) and a student representative and recent graduate of the DipPH program (Mr. Jaden Brandt). The sub-committee met four times throughout 2018.

Several modes of review were carried out.

1. The sub-committee gleaned answers to these initial questions from the Graduate Program Director (Dr. Michelle Driedger) and the Graduate Program Assistant (Ms Theresa Kennedy), as well as what was contained on our website.
2. To supplement this initial information gathering process, an environmental scan of other Canadian Universities was conducted, examining those who listed similar diploma programs on their websites. Ultimately, of those

institutions still offering a Diploma/certificate style program, either were not accepting applications at this time or offered a program that was geared more towards providing the necessary skills and certification for public health inspectors (which the DipPH was never intended to do).

3. An electronic survey was distributed through CHS student council. The survey was sent out 2 times via the CHS student council group to roughly 80 graduate students across all CHS graduate programs. Of the 14 responses received, 12 students were aware of the program, 10 thought the DipPH was “somewhat valuable to future employers” and 2 identified the DipPH as “very valuable to employers”. Respondents expressed that the DipPH program was most applicable to part-time students, and that the DipPH credential might be less desirable in academia than in the workforce.
4. Faculty members within CHS were invited to participate in an interview, of which 8 faculty members participated. The topics covered in the interview were: a faculty member’s involvement in the program/relationship with the program; what they see as the purpose of the program (both historically and currently); what they see as the audience for the program (both historically and currently); and last, the strengths, limitations and recommendations for the program. Key findings from these interviews are summarized below:
 - a. Two faculty did not know the Dip PH program existed; others characterized it as “no value added” to the department, but a few indicated that it did not require a lot of resources to keep going because it relied on the use of existing courses available across the other 3 graduate programs in the Department (MPH, MSc and PhD).
 - b. If the Dip PH program were to continue, most faculty who participated in the interviews recommended a needs assessment to determine the target audience, the perspectives of potential employers, and the content the diploma would address.
 - c. A number of faculty suggested that, if the Dip PH program continues, perhaps it should be more specific to one or more of the Department’s existing strengths. Potential areas of focus included:
 - i. Indigenous health (most frequent suggestion)
 - ii. Government sector
 - iii. Rural health
 - iv. Global health
 - v. Large database analysis/management
 - vi. Pharmacoepidemiology
 - d. Multiple faculty suggested that, should the program continue, improvements in program visibility and marketing would be essential.
 - e. Flexibility in the programming (notably online options) would be beneficial. However, a number of faculty identified that online diploma programs already exist. How would the UM Dip PH program be different/better?
 - f. A number of faculty also voiced that new applications to the Dip PH program should not be accepted until decisions about the future of the Dip PH program have been made.

Sub-committee summary observations included the following:

- In its current form, as advertised, delivered, and structured, the Dip PH program has reached the end of its usefulness.
- While the DipPH program can be a good fit for niche students, it does not have significant value outside of these unique scenarios.
- There is lack of clarity around the purpose of the Dip PH, how it is similar/different from MPH and MSc programs, and how it will benefit students/employers.

The sub-committee’s concluding recommendations were for the Graduate Program Committee to decide if the DipPH program be formally discontinued, or replaced by a significantly modified program to be offered in the future that would involve more on-line or independent study offerings.

C-3 Describe how the permanent cessation of this program aligns with the strategic plans of your institution:

Given the strengths and existence of the three other graduate programs in CHS, the permanent closure of the DipPH program has no impact on the strategic plan for the Institution. Our remaining and competitive MPH, MSc, and PhD programs are firmly aligned with the UM strategic plans in the broad area of Integrative Research in Health and Well-Being, and in the signature areas of established areas of excellence in Population and Global Health.

C-4 Outline the internal approval process (i.e. committees, governing bodies) for approving the permanent cessation of this program of study within your institution and indicate any dates of decision: *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost’s Office prior to submission to government.

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC <i>(undergrad only)</i>	_____
SPPC <i>(if applicable)</i>	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-5 Responsibility to consult

C-3.1. Is this program subject to mandatory review or approval by organizations external to the institution (such as regulatory bodies, Apprenticeship Manitoba, etc.)? *(If yes, please describe consultation process and provide copies of reports or letter from these organizations.)*

This program is not subject to mandatory review or approval by organizations external to the University of Manitoba.

C-3.2 What agencies, groups, or institutions have been consulted regarding the permanent cessation of this program?

Aside from internal consultations outlined fully in section C2 above, or the environmental scan of existing similar programs offered at other Canadian institutions, no additional external consultations have occurred.

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

Students and Faculty present at the May 2, 2019 meeting were informed of the intent to temporarily cease the program so that the Graduate Program Committee could review and consider the full sets of options presented by the DipPH sub-committee. This was reflected in Council meeting minutes that will be circulated to all CHS faculty members not in attendance. Further, the Graduate Program Committee deliberated the sub-committee report options May 17, 2019 and proposed to bring forward to the CHS Executive Council meeting (June 2, 2019) its recommendation to permanently close the program. Following deliberations at the Executive Council, the Executive Council endorsed the Graduate Program Committee's recommendation that the DipPH program be permanently ceased.

All Faculty members present at the September 6, 2019 Council meeting, including student representatives, unanimously supported the Graduate Program Committee motion to formally discontinue the Diploma in Population Health program.

In full transparency, the Director of the Graduate program has also met with the CHS Graduate Student council in the intervening months to ensure awareness of the intent to permanently cease this program.

C-6 Describe the impact that the permanent cessation of this program may have on developing a skilled workforce and on labour market need in Manitoba:

There is no foreseeable impact that the temporary cessation of this program may have on the labour market in Manitoba. Any skills provided by the Diploma in Population Health program can be fully met through our MPH, MSc or PhD programs.

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

There will be no impact caused by this temporary cessation of the program for students in Manitoba and Canada. All of the courses that were part of the DipPH program are still offered as regular course offerings by CHS. These courses all form core requirements or electives available to our three other degree programs (MPH, MSc, PhD).

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

There will be no impact on the academic, cultural, social and economic needs and interests of students and the province by the temporary cessation of this program.

D-3 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program will impact course offerings in the unit. Provide a list of courses that are to be deleted (indicate subject code, course number, course title, number of credit hours) as a result of the permanent cessation and append the appropriate deletion forms.

There will be no impact on course offerings in the unit. No courses are being deleted as a consequence of this program closure, as it relied on existing courses that supports our MPH, MSc and PhD programs.

D-4 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program and the deletion of any related courses may affect other academic programs at the institution. For undergraduate programs, include Request for Statement of Support forms, or for graduate programs, append letters of acknowledgement from those units/programs that may be impacted.

As the permanent cessation of this program will not be deleting any course offerings, there is no impact on the offering of other academic programs at the University of Manitoba.

SECTION E– STUDENT IMPACTS

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

This is not applicable as there are no students currently enrolled in the DipPH program that is being permanently closed.

Year 1 0

Year 2 0

Year 3 0

Year 4 0

UM Internal Requirements: Is there a potential for students who are currently not registered and who may not have been registered for one or more years to return to the program? If so, outline any plans on how these students will be accommodated.

There are no outstanding students who may not have been registered for one or more years to return to the program. Any students who were admitted to the DipPH program have either already completed the DipPH program requirements and graduated, or who successfully applied to transfer to another CHS graduate degree program.

E-2 Will previous graduates of this program be negatively affected by its cessation?

No previous graduates of this permanently ceased program will be negatively affected. The training they received, as reflected in their graduation with a DipPH Certificate, remains unchanged. The courses that they took in that program remain in place today, recognizing expected changes that take place in any given course to reflect currency issues with new trends, content and/or techniques.

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

There was no maximum seat capacity, but rather accommodations made within the existing graduate student intake based on the competitiveness of applicants.

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

Since Fall 2014, there have only been 2 students enrolled in the DipPH program. Both have graduated.

To put this five-year number in proper context, over the last 10 years (academic year 2008/2009 – 2018/2019), only 14 students have been enrolled in the program, where 8 graduated with a DipPH and 4 transferred to another degree

program within CHS. Target audience interest in this program in the last five years is a reflection of the perceived value of this program given its current structure and format.

SECTION F – FINANCIAL REALLOCATION

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

No specific portion of ongoing funding is allocated to this program, as the DipPH program is made up of courses taught across all CHS graduate degree programs. All of these courses will continue to run as they serve the needs of graduate students both inside CHS, as well as a number of graduate students or medical residents from other Departments, Colleges or Faculties that take graduate courses from CHS.

F-2 Please provide a detailed description of how these funds will be reallocated:

Not applicable per response to F-1 above.

SECTION G – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

☐

Cover letter

☐

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

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

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca

Report of the 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 Biosystems Engineering.

Observations

1. The Dept. of Biosystems Engineering proposes a new Graduate Specialization in Engineering Education to be available for Ph.D. students. The specialization requires 12 CH at the 7000 level or above, as well as a thesis related to Engineering Education. Students would have to take courses in Education and in Engineering, including two newly introduced courses (both approved by Senate in Fall 2019), as well as a research methods course offered by the Faculty of Education. The proposal is supported by the Faculties of Education and Science.

Recommendations

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

Dept. of Biosystems Engineering

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak



February 5, 2020

Dr. Xikui Wang
Associate Dean, Faculty of Graduate Studies
500 University Centre
University of Manitoba
Winnipeg, MB R3T 2N2

Re: Proposal for a Graduate Specialization in Engineering Education

Dear Dr. Wang,

I am pleased to submit the attached proposal for a new academic concentration, namely a Graduate Specialization in Engineering Education (GSEE) in the Ph.D. Program in Biosystems Engineering.

This proposal is the outcome of a number of years of discussion with the Faculty of Education, Faculty of Graduate Studies, and the office of the Deputy Provost (Academic Planning & Programs, in our pursuit of a formal graduate option in the discipline of engineering education. We are pleased that all stakeholders have, to date, expressed support for this proposal.

The GSEE will fill a gap in existing University of Manitoba and other Canadian universities' graduate options by providing an avenue for formal recognition of a student's scholarship and research in the new global discipline of Engineering Education. In the past 20 years, engineering education has become established as a stand-alone discipline with a distinct body of knowledge, questions of inquiry, and a global community of scholarship and practice. In the United States, several stand-alone degree programs (Master or Ph.D. in Engineering Education) have been established in the last 15 years. In Canada, engineering education is a relatively new formal area of study, with a national association and annual conference (CEEA-ACEG) and program options currently emerging at several universities.

Despite its fledgling state and a limited number of formal programs in Canada, appeal from graduate students for engineering education has expanded rapidly in the past several years, including at the University of Manitoba. Subsequently, there are a large number of students in Canada working towards graduate degrees focussed on engineering education through traditional degree avenues. The GSEE will be offered by the Department of Biosystems Engineering, Faculty of Agricultural & Food Sciences within its Ph.D. program. The GSEE will enable graduate students to gain expertise in the field of engineering education and to gain formal recognition of that expertise.

Some of the highlights of this proposal for a GSEE are as follows:

- A concentration within the Ph.D. Program in Biosystems Engineering.
- Requires 12 credit hours of 7000-level coursework and a thesis in an engineering education topic (no increase to nominal degree requirements).
- Uses existing courses in the Faculties of Education and Engineering, including two newly approved courses ENG 7030 *The Discipline of Engineering Education* and ENG 7040 *Foundations of Engineering Education Research* (approved at Senate in November 2019).
- No expected impact on time to completion.
- No anticipated impact on recruitment to existing graduate programs.
- This proposal does not require new financial resources (faculty, staff, space, equipment, other).
- This proposal has been approved at Biosystems Engineering Department Council, and subsequently followed the approval process for graduate programs in both the Faculty of Engineering and the Faculty of Agricultural & Food Sciences. The dates are noted on the signature page, and the minutes appended.
- Letters of support from Faculty of Education and Faculty of Science are also appended.

We appreciate the opportunity to have this proposal reviewed by the Faculty of Graduate Studies. Should you have any questions, please do not hesitate to contact me at Danny.Mann@UManitoba.ca or my colleague Marcia.Friesen@UManitoba.ca, Associate Dean (Design Education) who assisted with the development of the proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. Mann'.

Danny Mann, Ph.D., P.Eng.
Professor & Head



UNIVERSITY
OF MANITOBA

Office of the Provost and Vice-President (Academic)

PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

Please enter the requested information below and submit both hardcopies and electronic copies to the Office of the University Secretary and the Vice-Provost (Integrated Planning and Academic Programs). Note: this template has been formatted using Microsoft Word 2010 for PC. Some formatting may be lost if using an earlier version of Word or Microsoft Word for Mac. Should you have any difficulties, please contact Cassandra Davidson, Program Analyst, at cassandra.davidson@umanitoba.ca.

It is advised that the unit initially discuss the proposed new minor/concentration with the Vice-Provost (Integrated Planning and Academic Programs) prior to completion of and submission of this form.

Date: 31 January 2020

(Changes from previous versions approved by FAFS Council and by Engineering Graduate Committee: References added; Financial request removed; ENG 7030/7040 noted as now approved by Senate as of Nov 6/19).

Faculty: Faculty of Engineering

Department: Department of Biosystems Engineering

Contact Details:

Dr. Danny Mann, Head, Department of Biosystems Engineering

Email: Danny.Mann@UManitoba.ca

Phone: 204-474-7149

Office: E2-376 EITC, Fort Garry campus

Section 1: Program Overview

1. Program type: Minor: ☐ Concentration: ☒

2. Proposed program name: Graduate Specialization in Engineering Education (GSEE)

3. Length of program: *Indicate the required number of credit hours including associated pre-requisite requirements.*

The GSEE will be offered as an option within the Ph.D. degree in Biosystems Engineering (BIOE). It will not increase the degree requirements nor extend the time-to-completion.

The Ph.D. degree in Biosystems Engineering with a GSEE requires 12 credit hours of 7000-level coursework and a research-based thesis in an engineering education topic. Other Department, Faculty, or University requirements (e.g. Academic Integrity Tutorial) are in addition to these requirements.

4. Proposed start of program:

September 2020 or as soon as possible thereafter.

Section 2: Program Details

5. Description of program: *Provide a brief outline of the program, its objectives and how it will benefit student.*

Outline of Program

The Graduate Specialization in Engineering Education (GSEE) will be offered by the Department of Biosystems Engineering (BIOE), Faculty of Agricultural & Food Sciences within its Ph.D. program. The GSEE will enable graduate students in BIOE to gain expertise in the field of Engineering Education and to gain formal recognition of that expertise.

The GSEE builds upon existing courses in the Faculties of Education and Engineering, with the addition of two newly developed Engineering Education courses to form a coherent concentration in Engineering Education. The two new courses (ENG 7030 *The Discipline of Engineering Education* and ENG 7040 *Foundations of Engineering Education Research*) were approved at University Senate on November 6, 2019.

A preparatory pathway for students with no prior academic work in Engineering Education will be available through the M.Eng. degree in Biosystems Engineering through a recommended set of courses and program advising. This preparatory pathway is accommodated within the present requirements of the M.Eng. program and does not require a *Proposal for New Academic Minor or Concentration*.

The program will be administered by the Department of Biosystems Engineering. As a reminder to the reader, the Department of Biosystems Engineering is administratively a department in the Faculty of Agricultural & Food Sciences although academic members of the Department of Biosystems Engineering are also members of Engineering Faculty Council due to the fact that the undergraduate Biosystems Engineering program is administered through the Faculty of Engineering. Thus, the Department of Biosystems Engineering has close, functional ties with both Faculties.

The student's primary advisor must also be a member of the Centre for Engineering Professional Practice & Engineering Education. Students will be required to have a co-advisor from the Faculty of Education.

Specialization Requirements:

The student will fulfill all of the requirements of the Ph.D. degree as specified by Biosystems Engineering, including the minimum requirements of the Faculty of Graduate Studies and the

Supplemental Regulations of the Department of Biosystems Engineering. Within these requirements, the GSEE option is fulfilled by:

- Completing 12 credit hours of 7000-level course work as prescribed (see Section 6. *Course Requirements*).
- Completing a research-based Ph.D. thesis on an Engineering Education topic; and,
- A public presentation on the thesis or major project (fulfilled by the thesis defense or project presentation).

Motivations for, Objectives of, and Benefits of the GSEE

The GSEE will fill a gap in existing University of Manitoba and other Canadian universities' graduate options by providing an avenue for formal recognition of a student's scholarship and research in the new global discipline of Engineering Education^{1,2}, including the notation of the GSEE on the transcript as a Concentration.

Unfortunately, Engineering Education research is seriously constrained in Canada as demonstrated by the nascent Canadian research publications in the field³⁻⁶, and arguably due to the lack of formal program options available for graduate students^{7,8}, and the proposed GSEE responds to this gap. Engineering education is a relatively new area of study that is slowly developing into a discipline in Canada, following the lead of the United States, which has to date established several stand-alone Engineering Education graduate degree programs⁹ buoyed by significant funding, longstanding national funding¹⁰. In Canada, Engineering Education is developing as a discipline with its own body of knowledge, national association and annual conference (CEEA-ACEG), research publications and conference proceedings, and most recently, the interest in developing some graduate options¹¹. The growing field found its roots in the changes to engineering program accreditation requirements by the Canadian Engineering Accreditation Board in 2009¹² and is supported through alternative avenues such as traditional engineering and interdisciplinary programs⁸. Despite its fledgling state and a limited number of formal programs, appeal from graduate students for Engineering Education has expanded rapidly in the past several years⁸. Subsequently, there are a large number of students in Canada working towards graduate degrees with a focus in engineering education through traditional degree avenues⁸.

However, the institutional structures in place in Canada for these traditionally defined degrees do not always readily support the engineering education graduate students^{7,8}. The development as an emerging researcher in Engineering Education is often placed heavily upon the student to construct^{7,8}. Findings from a recent study on the identity of graduate students studying Engineering Education in Canada indicate that these students experienced the absence of a community of practice, doubted the legitimacy of engineering education as a "real" discipline/field, and struggled with an academic identity crisis¹¹. The findings from this study demonstrate that the development of engineering education communities of practice with their sociocultural supports at individual institutions in Canada will benefit novice engineering education students as this field develops^{7,8}.

The proposed GSEE addresses this need. The interdisciplinary nature of the field of Engineering Education will be authentically supported by the collaboration of experts from both engineering and education, and the development of an authentic community of practice¹³. Recognizing the coherence of these two fields within the discipline of engineering education^{14,15}, the goal of this collaboration is to

work together to explore and develop research methods and pedagogical practices that are authentic to Engineering Education.

The program will attract highly qualified students from other parts of Canada and the U.S., as to date, only one other similar option currently exists in the [Collaborative Specialization in Engineering Education at the University of Toronto](#). Other options are much more expensive degree programs in U.S. schools. Prospective students are expected to include:

- Engineering graduates / practicing engineers who wish to pursue an academic career of scholarship and research in the discipline of Engineering Education and currently lack Canadian options to do so;
- Practicing engineers and educators, such as Engineers-in-Residence, who desire a more comprehensive knowledge and skill set for professional roles in engineering education, training, and development in the private, public, and not-for-profit sectors.

In the larger landscape, the GSEE will support the continual evolution of engineering education and facilitate culturally specific content and evidence-based delivery¹⁶. Specifically, it will provide an avenue for engineering educators both within, and outside of, formal academia to engage in the theoretical foundation of engineering teaching and learning and to develop an active research field in Engineering Education in the Canadian context to address uniquely Canadian needs; and an avenue to support workplace training needs for workers in a shifting and high-tech economy through better prepared workplace trainers and instructors. It will support college and university STEM faculty instructors in new educational paradigms, prepare graduates with new and different expectations of their teaching and learning experiences and outcomes.

Major shifts are occurring in the teaching and practice of engineering¹⁷. Global crises and competition are increasing the need for technological innovations that will support societal and national prosperity¹⁸⁻²⁰. The quest to address complex societal needs is broadening the scope of engineering to include knowledge and skills in design, teamwork, leadership, multicultural and interdisciplinary aptitudes, communication and lifelong learning, business, and dispositions for sustainability, globalization, innovation, and entrepreneurship²¹. Research in engineering education is critical to address multiple national priorities, including increasing the productivity, innovation, and competitiveness in Canada in a multicultural, sustainable, and responsible way, and generating opportunities for diverse, underrepresented groups²². A ‘diverse engineering workforce’ is required, skilled in critical thinking, problem solving, communication, and innovation²³⁻²⁵. These transformations are expanding the competencies necessary for engineers today, requiring the development of innovative engineering curricula to assist engineering students to cultivate and make full productive use of their diverse technical and professional strengths²⁶⁻³¹. The GSEE will provide an avenue to develop the scholarship of teaching and learning and engineering education research in Manitoba in the burgeoning global discipline of Engineering Education³².

Collaboration with Faculty of Education: This proposal has been discussed and developed collaboratively since 2015 with the Faculty of Education, through several conceptualizations which have culminated in the present proposal for the GSEE in Biosystems Engineering. The Faculty of Education also plans to offer an Engineering Education option to Education graduate students as a Concentration. As per a meeting of May 13, 2019 with representatives of the Faculty of Engineering, Faculty of

Education, Faculty of Graduate Studies, Office of the Provost, and Office of the University Secretary, the Faculty of Education is able this option within their existing graduate offerings, and thus no formal program proposal is required from the Faculty of Education. However, it is intended to deliver the program collaboratively as it involves courses Engineering and in Education and presents opportunities for co-advising and co-teaching.

6. Course requirements: *Provide a list of courses (include course codes) and breakdown of course requirements by level (e.g. 6 hours at the 1000 level, 3 hours at the 2000 level, etc.). Indicate whether proposed coursework is currently offered or new. Note any pre-requisite details where applicable.*

The GSEE will require 12 credit hours of coursework at the 7000 level, including

1. The required Biosystems Engineering seminar course (3 credit hours): BIOE 7270 *Advanced Seminar in Biosystems Engineering*
2. One research methodologies course (3 credit hours) currently offered, entitled:
 - EDUA 7840 *Qualitative Research Methods in Education* (3 credit hours); **or**
 - EDUA 7850 *Design and Analysis of Educational Research* (Quantitative) (3 credit hours).
 - **Note:** The prerequisite for these courses is EDUA 5800 *Introduction to Educational Research* (3 credit hours) or EDUA 5801 *Introduction à la recherche en éducation* (3 credit hours), which will be the responsibility of the student to fulfill, and it is anticipated that the student will have typically taken this course in a M.Sc. or M.Eng. degree.
3. Two of three Engineering Education courses (2 x 3 credit hours = 6 credit hours), entitled:
 - ENG 7010 – *The Engineering Design Process*;
 - ENG 7030 – *The Discipline of Engineering Education* (3 credit hours).
 - ENG 7040 – *Foundations of Engineering Education Research* (3 credit hours);
4. Focussing one's thesis in an Engineering Education topic, with a public presentation fulfilled by the thesis defense or project presentation.

The GSEE will fit into the graduate programs in Biosystems Engineering as follows:

<p>Existing Graduate Programs' Course Requirements</p> <p><i>Not including Academic Integrity Seminar, thesis, comprehensive exam, and other program-specific admission and program requirements apart from the required courses within the stated degree.</i></p> <p><i>The requirements below assume typical admission pathways, e.g. entry to M.Sc. or M.Eng. from a B.Sc. in Engineering; entry to Ph.D. in Engineering from a M.Sc. in Engineering.</i></p> <p><i>Other situations would be dealt with on a case-by-case basis consistent with the University of Manitoba Graduate Calendar.</i></p>	<p>GSEE requirements:</p>
<p>Ph.D. in Engineering</p>	
<p>BIOE: 12 credit hours (usually 4 courses), consisting of:</p> <ul style="list-style-type: none"> - BIOE 7270 - 9 credit hrs may be any dept (7xxx level or higher) 	<p>Two of the following: ENG 7010, ENG 7030, or ENG 7040; Plus one of the following: EDUA 7840 or EDUA 7850.</p>

7. Program availability: *Will this program be offered to all students eligible to declare a minor/concentration or will it be restricted to a subset of students. If the latter, provide a brief explanation as to why the program will be restricted.*

The GSEE will be open to graduate students in the Department of Biosystems Engineering, Faculty of Agricultural & Food Sciences.

8. Admission requirements: *If applicable, outline any admission requirements to the program.*

Admission requirements are those of the Faculty of Graduate Studies to be admitted to the Ph.D. program in Biosystems Engineering.

Section 3: Program Demand

9. Strategic priorities: *Comment on how the program fits within the university's strategic priorities.*

The GSEE fits within the University of Manitoba's strategic priorities in the following ways:

1. Inspiring Minds through innovative and quality teaching:
 - The University of Manitoba is this province's research university; therefore, research informs our teaching and teaching informs our research – this is one fundamental purpose driving the development of the GSEE.
 - The University of Manitoba's desire to encourage more interdisciplinary teaching and learning – this is embedded within the design of the GSEE.
2. Discovery and Insight through excellence in research, scholarly work and other creative activities program:

- Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian, and global partners – the GSEE community of practice will continue to foster developed and new engineering education collaborations in the larger Engineering Education community in our province, across our country, and globally.
- Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities – the GSEE offers an avenue to pursue this strategic priority in engineering education.
- Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities – the GSEE offers an avenue to pursue this strategic priority in the burgeoning global discipline of engineering education.

3. Creating Pathways to Indigenous achievement through the development of the scholarship of teaching and learning research in engineering education on the integration of Indigenous knowledges and perspectives in engineering education.

- By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live – the GSEE offers an avenue to commit to this strategic priority in engineering education.
- Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community – the GSEE offers an avenue to commit to this strategic priority in engineering education.
- Foster K-12 Indigenous student participation in post-secondary education – the GSEE is in a unique position to train students in the scholarship of teaching and learning and in engineering education research who are educators in K-12, and will increase the footprint and impact of engineering in K-12 to support the engagement of students in STEM in post-secondary education.
- Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces) – the GSEE offers an avenue to develop programs that integrate Indigenous knowledges and perspectives and design principles in engineering education, and study the impact of these programs.

4. Building Community that creates an outstanding learning and working environment

- Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous peoples, people with disabilities, gender and sexual minorities, and racialized minorities – in Canada, Engineering education has been found to attract a majority of women to the discipline from a field – engineering – that is traditionally male-dominated (Sheridan, Seniuk Cicek, Kuley, and Paul, 2017).
- Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs – the GSEE offers students additional training and expertise in a professional discipline that will augment their disciplinary expertise.
- Enhance and support meaningful connections between faculties and units within the University. Increase opportunities for cross-faculty/unit participation in projects and events to build a stronger sense of community – the GSEE has been imagined and designed through the collaborations of faculty members from the Faculties of Engineering and Education, and is posed

to form unique cross-faculty/unit opportunities for the students and faculty engaged in Biosystems Engineering, the Centre for Engineering Professional Practice and Engineering Education, and the Department of Curriculum, Teaching and Learning.

5. Forging Connections to foster high impact community engagement

- Establish, strengthen and support meaningful connections between the University community and key stakeholders – the GSEE fosters connections between the University community and key stakeholders, including: Manitoba Industry; Engineering Geoscientists Manitoba; Friends of Engineering; Canadian Engineering Education Association; Canadian Engineering Accreditation Board (CEAB); Engineers Change Lab/Canadian Engineering Education Challenge (CEEC); Manitoba School Boards (Superintendents); Manitoba Teachers Society; and the Science Consultant of the Provincial Government.
- Be an internationally engaged university with local relevance and global impact – the GSEE offers an avenue to be engaged with national and international universities that support similar programs, including: the University of Calgary (Interdisciplinary Specialization in Post-Secondary STEM Education); the University of Toronto (Collaborative Specialization in Engineering Education); Queen's University (Faculty of Engineering and Applied Science – Research in Engineering Education); University of Michigan (Engineering Education Research EER Graduate Studies); Purdue University (Department of Engineering Education); and Washington State University (Department of Engineering Education).

10. Student demand: *Provide evidence of student demand and interest in the program.*

Over the last decade, the University of Manitoba has graduated six students who completed degrees that concentrated on Engineering Education. At present, there are seven additional graduate students engaged in engineering education research, and two prospective students interesting in pursuing research in engineering education. These students have been accommodated through engineering departments and the Interdisciplinary Graduate Program stream. However, these avenues to date have not led to formal recognition of their specialization.

11. Projected enrolment: *Based on the evidence of demand, provide projected enrolment numbers in the program.*

We project that 4-8 students will be engaged in the GSEE in any given year. It is anticipated that this cohort will be comprised of students who would otherwise participate in the graduate programs but seek formal recognition for this preferred option, as well as new students who may not otherwise choose the University of Manitoba for graduate studies if this option were not available.

12. Effects on other programs: *Comment on the potential effect of the program on other existing programs. Attach letters of support for any programs/units impacted by the proposed program.*

The GSEE reflects a new discipline and as such, is distinct in content, body of knowledge, and areas of inquiry from existing disciplines of Education and Engineering. It is not expected to have any measurable impact on existing programs.

13. Similar programs: *If known, describe similar programs within Manitoba, outlining any similarities or differences with the proposed program.*

Overall, there are no local programs in Manitoba like the proposed GSEE. The opportunities listed below at other Canadian universities are likewise small programs and do not diminish the opportunity to create additional capacity at the University of Manitoba through the proposed GSEE:

The University of Toronto offers a [Post-Graduate Specialization in Engineering Education](#) in which an additional scope is added to a regular/existing engineering graduate program. The outcome is a transcript notation. The additional scope consists of a core course, a seminar series, and a thesis/project focussed on Engineering Education, and at the Ph.D. level, an additional elective course. The proposed GSEE structure is closely aligned with this program at the University of Toronto.

At [Queens University](#), graduate students interested in engineering education register in the engineering department that makes the most sense based on their background or that of their advisor. The course list is adapted from a typical engineering graduate program by approval of the department chair and usually includes educational research courses from the Faculty of Education. The official degree is the traditional one (for example, M.Sc. in Civil Engineering) and as such, does not offer formal recognition of the student's engineering education earned qualifications.

Presently, the University of Calgary – Schulich School of Engineering has submitted a proposal for a new degree program, entitled, *Interdisciplinary Specialization in Post-Secondary STEM Education*, which will include research and scholarship in the discipline of engineering education.

14. External consultation: *Where appropriate, outline any consultations with industry, business and/or any third-party groups in development of the proposed program.*

This proposal is for a GSEE within the Ph.D. degree in Biosystems Engineering. Since 2015, it has been discussed extensively within the Faculty of Engineering, and between the Faculty of Engineering, Faculty of Education, Faculty of Graduate Studies, the Office of the University Secretary, and the Office of the Provost. It is also expected that other Engineering departments will be submitting a similar proposal in the next few years.

In the Faculty of Education, this program has been discussed extensively with the Faculty leadership and the involved faculty members.

In the Faculty of Engineering, regular updates have been provided at meetings of the Centre for Engineering Professional Practice and Engineering Education which includes external partners from the engineering practice community and the professional regulatory body, at Engineering Executive Council, in the Department Councils, and at Faculty Council.

Throughout its development and evolution, this proposal has been discussed on a number of occasions with the Faculty of Graduate Studies (at the time Dr. Todd Mondor, Dr. Xikui Wang), the Office of the Provost & Vice - President (Academic) (at the time Dr. David Collins, Ms. Cassandra Davidson, now Dr. Todd Mondor), and the Office of the University Secretary (Mr. Jeff Leclerc, Ms. Shannon Coyston).

The GSEE has been discussed informally with colleagues with similar programs in scholarship and research in the discipline of Engineering Education from the Universities of Toronto, Calgary, and Michigan, and from Queen's and Purdue University, as well as the network within the Canadian Engineering Education Association (CEEAA-ACEG).

Section 4: Resource Requirements

15. Projected costs and revenues: *Provide a general overview of the projected costs and revenues of the program. Where applicable, comment in detail on the categories below.*

The program will be administratively supported by the Department of Biosystems Engineering within existing faculty and staff resources.

16. Coursework: *Comment on whether the proposed program will require the offering of additional courses.*

All courses implicated in the GSEE presently exist. Most recently, two new courses included in the GSEE requirements, ENG 7030 and ENG 7040, were approved at Senate on November 6, 2019.

17. Staffing: *Comment on whether the proposed program will require additional academic or administrative staff.*

No additional academic staff will be required. The program will be administratively supported by the existing staff in the Department of Biosystems Engineering.

18. Infrastructure / equipment: *Comment on how the proposed program will impact the use of current infrastructure and equipment.*

There will be no impact on the use of current infrastructure. The most recently-approved courses ENG 7030 and ENG 7040 (approved at Senate on November 6, 2019) have not yet been offered. As a small cohort of students is expected, these courses will be offered bi-annually, and will not require more than a small meeting room once per week during the fall or winter terms. Since these students will be enrolled in existing graduate programs, they have access to the existing graduate student resources and study space.

19. Library resources: *If the program involves new courses, or coursework that has not been offered on a regular basis in recent years, comment on the adequacy of existing library resources.*

All courses already exist. Most recently, two new courses included in the GSEE requirements, ENG 7030 and ENG 7040, were approved at Senate on November 6, 2019.

20. Additional Funds: *Provide information on whether new funds are required for this program. If so, provide details.*
None requested.

Section 5: Approvals

Faculty Approvals:

Summary of approvals prior to this submission to FGS:

- Biosystems Engineering Department Council: approved September 3, 2019.
- Faculty of Agricultural & Food Sciences Faculty Council: approved October 23, 2019.
- Engineering Faculty Graduate Studies Committee: approved November 28, 2019.
- Engineering Faculty Council: brought for Concurrence without Debate January 30, 2020.

Department Head (Biosystems Engineering): Wayne Mac Enter date: 5 Feb 2020

Dean/Director (Agricultural & Food Sciences): Marti-Sher 17 January 2020

Faculty of Ag & Food Sciences: Faculty Council Marti-Sher 17 January 2020

Dean/Director (Engineering): J. Redden Enter date: 5 Feb 2020

Faculty of Engineering: Faculty Council: J. Redden Enter date: 5 Feb 2020

Institutional Approvals:

Senate Committee on Curriculum & Course Changes: Enter date.

Senate Planning & Priorities Committee (*if required*): Enter date.

Senate Approval: Enter date.

Provost Approval: Enter date.

Attachments to this proposal:

1. Biosystems Engineering Supplemental Regulation revisions.
2. Minutes of Biosystems Department Council meeting of September 3, 2019.
3. Minutes of FAFS Faculty Council meeting of October 23, 2019
4. Minutes of Engineering Faculty Graduate Committee meeting of November 28, 2019
5. Minutes of Engineering Faculty Council of January 30, 2020
6. Letter of support from Faculty of Education, dated November 6, 2019.
7. Letter of support from Faculty of Science, dated October 29, 2019.

References

1. The Research Agenda for the New Discipline of Engineering Education. (2006). *Journal of Engineering Education*, 95(4): 259-261.
2. Fortenberry, N.F. (2006). "An Extensive Agenda for engineering Education Research." *Journal of Engineering Education*, 95(1): 3-5.
3. Williams, B. and Wankat, P. (2016). "The global interconnectedness of engineering education research," *Journal of Engineering Education*, 105,(4): 533-539.
4. Wankat, P. C., Williams, B., and Neto, P. (2014). "Engineering education research in *European Journal of Engineering Education* and *Journal of Engineering Education*: Citation and reference discipline analysis." *European Journal of Engineering Education*, 39(1): 7–17.
doi:10.1080/03043797.2013.867316
5. Williams, B., Wankat, P., Neto, P., & Tiago, C. (2014, June 15-18). "Is Engineering Education Research Global? The Answer May Surprise You." Paper presented at ASEE 121st Annual Conference and Exposition, Indianapolis, IN.
6. Wankat, P.C. (2004). "Analysis of the First Ten Years of the *Journal of Engineering Education*." *Journal of Engineering Education* 93 (1): 13–21. doi: 10.1002/j.2168-9830.2004.tb00784.x.
7. Seniuk Cicek, J., Sheridan, P., Kuley, L. et al., "Through 'Collaborative Autoethnography': Researchers Explore Their Role as Participants in Characterizing the Identities of Engineering Education Graduate Students in Canada", presented at the *American Society for Engineering Education 124th Annual Conference and Exposition*, Columbus, OH, USA, June 2017.
8. Sheridan, P., Seniuk Cicek, J., Kuley, L. et al., "Characterizing the Engineering Education Graduate Student Experience in Canada: Descriptives", presented at the *Canadian Engineering Education Association Conference*, Toronto, ON, June 2017.
9. Carberry, A., & Yasuhara, K. (2011). Engineering Education Departments and Programs. Retrieved from
<http://engineeringeducationlist.pbworks.com/w/page/27610307/Engineering%20Education%20Departments%20and%20Programs%20%28Graduate%29>
10. Borrego, M., & Olds, B. (2011, October), Analysis of trends in United States National Science Foundation funding for engineering education: 1990–2010. Paper presented at the Research in Engineering Education Symposium, Madrid, Spain.
11. Seniuk Cicek, J. Sheridan, P. K., Kuley, L., and Paul, R. M. (2019). "Researchers explore their role as participants in characterizing the lived experiences of engineering education graduate students in Canada: A collaborative autoethnography." *Canadian Journal of Science, Mathematics, and Technology Education*. (In review.)
12. Frank, B., S. McCahan, C. K. Watts, S. Fostaty-Young, P. Ostafichuck, P. Wolf, & N. Saleh. (2011, June 6-8). *Engineering graduate attribute development (EGAD) project*. Paper presented at Canadian Engineering Education Conference: The Evolution of Engineering Education, St. John's, NL.

13. Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York, NY: Cambridge University Press.
14. Johri, A. & B. M. Olds. (2011). "Situated engineering learning: Bridging engineering education research and the learning sciences." *Journal of Engineering Education*, 100(1), 151-185.
15. Johri, A., B. M. Olds, and K. O'Connor. (2014). "Situative Frameworks for Engineering Learning Research." In *Cambridge Handbook of Engineering Education Research*, edited by A. Johri, and B. M. Olds, 47–66. New York: Cambridge University Press.
16. Gordon Monday Bubou, Ibebiei Temple Offor & Abubakar Saddiq Bappa (2017). "Why research-informed teaching in engineering education? A review of the evidence," *European Journal of Engineering Education*, 42:3, 323-335, DOI: 10.1080/03043797.2016.1158793
17. Goldberg, D. E., and M. Summerville. (2014). *A Whole New Engineer: The Coming Revolution in Engineering Education*. Michigan: ThreeJoy.
18. Jamison, A., (2012). "Turning Engineering Green: Sustainable Development and Engineering Education." In Christensen, S.H., et al (eds.). *Engineering, Development and Philosophy: American, Chinese, and European Perspectives*. Springer.
19. Kastenber, W., Hauser-Kastenber, G., & Norris, D. (2006). "An Approach to Undergraduate Engineering Education for the 21st Century." In *Proceedings. Frontiers in Education. 36th Annual Conference* (pp. 23–28). IEEE. <https://doi.org/10.1109/FIE.2006.322502>
20. Blair McDonald, W. P., & Nicholas Winowich (2007). "Integrated Engineering: An Engineering Degree For The Next Generations Work Environment." In *2007 Annual Conference & Exposition*. Honolulu, Hawaii: ASEE Conferences.
21. Sunthonkanokpong, W. 2011. "Future Global Visions of Engineering Education." In *Proceedings of 2nd International Science, Social-Science, Engineering and Energy Conference 2010: Engineering Science and Management*, 160–165. Science Direct: Elsevier. doi: 10.1016/j.proeng.2011.03.029.
22. Frank, B., Evans, G. et al. (2018). Proposal for letter from NCDEAS/CEEA-ACEG/Engineers Canada to NSERC/SSHRC: Call for National Funding for Engineering and Science Research.
23. Harris, J. G., DeLoatch, E. M., Grogan, W. R., Peden, I. C., & Whinnery, J. R. (1994). "Journal of Engineering Education Round Table: Reflections on the Grinter Report." *Journal of Engineering Education*, 83(1), 69–94. <https://doi.org/10.1002/j.2168-9830.1994.tb00120.x>
24. *Educating the Engineer of 2020*. (2005). Washington, D.C.: National Academies Press. <https://doi.org/10.17226/11338>
25. *The Engineer of 2020*. (2004). Washington, D.C.: National Academies Press. <https://doi.org/10.17226/10999>
26. Henri, M., Johnson, M. D., & Nepal, B. (2017). "A Review of Competency-Based Learning: Tools, Assessments, and Recommendations." *Journal of Engineering Education*, 106(4), 607–638. <https://doi.org/10.1002/jee.20180>
27. Diduch, C., Macisaac, D., Haralampides, K., & Wilson, B. (2013). "Engineering and Social Justice through an Accreditation Lens: Expectations and Learning Opportunities for Ethics and Equity."

Proceedings of the Canadian Engineering Education Association. Advance online publication.
<https://doi.org/10.24908/pceea.v0i0.4658>

28. Donald, J., Lachapelle, S., McIsaac, J., Abraham, T., Clemmer, R., Gordon, K., . . . Zytner, R. G. (2015). "Training Versatile Engineers: A Historical and Present Perspective on the Place of the Humanities and Social Sciences in the Canadian Engineering Context." *Proceedings of the Canadian Engineering Education Association*. Advance online publication.
<https://doi.org/10.24908/pceea.v0i0.5797>
29. Donald, J., Lachapelle, S., Sasso, T., Augusto, K., & Gonzalez-Morales, M. G. (2017). "Why Does it Matter? Explaining the Importance of Complementary Studies to First-Year Engineering Students." *Proceedings of the Canadian Engineering Education Association*. Advance online publication.
<https://doi.org/10.24908/pceea.v0i0.6474>
30. Ebrahimi Nejad, H. (2017). "A Systematized Literature Review: Defining and Developing Engineering Competencies." In *2017 ASEE Annual Conference & Exposition Proceedings*. ASEE Conferences. <https://doi.org/10.18260/1-2--27526>
31. Henderson, C., et al. (2017). "Towards the STEM DBER Alliance: Why We Need a Discipline-Based STEM Education Research Community." *Journal of Engineering Education* 106 (3): 349-355.
32. Jesiek, B., L. Newswander, and M. Borrego. (2009). "Engineering Education Research: Discipline, Community or Field?" *Journal of Engineering Education* 98 (1): 39-52. doi: 10.1002/j.2168-9830.2009.tb01004.x.



UNIVERSITY
OF MANITOBA

Faculty of Education
Office of the Dean

225 Education Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9001
Fax (204) 474-7551
dean.education@umanitoba.ca
www.umanitoba.ca/education

Date: November 6, 2019

To: Dr. Marcia Friesen
Associate Dean & Director, Centre for Engineering Professional Practice & Engineering Education

From: David Mandzuk Ph.D.
Dean, Faculty of Education

Re: Letter of Support – Graduate Specialization in Engineering Education

I am writing today to offer my support for the Faculty of Engineering's application for a Graduate Specialization in Engineering Education. As we have previously offered support for the course introductions within this specialization, this letter of support is to serve for the Graduate Specialization application as a whole.

Our Faculty met with Dr. Friesen's team earlier in 2019 to discuss the implications for the Faculty of Education. The Faculty of Education and the Faculty of Engineering have been collaborating for a number of years on various iterations of the Graduate Specialization in Engineering Education application and its related requirements. The proposed specialization would be beneficial for Graduate Students in both faculties, particularly for those with a focus on design education and engineering.

As a result of ongoing consultation between the two units, we have determined that the Faculty of Education graduate program has the existing capacity to accommodate programming and advising requirements in this area and as such does not require its own proposal for this specialization. The Faculty recognizes the provision in the proposal that students in this specialization have a co-advisor in Education and has the capacity to support these students.

The Faculty of Education supports Engineering's application for a Graduate Specialization in Engineering Education and looks forward to our continued collaboration on this program and any other potential future programs.

If you have any further questions or require clarification please do not hesitate to contact me using the information listed above.



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

390

"Science is a place to experience, explore and learn as we discover the unknown and invent the future."

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> • Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>Students are normally required to complete 12 credit hours of coursework, including the required seminar course (BIOE 7270, 3 credit hours), and a thesis. The remaining 9 credit hours at the 7000 level can be taken from any Department.</p> <p><u>The Department of Biosystems Engineering offers a Graduate Specialization in Engineering Education (GSEE) at the Doctoral level. The GSEE will require 12 credit hours of coursework at the 7000 level and a thesis on an Engineering Education topic. The coursework requirements include:</u></p> <ol style="list-style-type: none"> 1. <u>The required seminar course (3 credit hours) (BIOE 7270 Advanced Seminar in Biosystems Engineering);</u> 2. <u>One research methodologies course (3 credit hours) (either EDUA 7840 Qualitative Research Methods in Education or EDUA 7850 Design and Analysis of Educational Research)</u> 3. <u>Two of the following three Engineering Education courses (6 credit hours): ENG 7010 The Engineering Design Process;; ENG 7030 The Discipline of Engineering Education; ENG 7040 Foundations of Engineering Education Research</u>
<p>5.4.1 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.</p>	
<p>5.4.2 Advance Credit</p>	

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the College of Pharmacy.

Observations

1. The College of Pharmacy proposes the introduction of a Pharmacoepidemiology concentration, which includes two (2) new core courses, PHRM 7202 (M.Sc. level) and PHRM 7302 (Ph.D. level). The Pharmacoepidemiology concentration will provide students the opportunity to acquire skills in conducting research related to examining the effects of therapeutic agents at the population level. The course requirements will include 15 credit hours in the M.Sc. (9 CH of core and 6 CH of electives) and 12 credit hours in the Ph.D. (6 CH of core and 6 CH of elective). Students must have an advisory committee-approved thesis proposal in Pharmacoepidemiology to proceed in this concentration. Students transferring from the Master's to the Ph.D. will require 24 CH to complete their program.

Course Introductions

PHRM 7202 Advanced Topics in Pharmacoepidemiology - Level 1

+3

Reserved to M.Sc. students in Pharmacy seeking a concentration in Pharmacoepidemiology. Students must have obtained approval for their thesis proposal in pharmacoepidemiology before enrolling in PHRM 7202. Advanced topics regarding study design and analytical methodology in pharmacoepidemiology are discussed. Pre-requisite PHRM 7102 (or equivalent).

PHRM 7302 Advanced Topics in Pharmacoepidemiology - Level 2

+3

Reserved to Ph.D. students enrolled in Pharmacy and seeking a concentration in Pharmacoepidemiology. Students must have obtained approval for their thesis proposal in pharmacoepidemiology before enrolling in PHRM 7302. Advanced topics regarding study design and new analytical methodology in pharmacoepidemiology are discussed. Pre-requisite PHRM 7102 (or equivalent).

NET CREDIT HOUR CHANGE

+6

Recommendations

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

College of Pharmacy

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Please enter the requested information below and submit both hardcopies and electronic copies to the Office of the University Secretary and the Vice-Provost (Integrated Planning and Academic Programs). Note: this template has been formatted using Microsoft Word 2010 for PC. Some formatting may be lost if using an earlier version of Word or Microsoft Word for Mac. Should you have any difficulties, please contact Cassandra Davidson, Program Analyst, at cassandra.davidson@umanitoba.ca. It is advised that the unit initially discuss the proposed new minor/concentration with the Vice-Provost (Integrated Planning and Academic Programs) prior to completion of and submission of this form.

Date: 9 May 2019
Faculty: Rady Faculty of Health Sciences
Department: College of Pharmacy
Contact Details: Silvia.Alessi-Severini@umanitoba.ca

Section 1: Program Overview

1. Program type: Minor: ☐ Concentration: ☒

2. Proposed program name:

Pharmacoepidemiology

3. Length of program: *Indicate the required number of credit hours including associated pre-requisite requirements.*

15 credit hours for MSc

12 credit hours for PhD (for students entering the PhD program with a previous MSc degree that includes the pre-requisite requirements). Please note that in the Pharmacy graduate program students cannot access the PhD program unless they have a recognized MSc. Students switching from Master to PhD will have to complete 24 CH.

4. Proposed start of program:

Academic year 2020-2021

5. Description of program: *Provide a brief outline of the program, its objectives and how it will benefit student.*

The MSc/PhD **Concentration in Pharmacoepidemiology** will be thesis-based; students may complete the program on a full time or part time basis, subject to the requirements set by the Faculty of Graduate Studies at the University of Manitoba, including the supplemental requirements specific to the College of Pharmacy. The Concentration in Pharmacoepidemiology will be granted to students who have successfully fulfilled all requirements including defending their thesis in Pharmacoepidemiology and completing the required course credits [15 for MSc and 12 for PhD (for students entering the PhD program with a Master that includes pre-requisite courses)] from the mandatory and elective courses (as described in Section 6).

Pharmacoepidemiology is the study of the utilization and effects of drugs in large populations. The pharmacoepidemiology research group in the College of Pharmacy has grown significantly in recent years, with 5 faculty members (Dr. Silvia Alessi-Severini, Dr. Christine Leong, Dr. Jamie Falk, Dr. Kaarina Kowalec, Dr. Sherif Eltonsy) actively engaged in collaborative research within the Rady Faculty of Health Sciences (RFHS) as well as with other departments, and external collaborators at various institutions in Canada and abroad. Dr. I fan Kuo also actively participates in research activities as an Adjunct Professor in the College. All members are involved with the national Canadian Network for Observational Drug Effect Studies (CNODES, which conducts observational studies across Canada) and Dr. Kowalec is a PI on the Canadian Network for Advanced Interdisciplinary Methods for comparative effectiveness research (CAN-AIM). All are collaborating with the Manitoba Centre for Health Policy (MCHP, house of the “Repository”, a collection of linkable administrative health databases of the province of Manitoba). Studies are conducted with close collaboration with statisticians and researchers in Community Health, Psychiatry (e.g., Dr. Dan Chateau, Drs. Jitender Sareen, Murray Enns, James Bolton) as well as Family Medicine and the College of Nursing. There are currently 6 graduate students (4 additional individuals graduated in recent years) in the Pharmacy program all conducting projects related to medication use, safety and effectiveness. Students have founded an ISPE (International Society of Pharmacoepidemiology) Chapter, they are engaged in regular journal clubs and have organized workshops to discuss pharmacoepidemiologic topics. The College of Pharmacy has adequate facilities for students and is a remote access site of the Repository. A new Faculty position in Pharmacoepidemiology will also been filled in 2019.

Overall, the RFHS offers significant expertise in the areas of epidemiology, biostatistics, health services, and pharmacy services. Through collaborations between the College of Pharmacy, the Department of Community Health Sciences (CHS) and the Manitoba Centre for Health Policy (MCHP), the RFHS can become an important site for training students in the field of pharmacoepidemiology. Other sites in Canada offer programs with broader scopes and cannot fulfill the demand for trained professionals in the growing area of pharmacoepidemiology. The reality is that many students cannot obtain access to such programs. At the College of Pharmacy, we have graduated students with expertise in pharmacoepidemiology even though it is not officially recognized in their transcripts and degrees.

6. Course requirements: *Provide a list of courses (include course codes) and breakdown of course requirements by level (e.g. 6 hours at the 1000 level, 3 hours at the 2000 level, etc.). Indicate whether proposed coursework is currently offered or new. Note any pre-requisite details where applicable.*

Course requirements for the **Concentration in Pharmacoepidemiology** are:

MSc (15 credit hours)	PhD (12 credit hours)**
(new mandatory course) PHRM7202 Advanced Topics in Pharmacoepidemiology Level 1 (3 credit hours)	(new mandatory course) PHRM7302 Advanced Topics in Pharmacoepidemiology Level 2 (3 credit hours) ¹
PHRM7102 Pharmacoepidemiology (3 credit hours)	PHRM 7260 Pharmacy Seminar 1 PhD (3 credit hours)
PHRM7160 Pharmacy Seminar 1 MSc (3 credit hours)	+ Elective Courses (6 credit hours)
+ Elective courses (6 credit hours)*	

* Elective courses may include, but are not limited to: PHRM7120 Medical and Scientific Writing, PHRM7170 Pharmacy Seminar 2 (MSc), PHRM7270 Pharmacy Seminar 2 (PhD), CHSC7820/30 Biostatistics for Community Health Sciences 1 and 2, CHSC7830 Advanced Biostatistics for Community Health Sciences, CHSC7540 Advanced Epidemiology, CHSC 7610 Introduction to Structural Equation Modeling.

** The 12CH requirements are in line with the requirements of the general PhD program in Pharmacy. This will apply to students entering the PhD program with an adequate MSc which includes the pre-requisite requirements. Students switching from a Master to a PhD will have to complete a total of 24 CH.

1 pre-requisite courses: PHRM7102 Pharmacoepidemiology or equivalent (3 credit hours); PHRM7202 Advanced Topics in Pharmacoepidemiology Level 1 (3 credit hours) or equivalent

Credited learning through other institutions (e.g., McGill Summer Courses, DSECT program) may also be considered for program fulfillment.

7. Program availability: *Will this program be offered to all students eligible to declare a minor/concentration or will it be restricted to a subset of students. If the latter, provide a brief explanation as to why the program will be restricted.*

While students with a previous pharmacy degree would be preferred, those with a background in relevant disciplines such as health sciences, social sciences, epidemiology, and biostatistics will be considered. Opportunities will also be opened to health care professionals interested in research.

Students seeking entrance into the **Concentration in Pharmacoepidemiology** must:

1. be enrolled as a graduate student in the College of Pharmacy with an advisor who has a primary appointment in Pharmacy,

2. have a thesis proposal in pharmacoepidemiology (i.e., a project aimed at investigating the use, safety, and/or effectiveness of medications at the population level) approved by their Advisory Committee, and
3. be granted permission by the course coordinator to enroll in the new mandatory Advanced Topics courses (i.e., PHRM7202 for the MSc, and PHRM7302 for the PhD).

8. Admission requirements: *If applicable, outline any admission requirements to the program.*

The requirements for entrance into the **Concentration in Pharmacoepidemiology** are detailed in Section 7 (above).

Section 3: Program Demand

9. Strategic priorities: *Comment on how the program fits within the university's strategic priorities.*

The new concentration program fits with priority number 1 of the University of Manitoba Strategic Planning Framework, Academic Enhancements: *"Enhancing academic offerings by focusing on issues relevant to our world today, such as food safety, public health, and human rights, while remaining true to our core teaching and research strengths."*

Pharmacy faculty members working in the field of pharmacoepidemiology have close relationships with MCHP. Numerous studies conducted using the extensive administrative health databases available at MCHP have been published by Pharmacy students and faculty.

The establishment of the Concentration in Pharmacoepidemiology is in line with the priority goals of the new College of Pharmacy Strategic Plan (2018-2023), in particular with Goal number 2: ***Provide a successful, flexible, graduate training program*** and Objective number 3: ***Create pathways that support flexible and innovative programs including programs of concentration in areas of research strength.***

10. Student demand: *Provide evidence of student demand and interest in the program.*

Pharmacoepidemiology is a discipline of growing interest in Canada and abroad. Numerous health agencies and pharmaceutical manufacturers have expressed interest in hiring individuals with expertise in this area as it becomes more and more crucial to assess effectiveness, safety and value of new expensive medications coming to market. CNODES has a specific mandate to increase capacity in pharmacoepidemiology across the country; however, CNODES is not an academic institution able to grant degrees or specializations. The CNODES training team has expressed interest in supporting our program.

11. Projected enrolment: *Based on the evidence of demand, provide projected enrolment numbers in the program.*

We currently have 6 students who are pursuing their graduate degree working on pharmacoepidemiology thesis projects. Two new faculty members are recruiting students at this time and another faculty member with a research program in pharmacoepidemiology will be joining our group in the near future: it is expected that he will recruit students as well. As a result, the expected number of students who will seek the concentration is 10-12 in the next 2-3 years.

12. Effects on other programs: *Comment on the potential effect of the program on other existing programs. Attach letters of support for any programs/units impacted by the proposed program.*

The proposed Concentration in Pharmacoepidemiology will not negatively affect nor duplicate any other program. The concentration in biostatistics offered at CHS is aimed at providing a broader knowledge of statistical analyses and methods that can be applied to a variety of research projects in the health sciences. The Concentration in Pharmacoepidemiology will focus on graduating individuals with expertise on the use, safety, and effectiveness of medications in populations. A letter of support has been provided by Dr. Lisa Lix from CHS. The College of Pharmacy is well positioned to offer the proposed Concentration in Pharmacoepidemiology.

13. Similar programs: *If known, describe similar programs within Manitoba, outlining any similarities or differences with the proposed program.*

We are aware of a similar concentration program available for students enrolled in the MSc program in the CHS department; however, it is a concentration in biostatistics, which is a different discipline. A letter of support for our proposed program has been provided by Dr. Lisa Lix from CHS. There is no other concentration program in pharmacoepidemiology at the University of Manitoba.

14. External consultation: *Where appropriate, outline any consultations with industry, business and/or any third-party groups in development of the proposed program.*

Support from CNODES and CAN-AIM has been obtained. Please find attached letters of support.

Section 4: Resource Requirements

15. Projected costs and revenues: *Provide a general overview of the projected costs and revenues of the program. Where applicable, comment in detail on the categories below.*

No additional costs are anticipated for the implementation of the concentration.

16. Coursework: *Comment on whether the proposed program will require the offering of additional courses.*

The addition of two new courses (PHRM 7202 and PHRM7302) has been proposed. Please find attached the outlines of the courses. These mandatory courses will supplement the list of the compulsory and elective courses necessary for obtaining the Concentration in Pharmacoepidemiology.

17. Staffing: *Comment on whether the proposed program will require additional academic or administrative staff.*

It is not expected that the proposed program will require any additional academic or administrative staff.

18. Infrastructure / equipment: *Comment on how the proposed program will impact the use of current infrastructure and equipment.*

The Apotex building, home of the College of Pharmacy, provides the necessary infrastructure. No additional equipment is necessary.

19. Library resources: *If the program involves new courses, or coursework that has not been offered on a regular basis in recent years, comment on the adequacy of existing library resources.*

The Neil John Maclean Health Sciences Library can adequately support the new offerings. Library statements for the new course have been obtained. Please find attached.

20. Additional Funds: *Provide information on whether new funds are required for this program. If so, provide details.*

No additional funds are required.

Section 5: Approvals

Faculty Approvals:

Department/Program Head: _____ Enter date.

Dean/Director: _____ Enter date.

Faculty/School Council: _____ Enter date.

Institutional Approvals:

Senate Committee on Curriculum & Course Changes: _____ Enter date.

Senate Planning & Priorities Committee (*if required*): _____ Enter date.

Senate Approval: _____ Enter date.

Provost Approval: _____ Enter date.

College of Pharmacy

Graduate Concentration in Pharmacoepidemiology (PE)



College of Pharmacy

Proposal for MSc and PhD degrees with a Concentration in Pharmacoepidemiology

Rationale

Pharmacoepidemiology is a discipline of growing interest in Canada and abroad. Numerous health agencies and pharmaceutical manufacturers have expressed interest in hiring individuals with expertise in this area as it becomes more and more crucial to assess effectiveness, safety, and value of new expensive medications coming to market. At the College of Pharmacy, University of Manitoba, we have graduated students with expertise in pharmacoepidemiology even though it is not officially recognized in their transcripts and degrees. Other institutions in Canada offer programs with broader scopes and cannot fulfill the demand for trained professionals in the growing area of pharmacoepidemiology. The reality is that many students cannot obtain access to such programs. Overall, the Rady Faculty of Health Sciences (RFHS) offers significant expertise in the areas of epidemiology, biostatistics, health services, and pharmacy services. Through collaborations between the College of Pharmacy, the Department of Community Health Sciences (CHS) and the Manitoba Centre for Health Policy (MCHP), the RFHS can become a leading site for training students in the field of pharmacoepidemiology.

Objective

The proposed Concentration in Pharmacoepidemiology aims to provide MSc and PhD students enrolled in the College of Pharmacy the opportunity to acquire skills in conducting research related to examining the effects of therapeutic agents at the population level.

Students seeking entrance into the Concentration in Pharmacoepidemiology must:

1. be enrolled as a graduate student in the College of Pharmacy with an advisor who has a primary appointment in Pharmacy,
2. have a thesis proposal in pharmacoepidemiology (i.e., a project aimed at investigating the use, safety, and/or effectiveness of medications at the population level) approved by their Advisory Committee, and
3. be granted permission by the course coordinator to enroll in the new mandatory Advanced Topics courses (i.e., PHRM7202 for the MSc, and PHRM7302 for the PhD).

While students with a previous pharmacy degree would be preferred, those with a background in relevant disciplines such as health sciences, social sciences, epidemiology, and biostatistics will be considered. Opportunities will also be opened to health care professionals interested in research.

Course requirements for the Concentration in Pharmacoepidemiology are:

MSc (15 credit hours)	PhD (12 credit hours)**
(new mandatory course) PHRM7202 Advanced Topics in Pharmacoepidemiology Level 1 (3 credit hours)	(new mandatory course) PHRM7302 Advanced Topics in Pharmacoepidemiology Level 2 (3 credit hours)
PHRM7102 Pharmacoepidemiology (3 credit hours)	PHRM 7260 Pharmacy Seminar 1 PhD (3 credit hours)
PHRM7160 Pharmacy Seminar 1 MSc (3 credit hours)	+ Elective courses (6 credit hours)*
+ Elective courses (6 credit hours)*	

* Elective courses may include, but are not limited to: PHRM7120 Medical and Scientific Writing, PHRM7170 Pharmacy Seminar 2 (MSc), PHRM7270 Pharmacy Seminar 2 (PhD), CHSC7820 Biostatistics for Community Health Sciences, CHSC7830 Advanced Biostatistics for Community Health Sciences, CHSC7840 Current topics in Biostatistics: Design and Analysis, CHSC7520 Principles of Epidemiology (MSc), CHSC7540 Advanced Epidemiology (PhD), CHSC7850 Advanced Biostatistical Methods for Hierarchical and Longitudinal Data (PhD), CHSC 7362 Systematic Reviews and Meta-Analysis. Please note that CHSC7520 and CHSC7820 (or

equivalent) may be considered as co-requisites to the core courses (for MSc, depending upon students' background), PHRM7102 (or equivalent) and PHRM7202 (or equivalent) will be prerequisite requirements to PHRM7302 (for PhD). Credited learning through other institutions (e.g., McGill Summer Courses, DSECT program) may also be considered for program fulfillment upon application to the Dean of the College of Pharmacy and permission from the coordinator of the offering.

** (for students entering the PhD program with a previous MSc degree that includes the pre-requisite requirements). Please note that in the Pharmacy graduate program students cannot access the PhD program unless they have a recognized MSc. Students switching from Master to PhD will have to complete 24 CH.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Max Rady College of Medicine
Dept. of Community Health Sciences
S113-750 Bannatyne Avenue
Winnipeg, Manitoba R3W 0W3
Phone: (204) 789-3573
Fax: (204) 789-3905
Email: lisa.lix@umanitoba.ca

May 30, 2019

Dr. Todd Mondor
Dean, Faculty of Graduate Studies & Vice-Provost (Graduate Education)
University of Manitoba
Winnipeg, MB R3T 2N2

Re: Letter of Support for Concentration in Pharmacoepidemiology, College of Pharmacy, Rady Faculty of Health Sciences

Dear Dr. Mondor:

As a biostatistics faculty member in the Department of Community Health Sciences, Senior Scientist with the Manitoba Centre for Health Policy, and Director of the Data Science Platform in the George and Fay Yee Centre for Healthcare Innovation (CHI), I am delighted to write in support of the College of Pharmacy's proposal to establish a graduate-level concentration in Pharmacoepidemiology. The proposal provides a great opportunity to build upon the well-established foundation of population-based drug research and relevant graduate-level training already in place at the University of Manitoba.

The Department of Community Health Sciences offers a number of introductory and advanced biostatistics and epidemiology graduate courses that are relevant to students who plan to enroll in the concentration in Pharmacoepidemiology. These courses cover such topics as the design of observational studies, causal inference, longitudinal analysis, and latent variable/structural equation modeling.

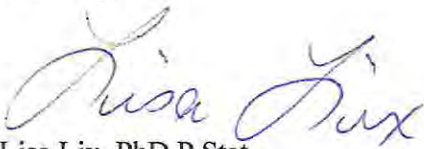
The Department of Community Health Sciences' concentration in Biostatistics has contributed to refinement/renewal of its methodological courses, which will also benefit the proposed concentration in Pharmacoepidemiology in the College of Pharmacy. For example, in the 2018/19 academic year, a new graduate-level course in Current Topics in Biostatistics will be introduced in the Department that will cover emerging statistical methods, such as competing risk models and machine-learning techniques; these techniques have many applications in population-based drug studies.

The strength of expertise at the University of Manitoba in population-based research about the use, safety, and effectiveness of drugs has grown substantially in recent years. The availability of high-quality prescription drug data at the Manitoba Centre for Health Policy and the establishment of the Canadian Network of Observational Drug Effect Studies (CNODES) has contributed to this environment. Multiple members of the Department of Community Health Sciences have the expertise to serve as members of graduate advisory committees in the College of Pharmacy because they are highly-skilled in using Manitoba's administrative data and have participated in CNODES studies.

The establishment of the Data Science Platform in the George and Fay Yee Centre for Healthcare Innovation (CHI) in 2013 has increased the number of trained biostatisticians who are available to serve as members on graduate student committees and to consult with graduate students as they develop their thesis research ideas. In fact, the CHI provides all graduate students at the University of Manitoba with up to five hours of no-cost consulting time to develop their thesis research ideas.

The College of Pharmacy's proposed concentration in Pharmacoepidemiology will complement existing graduate programs in the Department of Community Health Sciences. It will increase the number of graduates from the University of Manitoba who have skills in working with population-based data and are in demand within government, academic, and industry settings.

Sincerely,



Lisa Lix, PhD P.Stat.

Professor & Acting Associate Head

Director, Data Science Platform, George & Fay Yee Centre for Healthcare Innovation



Colin Dormuth, ScD
Training Team Lead, CNODES
Associate Professor, Department of Anesthesiology, Pharmacology & Therapeutics
University of British Columbia, 210-1110 Government Street
Victoria, BC V8W 1Y2

March 14, 2019

Dr. Todd A.M. Mondor
Vice-Provost (Graduate Education) & Dean (Faculty of Graduate Studies)
Faculty of Graduate Studies
500 University Centre, 65 Chancellors Circle
University of Manitoba, Winnipeg, MB R3T 2N2

Re: Concentration in Pharmacoepidemiology at the University of Manitoba

Dear Dr. Mondor,

As the Lead of the Canadian Network for Observational Drug Effect Studies (CNODES) Training Team, I am writing to express our support of a new Concentration in Pharmacoepidemiology at the University of Manitoba, as proposed by the College of Pharmacy.

CNODES is a nation-wide network that responds to urgent drug safety and effectiveness questions posed by government partners. The mandate of the CNODES Training Team is to build capacity for pharmacoepidemiology research in Canada. As such, we are very pleased to see the proposed launch of a new training program in pharmacoepidemiology at the University of Manitoba, and are committed to supporting this initiative. Some of the ways that CNODES Training might support the new Concentration in Pharmacoepidemiology are by:

- Providing course material in the form of online lectures available on the CNODES website;
- Providing guest lecturers from CNODES to present to students;
- Providing opportunities for students to receive hands-on training at various CNODES sites across the country in the form of work-term placements or research projects;
- Providing access to an online training program to teach students to code pharmacoepidemiology studies within large administrative health databases; and
- Providing funding to select nominated trainees to attend additional training opportunities.

We will continue to work collaboratively with Dr. Alessi-Severini and other faculty members at the College of Pharmacy to identify ways in which the CNODES Training Team's regular activities can be leveraged to support this new program. We wish you luck on the development of this new concentration.

Respectfully yours,

Colin Dormuth
Associate Professor

March 21, 2019

Dr. Todd A.M. Mondor
Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)
Faculty of Graduate Studies
500 University Centre, 65 Chancellor Circle
University of Manitoba, Winnipeg, MB R3T 2N2

Re: Concentration in Pharmacoepidemiology at the University of Manitoba

Dear Dr. Mondor,

As a Principal Investigator of the Canadian Network for Advanced Interdisciplinary Methods for comparative effectiveness research (CAN-AIM), I fully support a new Concentration in Pharmacoepidemiology at the University of Manitoba, as proposed by the College of Pharmacy.

CAN-AIM forms a pan-Canadian, highly interdisciplinary network of researchers providing complementary clinical and methodological expertise in comparative drug research. Additionally, CAN-AIM has expertise of international collaborators from some of the most prestigious institutions in Europe and in the United States.

We are focussed on enhancing, validating and real-life applications of the advanced interdisciplinary methodology for prospective observational drug studies, and the analytical challenges involved in the conduct of such studies. Our top priority is building capacity in these areas. CAN-AIM's capacity building activities have and will continue to focus on the training of highly qualified personnel. The new Pharmacoepidemiology Concentration will be directly in line with our top priority and CAN-AIM can support the Concentration by:

- Providing clinical expertise in arthritis, cardiovascular disease and infectious diseases;
- Providing guest lecturers from CAN-AIM to present to students on comparative effectiveness research and methods;
- Providing access to research expertise in pharmacoepidemiology and pharmacovigilance, epidemiological and biostatistical methods;
- Providing access to online resources from the CAN-AIM website

We will continue to work with Dr. Alessi-Severini and the other faculty members of the College of Pharmacy.

Regards,



Sasha Bernatsky MD PhD FRCPC
Professor
Centre for Outcomes Research and Evaluation (CORE)
Research Institute of the McGill University Health Centre
Montreal, Quebec

	<p><u>The College of Pharmacy offers an MSc Concentration in Pharmacoepidemiology. This program consists of completion of core courses and elective courses for a total of 15 credit hours (CH), and a thesis conducted in the area of Pharmacoepidemiology.</u></p> <p><u>Core courses (9 CH):</u></p> <ul style="list-style-type: none"> •<u>PHRM 7102-Pharmacoepidemiology (3 CH)</u> •<u>PHRM 7202-Advanced Topics in Pharmacoepidemiology 1 (3 CH)</u> •<u>PHRM 7160-Pharmacy Seminar 1 MSc (3 CH)</u> <p><u>6 additional CH will be obtained from elective courses chosen from the following options and/or upon recommendation of the student's advisor.</u></p> <ul style="list-style-type: none"> •<u>PHRM 7120-Medical and scientific writing (3 CH)</u> •<u>PHRM 7170-Pharmacy Seminar 2 MSc (3 CH)</u> •<u>CHSC 7820 Biostatistics for Community Health Sciences 1 (3 CH)</u> •<u>CHSC 7520-Principles of Epidemiology (3 CH)</u> •<u>CHSC 7840 – Current Topics in Biostatistics: Design and Analysis (3 CH)</u> •<u>CHSC 7362- Systematic Reviews and Meta-Analysis (3 CH)</u> <p><u>Note: CHSC7520 and CHSC7820 (or equivalent) will be considered as co-requisites to the core courses; however, they might be waived for students with adequate training in epidemiology and/or biostatistics, upon approval by their advisor and the Chair of the PGSC.</u></p> <p><u>Other credited learnings from the University of Manitoba may be considered for program fulfilment with approval from the student's advisor and the Chair of the Pharmacy Graduate Studies Committee, and with permission from the coordinator of the course. Courses from other institutions may be considered but must obtain approval from the Dean of Pharmacy.</u></p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p>The College of Pharmacy does not offer a course-based/comprehensive examination route.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>Students must complete PHRM 7260 (Pharmacy Seminar 1 PhD) in the first year of their program. Students may subsequently take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. As per 5.6.2, students registered full time in the Ph.D. program are required to attend and participate in the Pharmacy Graduate Seminar Series, where they must present at least one research seminar annually.</p> <p>Students who transfer from the M.Sc. to the Ph.D. program in Pharmacy, having completed PHRM 7160 (Pharmacy Seminar 1 MSc), may take PHRM 7270 (Pharmacy Seminar 2 PhD) as an elective to meet their credit hour requirements. Normally, students will not be permitted to take PHRM 7260 (Pharmacy Seminar 1 PhD) unless their research project is notably different from that presented in PHRM 7160 (Pharmacy Seminar 1 MSc). In that case, the student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7260.</p> <p>Students may take PHRM 7120 (Medical and Scientific Writing) once during their program. An exception may be made to take PHRM 7120 a second time provided the course title and content are different. The student must obtain approval from their advisor and Chair of the PGSC to take PHRM 7120 a second time.</p> <p>There are no other required courses, but students must acquire approval from their Advisory Committee when selecting courses to meet credit hour requirements.</p> <p>Students must provide the Chair of the PGSC, or designate, with written approval of their Advisory Committee in order to withdraw from a course.</p> <p><u>The College of Pharmacy offers a Ph.D. Concentration in Pharmacoepidemiology. This program consists of completion of core courses and elective courses for a total of 12 credit hours</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p><u>(CH), and a thesis conducted in the area of Pharmacoepidemiology.</u></p> <p><u>Core courses (6 CH):</u> •PHRM 7302-Advanced Topics in Pharmacoepidemiology 2 (3 CH)* •PHRM 7260-Pharmacy Seminar 1 PhD (3 CH) * Prerequisite courses for PHRM7302 are PHRM 7102-Pharmacoepidemiology (3 CH) or equivalent and PHRM 7202-Advanced topics in Pharmacoepidemiology 1 (3 CH) or equivalent.</p> <p><u>6 additional CH will be obtained from elective courses chosen from the following options and/or upon recommendation of the student's advisor.</u> •PHRM 7120-Medical and Scientific Writing (3 CH) •PHRM 7270-Pharmacy Seminar 2 PhD (3 CH) •CHSC 7830-Advanced Biostatistics for Community Health Sciences (3 CH) •CHSC 7540-Advanced Epidemiology (3 CH) •CHSC 7850-Advanced Biostatistical Methods for Hierarchical and Longitudinal Data (3 CH) •CHSC 7840 – Current Topics in Biostatistics: Design and Analysis (3 CH) •CHSC 7362- Systematic Reviews and Meta-Analysis (3 CH)</p> <p><u>Please note: PHRM7202 (or equivalent) will be considered a pre-requisite to PHRM7302.</u></p> <p><u>Other credited learnings from the University of Manitoba may be considered for program fulfilment with approval from the student's advisor and the Chair of the Pharmacy Graduate Studies Committee, and with permission from the coordinator of the course. Courses from other institutions may be considered but must obtain additional approval from the Dean of Pharmacy.</u></p>
<p>5.4.1 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.</p>	
<p>5.4.2 Advance Credit</p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit - Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p>	

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 College of Dentistry.

Observations

1. The **College of Dentistry** proposes program modifications, specifically, changes to coursework requirements for the Prosthodontics program. These include adding DDSS 7030 to their list of required courses; removing DDSS 7220 (redundant with GRAD 7000); and correcting the credit hour value of RSTD 7100 from 1 to 6 CH. As a result of these changes, the total credit hours in the program is now 99 (formerly 96) to be completed over 36 months (formerly 33).

Recommendations

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

College of Dentistry

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

January 9, 2020

Dr. Louise Simard, Acting Dean & Chair
Programs and Guidelines Committee
Faculty of Graduate Studies
500 E University Centre
University of Manitoba

Dear Dr. Simard:

Please find attached the following course changes and documents for the Graduate Prosthodontic Program in the Dr. Gerald Niznick College of Dentistry, Rady Faculty of Health Sciences.

1. ADD: DDSS 7030 - Advanced Oral Radiology (1) course to Prosthodontic Program
This course was not available when the Prosthodontic Program was approved (approved by BOG March 21, 2017). The Department of Dental Diagnostic and Surgical Sciences introduced this course (approved by Senate October 4, 2017) and at the time, the unit's proposal stated that the course would be available to all graduate dental students.
This course is part of the advanced education and training in the field of prosthodontics and implant dentistry to prepare graduates to pursue careers in clinical practice, academics and research. This course is intended to assure that students have a comprehensive overview of Oral Radiology, especially with the emerging 3 dimensional imaging being more utilized in the fields of dentistry. There is no additional impact on library resources as this course already exists.
2. REMOVE: DDSS 7220 – Essay / Research Project (0) from the Prosthodontic Program (ONLY)
In the Prosthodontic Program proposal, this course was listed in addition to GRAD 7000 – Masters Thesis. The Graduate Program in Prosthodontics is a Thesis-Based, Master of Science Program and included the DDSS 7220 – Essay/Research Project in error (typically used for Course-Based Graduate Programs in Dentistry. The Prosthodontic Program registers students in GRAD 7000.
3. CORRECTED: RSTD 7100 - Dental Materials (6)
This course was erroneously listed as a 1 credit hour course in the original program proposal, when in fact it has always been valued at 6 credit hours. Therefore, with the addition of DDSS 7030 Advanced Oral Radiology (1), the total credit hours in the program results in 99 CH.
4. Revised Supplemental Regulations for your Approval – Dated January 9, 2020
Final changes were made as suggested by the Faculty of Graduate Studies.

Please let me know if you have any questions. Thank you in advance for your consideration. With best regards,

Igor Pesun

Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C), F.I.C.D.(C), F.P.F.A.
Associate Professor & Head Prosthodontics, Restorative Dentistry
Director, Graduate Prosthodontic Program

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> • Courses completed more than seven (7) years prior to the date of awarding a degree may not normally be used for credit towards the degree (see section 4.7.2 Lapse of Credit of Courses) <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the department/unit, a student may defer registration for up to one (1) term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the department/unit, for up to one (1) year following acceptance.</p> <p>All programs must be approved by the Head of the major department/unit or designate. Approval to take courses from departments/units outside the major department/unit must be obtained from the outside department/unit.</p> <p>The approval or denial of admission and registration to two (2) programs rests with the Dean of the Faculty of Graduate Studies in consultation with the department/unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html).</p> <p>Where a student does register in two (2) programs, it is important to note that dual registration may affect funding, and that completing a graduate program as a part-time student will affect eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.</p>	
<p>1.2.2 Re-Registration</p> <p>All students must re-register in all Fall, Winter, and Summer terms of their program until a degree is obtained. Failure to re-register will result in the student being discontinued from their graduate program. A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, Pre-Master's students or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).</p> <p>The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	<p>The Restorative Dentistry (Prosthodontic) Graduate Program Office will re-register students in all of their courses.</p> <p>The minimum time registered in the program as a full-time student is 336 months.</p> <p>When an exceptional leave of absence is granted (see Section 8 of this guide), satisfactory completion of all of the program requirements while maintaining a minimum GPA of 3.0 is required. Additional time in the program may be needed beyond the minimum 336 months to fulfill those requirements.</p> <p>Students on an approved leave of absence cannot participate in any program activities either on university property or at any external location.</p> <p>Students returning from an approved leave of absence will meet with their supervisor (Program Director) who will establish whether any adjustment to their program of study is required as they go forward in the program. Any such adjustments will be contained in a Progress Report sent to the Faculty of Graduate Studies.</p>
<p>1.2.3 Registration Revisions</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>The program requires a total of 969 credit hours (CH) of coursework over 36 months.</p> <p><u>Year 1</u> GRAD 7000 Masters Thesis – 0 CH GRAD 7020 Masters Re-Registration – 0 CR GRAD 7500 Academic Integrity – 0 CH RSTD 7010 Dental Laboratory Technology – 4 CH RSTD 7012 Advanced Prosthodontic Seminars 1-TMD, Occlusion, Articulators – 1 CH RSTD 7014 Classic Fixed Prosthodontic Literature Review – 1 CH RSTD 7016 Clinical Practice in Prosthodontics 1 – 8 CH RSTD 7018 Current Prosthodontic Literature Review 1 – 1 CH RSTD 7112 Advanced Prosthodontic Seminar 2 – Complete Dentures, Maxillofacial Prosthodontics – 1 CH RSTD 7114 Classic Removable Partial Denture Prosthodontic Literature Review – 1 CH RSTD 7116 Clinical Practice in Prosthodontics 2 – 8 CH RSTD 7118 Current Prosthodontic Literature Review 2 – 1 CH CHSC 6810 Biostatistics for Clinicians – 3 CH</p> <p><u>Year 1 or 2 (Courses Offered Bi-Yearly taken in Year 1 or Year 2)</u> ANAT 7060 Advanced Human Macroscopic (Gross) Anatomy – 6 CH DDSS 7030 Advanced Oral Radiology – 1 CH DDSS 7130 Occlusion – 3 CH</p> <p>DDSS 7230 Advanced Oral Pathology – 6 CH DDSS 7300 Dental Implantology – 3 CH ORLB 7090 Pharmacology and Therapeutics – 3 CH RSTD 7100 Dental Materials – 46 CH</p> <p><u>Year 2</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>RSTD 7022 Advanced Prosthodontic Seminars 3 – Removable Partial Dentures, Dental Materials – 1 CH RSTD 7024 Classic Complete Denture Prosthodontic Literature Review – 1 CH RSTD 7026 Clinical Practice in Prosthodontics 3 – 8 CH RSTD 7028 Current Prosthodontic Literature Review 3 – 1 CH RSTD 7122 Advanced Prosthodontic Seminars 4 – Conventional Fixed Prosthodontics– 1 CH RSTD 7124 Classic Implant Prosthodontic Literature Review – 1 CH RSTD 7126 Clinical Practice in Prosthodontics 3 – 8 CH RSTD 7128 Current Prosthodontic Literature Review 4 – 1 CH</p> <p><u>Year 3</u></p> <p><u>DDSS 7220 Essay/Research Project – 3 CH</u> RSTD 7032 Advanced Prosthodontic Seminars 5 – Implant Prosthodontics– 1 CH RSTD 7036 Clinical Practice in Prosthodontics 5 – 8 CH RSTD 7038 Current Prosthodontic Literature Review 5 – 1 CH RSTD 7132 Advanced Prosthodontic Seminars 6 – Practice Management, Ethics, and Sleep Medicine– 1 CH RSTD 7136 Clinical Practice in Prosthodontics 6 – 8 CH RSTD 7138 Current Prosthodontic Literature Review 6 – 1 CH</p> <p>This program requires the completion of a Thesis that has been submitted for publication.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	
<p>4.4.5 Advanced Credit</p>	<p>The Prosthodontic Program does not give advanced credit.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. <p>Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.</p>	<p>Students holding a Master's or PhD degree may apply for advanced credit in certain courses following Faculty of Graduate Studies procedures.</p> <p>No advanced credit is available for clinical courses. In circumstances where the student is not transferring from a program recognized as an Accredited Prosthodontic Program in Canada or the United States, the student is responsible for and must ensure that any program modifications they apply for, and are granted by the University of Manitoba, do not conflict with any subsequent application on their part to sit the National Specialty Certification Board's examinations which are administered by the Royal College of Dentists of Canada.</p>
<p>4.4.6 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.</p>	<p>Courses or parts of courses taken at institutions outside the Province of Manitoba and not directly affiliated with the University of Manitoba must receive prior approval from the Department, the Prosthodontics Program, and from the Registrar of the University of Manitoba.</p> <p>Such "elective experiences" must be approved by the Prosthodontics Program Director and must be applied for at least six months prior to the elective experience.</p> <p>The maximum length for an elective is four consecutive weeks and the period will be designated by the Prosthodontics Program Director.</p>
<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies</p>	<p>The minimum time to complete this program is 36 months.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> maintain a minimum degree grade point average of 3.0 with no grade below C+; meet the minimum and not exceed the maximum course requirements; and meet the minimum and not exceed the maximum time requirements. <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>A thesis proposal of about 5 pages (introduction, purpose of research project, materials and methods, estimated budget, sources of funding, research time line and references must be approved and signed by the advisory committee within 12 months of commencement of the <u>36 month</u> 3-year program.</p> <p>The Graduate Prosthodontics Program in the Department of Restorative Dentistry does not require a practicum.</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>NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</p> <p>The examining committee is made up of the advisory committee.</p>

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Education.

Observations

1. The Faculty of Education proposes program modifications and course changes. Specifically, Ph.D. supplementary regulation changes and (3) course modifications: EDUA 7520, EDUA 7840, EDUA 7860. The Faculty of Education is proposing to align the entrance requirements for their two admission routes, as well as modifications to their admission requirements to require applicants to demonstrate their research capabilities and professional experience. The course modifications address pre-requisites.

The Faculty of Education also submits a correction to a recent Senate approval (March 4, 2020 agenda); the Educational Administration, Foundations & Psychology supplemental regulations should have stated the deletion of EDUA 5660 Organization and Delivery of Resource Program and Support Services (3 CH) on pages 19, 21 and 24 of the EAF&P Supplemental Regulations and replacement with the course EDUA 5662 Delivering Supports for Inclusive Education (3 CH).

Course Modifications

EDUA 7520 Practicum Seminar in Counselling

3

Supervised experience in individual and/or group counselling. Attention is given to analysis of case studies using audio- and video-tapes. A minimum of 180 hours of counselling experience in placement situations is required. May not be held with EDUA 7521. Prerequisites: EDUA 5480 (or EDUA 5481) and grade of C+ or better in EDUA 5520 and EDUA 7550 (or EDUA 7551), and permission of the instructor. This course is graded pass/fail.

EDUA 7840 Qualitative Research Methods in Education

3

An introduction to qualitative research methods. While the theoretical underpinnings of qualitative research will be discussed, emphasis is placed on learning to conduct a study including design, collecting and analyzing data, and research ethics. May not be held with EDUA 7841. Prerequisite: EDUA 5800 or EDUA 5801 or equivalent (C+).

EDUA 7860 Advanced Topics in Educational Research

3

An advanced study of special topics in educational research with an in-depth study of specific topics which will change from year to year. Prerequisite: EDUA 5800 or EDUA 5801 (C+).

NET CREDIT HOUR CHANGE

0

Recommendations

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

Faculty of Education

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

PhD in Education Supplemental Regulation Changes

Section 1.1.1

proposed changes	rationale
<p>Application Procedures</p> <p>All applications for doctoral studies in Education are made to a specific program area or to the <i>ad hoc</i> route (http://umanitoba.ca/education). Applicants who wish to be considered by more than one program area or the <i>ad hoc</i> route should send a separate set of credentials for each program area and should indicate the rank ordering of the program areas on each set of credentials. See the Faculty of Education website for specifics regarding upcoming intakes.</p> <p>Each application for admission must include:</p> <ol style="list-style-type: none"> a. a completed application form and application fee; b. official transcripts from all post-secondary institutions attended other than the University of Manitoba; c. two completed University of Manitoba reference forms from individuals familiar with the applicant's academic and/or professional work. (Where possible, one of these recommendations must be from the supervisor of the work submitted as evidence of appropriate research capability, i.e.: the Master's thesis advisor); d. evidence of appropriate research capability; e. evidence of appropriate occupational experience in an educational setting; f. a description<u>statement of intent</u>, of not more than 1000 words, outlining the applicant's academic and/or professional goals<u>research focus</u>; g. a statement indicating the preference ordering of (at least two) faculty members under whose supervision the applicant would like to work (see appendices); and h. any additional information including awards, scholarships, abilities, or authorships. <p>Individuals may also apply to study in an area not subsumed in the existing program areas (i.e.: <i>ad hoc</i>), with a specific member of the doctoral studies faculty who is not affiliated with a specific Ph.D. program area. See Appendix A for a list of potential advisors: http://umanitoba.ca/faculties/education/future/PhD-application.html</p> <p>In such cases, and in addition to items (a) to (h) above, an application for admission must include a letter of support from the proposed advisor, outlining:</p> <ol style="list-style-type: none"> a. the proposed advisory committee; b. the proposed research focus and program of studies; and c. associated resource requirements. <p>See the Faculty of Education web site for specifics for upcoming program intake(s) at: www.umanitoba.ca/education</p>	<p>Current practice is that we offer either only the <i>ad hoc</i> route or the <i>ad hoc</i> route and one – but not more than one – of the program areas in any given year.</p> <p>Reflects the intent of what is (now) expected.</p> <p>This deletion reflects the desire to not distinguish between different application submission requirements for a program area application and an <i>ad hoc</i> program route application.</p>

Section 1.1.11

proposed changes	rationale
<p>Students applying to the Faculty-based Ph.D. in Education must possess:</p> <ol style="list-style-type: none"> an earned Master's degree from a recognized institution; appropriate academic background as defined by the program area to which admission is being sought (see http://umanitoba.ca/faculties/education/future/PhD-application.html for a listing of program areas and associated admission requirements); appropriate research capability as evidenced by one of: <ol style="list-style-type: none"> thesis from a recognized institution; major research paper equivalent to a thesis from a recognized institution <u>plus a successfully completed 3 credit-hour 7000-level (or equivalent) research methods course</u>; independently completed major contribution to a research article published in a refereed journal <u>plus a successfully completed 3 credit-hour 7000-level (or equivalent) research methods course</u>; or a research/scholarly/creative product <u>and coursework</u> equivalent to <u>one of the above</u> (one of ci- to ciii). <u>above</u> normally, appropriate occupational <u>or service</u> experience, such as: <ol style="list-style-type: none"> teaching in schools or non-school settings <u>educational or administrative work or service in a school, post-secondary or similar setting</u>; post-secondary teaching; practice in school counseling, psychology, or a similar helping-related profession; educational administration; administrative experience in a government department; or experience work, service, or practice equivalent to one of the (di) to or (dvdii)-above. <p>For students applying to study in a non-defined area and with a specific faculty member (i.e.: ad hoc route). See http://umanitoba.ca/faculties/education/future/PhD-application.html and click on "Appendices" for specific requirements in the Ad Hoc Program Area.</p>	<p>The intent of these changes is to provide a clearer articulation of the venues available for those with an M.Ed. (course-based route) to demonstrate research capability as part of their PhD application.</p> <p>The intent is to recognize service in addition to professional experience.</p> <p>The intent is to opening up the possibilities for the source of required experience.</p> <p>This deletion follows from the previous deletion that was to eliminate the distinction in application submission requirements between program areas and the <i>ad hoc</i> route.</p>

contact the department/unit to which they are applying for the procedures and requirements of that department/unit. Contact information for each unit can be found at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

Telephone: (204) 474-7886

E-mail: edgradpr@umanitoba.ca

Application information for Faculty of Education doctoral programs can be obtained from the website www.umanitoba.ca/education

Completed applications, together with all supporting documents, should be submitted online to The Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/admissions/)

Admission to the Ph.D. program is competitive. A number of factors are taken into consideration in arriving at an admission decision including:

1. the capacity of the Faculty to provide the program of study requested by the applicant;
2. the applicant's previous academic background;
3. the referees' assessments of the applicant;
4. the capacity of the Faculty to provide the applicant with an advisor and advisory committee;
5. the applicant's occupational experience;
6. the applicant's research capability; and
7. the applicant's academic and/or professional goals.

This document provides the regulations and procedures for doctoral programs in the Faculty of Education. These are supplementary to the regulations and procedures of the Faculty of Graduate Studies, which govern all graduate programs at the University of Manitoba. This document should be read in conjunction with the Faculty of Graduate Studies' complete Graduate Studies Calendar and Academic Guide:

http://umanitoba.ca/faculties/graduate_studies/publications/index.html

Application Procedures

All applications for doctoral studies in Education are made to a specific program area or to the *ad hoc* route (<http://umanitoba.ca/education>).

~~Applicants who wish to be considered by more than one program area or the *ad hoc* route should send a separate set of credentials for each program area and should indicate the rank ordering of the program areas on each set of credentials. See the Faculty of Education website for specifics regarding upcoming intakes.~~

Each application for admission must include:

- a. a completed application form and application fee;
- b. official transcripts from all post-secondary institutions attended other than the University of Manitoba;
- c. two completed University of Manitoba

- reference forms from individuals familiar with the applicant's academic and/or professional work. (Where possible, one of these recommendations must be from the supervisor of the work submitted as evidence of appropriate research capability, i.e.: the Master's thesis advisor);
- d. evidence of appropriate research capability;
 - e. evidence of appropriate occupational experience in an educational setting;
 - f. a ~~description~~statement of intent, of not more than 1000 words, outlining the applicant's ~~academic and/or professional goals~~research focus;
 - g. a statement indicating the preference ordering of (at least two) faculty members under whose supervision the applicant would like to work (see appendices); and
 - h. any additional information including awards, scholarships, abilities, or authorships.

~~Individuals may also apply to study in an area not subsumed in the existing program areas (i.e.: ad hoc), with a specific member of the doctoral studies faculty who is not affiliated with a specific Ph.D. program area. See Appendix A for a list of potential advisors:~~
<http://umanitoba.ca/faculties/education/future/PhD-application.html>

~~In such cases, and in addition to items (a) to (h) above, an application for admission must include a letter of support from the proposed advisor, outlining:~~

- ~~a. the proposed advisory committee;~~
- ~~b. the proposed research focus and program of studies; and~~
- ~~c. associated resource requirements.~~

~~See the Faculty of Education web site for specifics for upcoming program intake(s) at:~~
www.umanitoba.ca/education

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised

Completed applications must be received **no later than December 1 prior to the academic year for which admission is sought**. Successful applicants normally begin their program in September.

1.1.11 Entrance Requirements

The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

Students applying to the Faculty-based Ph.D. in Education must possess:

- a. an earned Master's degree from a recognized institution;
- b. appropriate academic background as defined by the program area to which admission is being sought (see <http://umanitoba.ca/faculties/education/future/PhD-application.html> for a listing of program areas and associated admission requirements);
- c. appropriate research capability as evidenced by one of:
 - i. thesis from a recognized institution;
 - ii. major research paper ~~equivalent to a thesis~~ from a recognized institution plus a successfully completed 3 credit-hour 7000-level (or equivalent) research methods course;
 - iii. ~~independently completed major contribution to a~~ research article published in a refereed journal plus a successfully completed 3 credit-hour 7000-level (or equivalent) research methods course; or
 - iv. a research/~~scholarly/creative~~ product and coursework equivalent to one of the above (ci. to ciii). ~~above~~
- d. normally, appropriate occupational or service experience, such as:
 - i. ~~teaching in schools or non-school settings~~ educational or administrative work or service in a school, post-secondary or similar setting;
 - ii. ~~post-secondary teaching~~;
 - iii-ii. ~~practice in school counseling, psychology, or a similar helping related profession~~;
 - iv. ~~educational administration~~;
 - v. ~~administrative experience in a government department~~; or
 - vi-iii. ~~experience work, service, or practice~~ equivalent to one of the (di) to or (dvdii) above.

~~For students applying to study in a non defined area and with a specific faculty member (i.e.: ad hoc route). See~~
<http://umanitoba.ca/faculties/education/future/PhD-application.html> and click on "Appendices" for specific requirements in the **Ad Hoc Program Area**.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>Individuals with a three-year undergraduate degree and the four courses listed above (EDUA 1560, EDUA 1570, EDUA 1580 and EDUA 1590) must complete an additional 12 credit hours of senior level courses (i.e.: 5000 level PBDE courses, 1000 or 2000 level B.Ed. courses, or courses at the 3000 level or above in other faculties) to have the 24 credit hours that are the minimal requirements for satisfying the “honours degree or equivalent” admission requirement.</p> <p>Those with the completed CACE require an additional nine (9) credit hours of senior level courses.</p> <p>Pre-requisite Coursework: The following program areas require pre-requisite coursework that must be completed prior to the start of the M.Ed. program (may be taken in the Post-Baccalaureate Diploma in Education (PBDE) program of the Faculty of Education, or its equivalent).</p> <p><i>Counselling Psychology:</i> A minimum of nine (9) credit hours of university coursework at the 5000 level consisting of (or their equivalent):</p> <ul style="list-style-type: none"> • EDUA 5480 Counseling Skills (3 credit hours); • EDUA 5500 Theories and Issues in School Counseling (3 credit hours); • EDUA 5540 Groups in Guidance (3 credit hours). <p><i>Inclusive Education:</i> A minimum of eighteen (18) credit hours of university level coursework at the 5000 level or equivalent with a GPA of 3.0 (B) or better, consisting of:</p> <ul style="list-style-type: none"> • EDUA 56020-Introduction to Inclusive Special Education (6 credit hours); • EDUA 56320-Assessment and Instruction in Inclusive Special Education (6 credit hours); <p>And; 6 credit hours from:</p> <ul style="list-style-type: none"> ◦ EDUA 56120-Field Experience in <u>Inclusive SEducation</u> (6 credit hours)

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<ul style="list-style-type: none"> o EDUA 5620 Teaching Children through Alternative and Augmented Communication (3 credit hours) o EDUA 56420-ISE: Transition from School to Adult Life<u>Early and Middle Years</u> (36 credit hours) o EDUA 5650 ISE: High School and Transition to Adult Life (3 credit hours) o EDUA 5660 Organization and Delivery of Resource Program and Support Services (3 credit hours) o EDUA 5662 Delivering Supports for Inclusive Education (3 credit hours) o EDUA 5670 Strategies for Organizing Inclusive Classrooms and Schools (3 credit hours) o EDUA 5680 Promoting Responsible Behaviour in Educational Settings (3 credit hours) o EDUA 573/4 Recent Developments in Educational Psychology (3 credit hours) [NB. Where content is specific to ISE.] o Or equivalent courses from other universities.
<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.</p>	<p>The Coursework and Thesis Route (Thesis-Based):</p> <p>Typically students complete a set of core courses,</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>Students select three (3) credit hours from, EDUA 7510, EDUA 7530, EDUA 7540, EDUA 7750, EDUA 7760 or other courses approved by the program advisor and department head.</p> <p><u>Cross-Cultural, Sociological and Philosophical Foundations in Education</u></p> <p><i>Core Courses:</i> Six credit hours of coursework selected from EDUA 7200, EDUA 7210, EDUA 7270.</p> <p><i>Concentration:</i> Students select six (6) credit hours from EDUA 7230, EDUA 7240, EDUA 7250, EDUA 7270, EDUA 7280, EDUA 7300, EDUA 7340, or other courses selected from the Curriculum, Teaching and Learning Department, the Faculty of Arts at the University of Manitoba or other universities, and approved by the advisor and department head.</p> <p><u>Educational Administration</u></p> <p><i>Core Courses:</i></p> <ul style="list-style-type: none"> • EDUA 7010 Educational Administration as a Field of Study and Practice (3 Credit hours); • EDUA 7050 Theoretical Perspectives in Educational Administration (3 credit hours) <p><i>Concentration:</i> Students select six (6) credit hours of coursework in consultation with the advisor, at least 3 credit hours of which must be at the 7000 level. The courses are normally selected from EDUA 5040, EDUA 5100, EDUA 7020, EDUA 7030, EDUA 7040, EDUA 7060, EDUA 7070, or other courses approved by the advisor and department head.</p> <p><u>Inclusive Education</u></p> <p><i>Core Courses:</i></p> <ul style="list-style-type: none"> • EDUA 76020-Seminar in Inclusive Special Education (6 credit hours). <p><i>Concentration:</i> Students select six (6) credit hours, with a minimum of 3 credit hours at the 7000 level, from EDUA 7610, EDUA 7630, EDUA 76520, EDUA 7740, EDUA 7750, EDUA 56120, EDUA 5620, EDUA 56420, EDUA 5650, EDUA 56620, EDUA 5670, EDUA 5680, or other courses approved by the advisor and department head.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level</p>	<p>Coursework and Comprehensive Examination Route (Course-Based)</p> <p>This program route consists of four elements:</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>head.</p> <p><i>Electives:</i> Students are required to take six (6) credit hours of approved elective courses.</p> <p><u>Inclusive Education</u> <i>Core Courses:</i> EDUA 76020-Seminar in Inclusive Special Education (6 <i>credit hours</i>)</p> <p><i>Concentration:</i> Students select twenty one (21) credit hours with a minimum of (12) credit hours at the 7000 level from EDUA 7610, EDUA 7630, EDUA 76520, EDUA 7740, EDUA 7750, EDUA 56120, EDUA 5620, EDUA 56420, EDUA 5650, EDUA 56620, EDUA 5670, EDUA 5680, or other courses approved by the program advisor and department head. Please note that all of the courses listed in the concentration are not regularly offered by the department. Check the future graduate course offerings posted on the Faculty website http://wwwapps.cc.umanitoba.ca/faculties/education/grad/rotation/</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>None required.</p>
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. 	<p>The granting of advanced credit is subject to the regulations of the Faculty of Graduate Studies and to the approval of the Department Head.</p>

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Engineering.

Observations

1. The **Faculty of Engineering** (Biomedical Engineering M.Sc. and Ph.D.) proposes program modifications and course changes. Specifically, a reduction in credit hours in the M.Sc. from 18 to 12 CH, an increase in the minimum number of core-course credit hours from 5 to 6 CH, the deletion of two 1 CH courses, BME 7016 and BME 7030, and the introduction of one 0 CH research ethics course, BME 7040.

Following feedback from students and instructors, the unit proposes to delete BME 7016 from the graduate BME program. It was determined that the material presented was too much for a 1 CH course. BME students who need an introduction to Biochemistry will be better served taking a 3 CH undergraduate course in Biochemistry.

BME 7040 is essentially the same as its previous version, BME 7030, but the credit hour value of the course has been changed to 0 CH in order to avoid an odd total number of required courses for students. This course remains mandatory and has a seminar nature similar to the BME Seminar course.

Course Deletions

BME 7016 Introduction to Biochemistry -1

BME 7030 Biomedical Ethics -1

Course Introduction

BME 7040 Biomedical Ethics +0

The goal of this course is to introduce the ethical issues encountered in biomedical research. The course presents several actual examples and offers the fundamental ethical rules of any biomedical research. The course is graded pass/fail.

NET CREDIT HOUR CHANGE -2

Recommendations

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

Faculty of Engineering

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

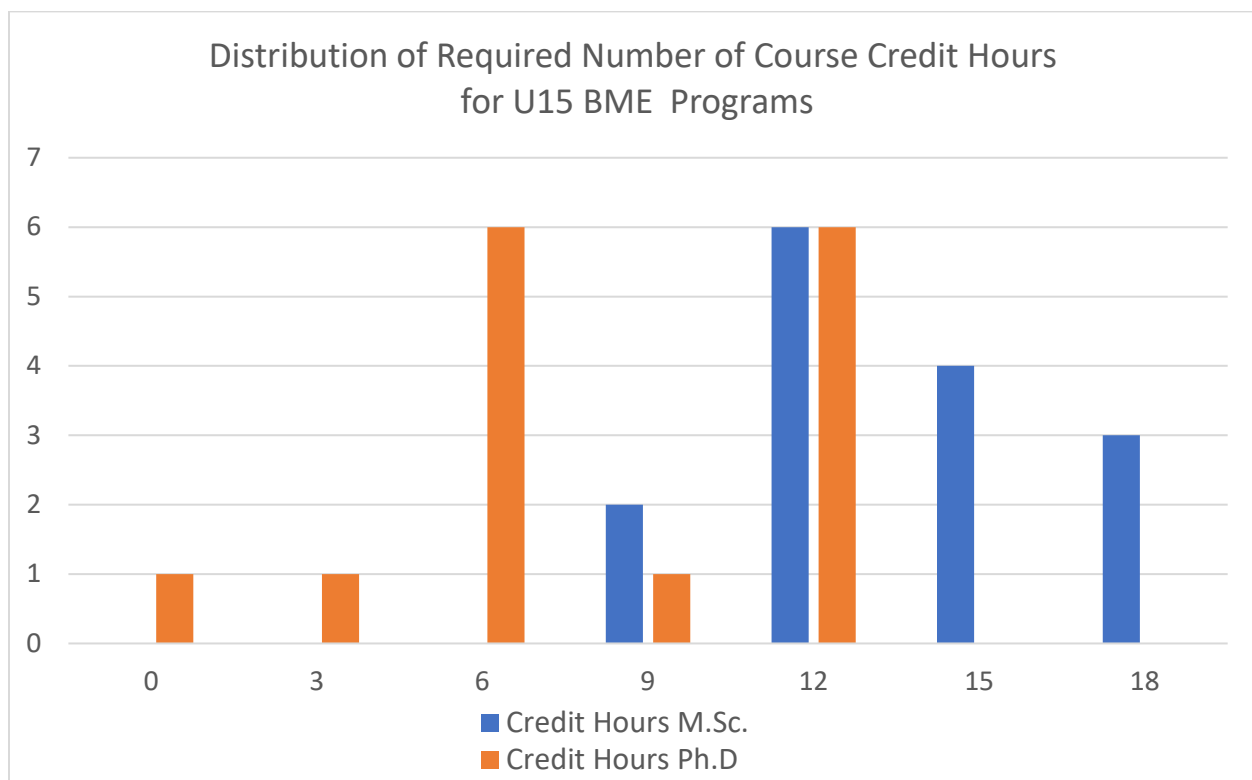
/ak

The rationale for changing the number of required courses in the UM BME program

The previously required number of course credit hours for the UM BME Graduate program was 18ch for the M.Sc. and 12ch for the Ph.D.

This placed the UM program at the top of the required number of course credit hours amongst the U15 BME programs (see figure below,) and was found to be an impediment to students thinking of entering the UM BME program, and for faculty at the UM to take students into the program. This is particularly true since the course requirements for graduate students in their Home Departments were in many cases less than the BME requirements.

It was concluded that deferring to the FGS 12ch standard for both the M.Sc. and Ph.D. would address this imbalance, while still being in line with the distribution of the course credit hours of BME programs offered by the U15.



Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
provide the student with any necessary prerequisites for courses to be taken in the Master's program.	
<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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>A minimum of eighteen-twelve (18/12) <u>CH</u> credit hours plus a thesis are required in the BME M.Sc. program. The minimum must include 5-6 CH <u>ch</u> from the following 7 core courses:</p> <ol style="list-style-type: none"> 1. BME 7012 Foundations in Physiology (2 ch) 2. BME7014ANAT 7014 Functional Anatomy (2 ch) 3. BME7016 4.3. BME 7022 Biomedical Instrumentation (2 ch) 5.4. BME 7024 Basics of Electromagnetics (2 ch) 6.5. BME 7026 Basics of Biological Signal Analysis (2 ch) 7.6. BME7028 Basics of Biomechanics (2 ch) <p>plus the one-zero (10) CH <u>ch</u> Ethics course (BME7030BME7040) and the zero (0) CH <u>ch</u> BME Seminar course (BME7000). <u>Where a student has already completed similar courses to the BME core courses, the student may, with the recommendation of their Advisory Committee and with the approval of the Chair of the Curriculum Committee or delegate, be exempted from taking the equivalent core courses and allowed to fulfill the six (6) ch of core courses with six (6) ch of other courses taken at the 3000-8000 level from any department in the Faculties of Engineering, Science and Health Sciences or from the Physiology and Pathophysiology Program.</u></p> <p>In addition, twelve-six (12/6) CH <u>ch</u> of the minimum requirement must be taken at the 7000-7000 <u>level</u> relevant to the student's thesis from any departments of-in the Faculties of Engineering, Science and Health Sciences or from the Physiology and Pathophysiology Program <u>Department of Psychology and Pathophysiology</u> based on the suggestions of the student's Advisory Committee. Up to six (6) CH can be taken at the 4000 level courses and the rest must be taken from 7000 or higher level courses.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<div></div>	<p>The student's program of study must be recommended by the student's Advisory Committee and approved by the Chair of the Curriculum Committee <u>or delegate</u>. <u>Students who lack the necessary background knowledge may be required, by their Advisory Committee, to take additional courses up to the maximum allowed by FGS regulations.</u></p> <p>In case of a student with similar courses as our core courses, the student might be exempted from taking the equivalent core courses and allowed to fulfill the eighteen (18) CH with other courses.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p>The BME Program does not offer a Course-based/Comprehensive Examination Route.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>Not required.</p>
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>4. A minimum of twelve (12) credit hours (CHch) plus a thesis are required in the BME <u>Ph.D.</u> program. The student minimum must include take (or have taken) five-six (56) CH-ch from the following seven (7) core courses:</p> <p><u>2-1. BME_7012 Foundations in Physiology (2 ch)</u> <u>3-2. BMEANAT_7014 Functional Anatomy (2 ch)</u> 4. BME7016 <u>5-3. BME_7022 Biomedical Instrumentation (2 ch)</u> <u>6-4. BME_7024 Basics of Electromagnetics (2 ch)</u> <u>7-5. BME_7026 Basics of Biological Signal Analysis (2 ch)</u> <u>8-6. BME_7028 Basics of Biomechanics (2 ch)</u></p> <p>plus the 1-CH0 ch Ethics course (BME_70307040) and the zero (0) CH-ch BME Seminar course (BME_7000). <u>Where a student has already completed similar courses to the BME core courses, the student may, with the recommendation of their Advisory Committee and with the approval of the Chair of the Curriculum Committee or delegate, be exempted from taking the equivalent core courses and allowed to fulfill the six (6) ch of core courses with six (6) ch of other courses taken at the 3000-8000 level from any department in the Faculties of Engineering, Science and Health Sciences or from the Physiology and Pathophysiology Program.</u></p> <p>The remaining <u>six (6) CH-ch</u> of the minimum <u>course</u> requirement must be taken at the 7000 level relevant to the student's thesis from any departments of-in the Faculties of Engineering, Science and Health Sciences <u>or from the Physiology and Pathophysiology Program</u> Department of Psychology and Pathophysiology based on the suggestions of the student's Advisory Committee.</p> <p>The student's program of study must be recommended by the student's Advisory Committee and approved by the Chair of the Curriculum Committee <u>or delegate</u>. <u>Students who lack the necessary background knowledge may be required, by their Advisory Committee, to take up-to additional courses up to the maximum allowed by FGS regulations.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>In case of a student with similar courses as our core courses, the student might be exempted from taking the equivalent core courses and allowed to fulfill the 12 CH with other courses.</p> <p>Students admitted directly from a Doctor of Medicine (MD) Degree are required to pass a minimum of 18 CH of 7000 level courses.</p> <p>Ability to transfer courses into the program</p> <p>At the discretion of the Chair of the BME Curriculum Committee <u>or delegate</u>, and on the recommendation of a student's Advisory Committee, the student may transfer courses into the BME Program if they have not been used for credit in a previous degree program, and subject to FGS approval. A maximum of 6 CH of courses are allowed to be transferred into a student's degree program.</p> <p>In cases where the student has already taken the above or equivalent courses prior to entering the Ph.D. program, or in other special cases, other courses shall be substituted, upon recommendation of the student's Advisory Committee and with approval of the Chair of the Curriculum Committee and the Program Director.</p>
<p>5.4.1 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.</p>	<p>Not required.</p>
<p>5.4.2 Advance Credit</p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit - Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 5.4.4 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one degree, diploma or certificate. • The student must register at the University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at the University of Manitoba. Regardless of the extent of 	

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 Community Health Sciences.

Observations

1. The **Dept. of Community Health Sciences** proposes changes to its supplemental regulations in response to recommendations from their external program review as well as their own thorough examination of the program. In particular, they are proposing to introduce a new 3 CH required course (CHSC 7502) to complement an existing 3 CH course (CHSC 7500), which is in turn being modified to reflect the complementary nature of these courses. The department is also introducing two new 0 CH courses for their field placement opportunities. They have also included changes to their supplemental regulations to facilitate transitions from the M.P.H. program to the M.Sc. program.

Course Introductions

CHSC 7502 Core Concepts in Public Health 2

+3

Public Health is a multi-disciplinary field of inquiry and practice that addresses the social and biological dimensions of population health. This course represents part two (with CHSC 7500) of the breadth of exposure to core competencies and content areas important to public health practice. Combined with CHSC 7500, this course adds to relevant debates relating to the science and art of protecting, promoting and restoring the health of the population through organized societal activity, public health law and ethics. Students will also gain relevant introductions to health policy, health promotion, prevention and health, and so forth. Specific content for each part of the two courses will be structured in such a way to complement more advanced program offerings in these topic areas. Prerequisite: Instructor permission is required for students not admitted to the CHS Master of Public Health program.

CHSC 7580 Public Health Field Placement

0

The aim of the field placement is to highlight the relationship between learning and application of public health principles and practice through the integration of coursework with supervised fieldwork undertaken in local, provincial, or national public health settings. It is specifically designed for MPH students who do not have extensive public health experience, or who seeks a public health experience in a setting different from their primary professional background, and is open to any MPH student seeking further public health practice experience. In addition to meeting educational objectives (to be set in consultation with the MPH Advisory committee and the Field Placement Supervisor at the host agency), students will participate in the day-to-day activities of the host agency. The site of the field placement will be based on the student's career interests and learning needs, and be located in a public health organization or agency, or situated within a public health program or service. Field placements are expected to be anywhere from 12 – 16 weeks full time equivalent (minimum is 12 weeks) and evaluated on a pass/fail basis. Pre-Requisites: Students must have the permission of the Director of the Graduate Program to register.

CHSC 7590 Capstone Research Project in Public Health**0**

The capstone project in public health is designed as an alternative to CHSC 7580 for eligible MPH students who already have extensive public health practice experience. The aim of the capstone project is for a student to develop some research experience in carrying out a research project, limited in scope, that has applied public health relevance. The capstone research project is expected to be conducted within 12 – 16 weeks full time equivalent (minimum is 12 weeks). For the majority of students, their project will be part of a larger research program led by a Faculty PI who will be a research supervisor for the project. On occasion, students may develop an independent research question to pursue, but this will be done in consultation with faculty, and the project will need to be completed within the allotted timeframe. As part of the project, students will consult the relevant published literature, other sources, develop and carry out a research plan, write a report of their findings, and make a public presentation. Prior to the start of the capstone project, the student will have already developed the research question and a proposal that has been reviewed by the Research Project Supervisor and the MPH Advisory Committee, following which, if appropriate, a submission to the research ethics office will have been initiated. Evaluation is based on a pass/fail basis. Pre-requisites: CHSC 7860; Students must have the permission of the Director of the Graduate Program to register.

Course Modification**CHSC 7500 Core Concepts in Public Health 1****3**

Public Health is a multi-disciplinary field of inquiry and practice that addresses the social and biological dimensions of population health. This course represents part one (with CHSC 7502) that is designed to provide students with a breadth of exposure to core competencies and content areas important to public health practice. This course provides students with an introduction to the historical and current theoretical debates relating to the science and art of protecting, promoting and restoring the health of the population through organized societal activity, public health law and ethics. Students will also gain relevant introductions to inequities in health, Indigenous health, environmental and occupational health, knowledge translation, and so forth. Specific content for each part of the two courses will be structured in such a way to complement more advanced program offerings in these topic areas. Prerequisite: Instructor permission is required for students not admitted to the CHS Master of Public Health Program.

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:

Dept. of Community Health Sciences

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak



DEPARTMENT OF COMMUNITY HEALTH SCIENCES
MAX RADY COLLEGE OF MEDICINE, RADY FACULTY OF HEALTH SCIENCES

S113-750 Bannatyne Avenue
Winnipeg, Manitoba
Tel: (204) 789-3936
Fax: (204) 789-3905
Email: CHSGrad@umanitoba.ca

January 14, 2020

Dr. Louise Simard,
Acting Dean and Vice-Provost, Graduate Education, FGS
University of Manitoba, 500 University Centre

Dear Dr. Simard,

**Re: Graduate Program Changes stemming from Cycle 2 Review, Masters of Public Health (MPH),
Department of Community Health Sciences**

Preamble

On March 14-15, 2017, our Cycle 2 Graduate Program Review was conducted in Community Health Sciences (CHS) with a site visit by the External Review Team comprised of Drs. Anne Leis (University of Saskatchewan), Shree Mulay (Memorial University) and Louise Simard (University of Manitoba). Their assessment report was received by the Faculty of Graduate Studies (FGS) on May 4, 2017. On June 26, 2017, Dr. Stephen Moses (then CHS Department Head) submitted our unit level response, and Dean Postl provided his comments on August 21, 2017. A subsequent meeting was held between Dr. Hope Anderson, Dr. Moses and myself on October 17, 2017 to discuss the outcome of the Cycle 2 review. We received a copy of FGS's response to our Cycle 2 review on November 9, 2017. A Departmental update as to its progress in addressing various recommendations from the Cycle 2 review as submitted to FGS October 16, 2018.

Request summary

Please find contained in this package a series of quality improvements to our MPH program, summarized below, with expanded details that follows, and supporting documentation:

1. To introduce a 3 credit hour new required course (CHSC 7502) to compliment CHSC 7500 Core Concepts in Public Health;
2. To change the title and description of CHSC 7500 Core Concepts in Public Health so that the complementary nature of these two courses is more clear;
3. To introduce two separate zero (0) credit hour course for the field placement component of the MPH program – one to reflect a more applied public health field placement opportunity (CHSC 7580), and one to reflect a stronger research based capstone project opportunity (CHSC 7590) (see point 4);
4. To create an optional research experience opportunity for MPH students when doing their field placement;

5. To provide a transfer option that would permit a deviation from the FGS rule the Supplemental Regulations (section 1.2.1) that “no more than 50% of coursework required in a graduate program may be imported” for CHS students who begin a CHS MPH degree, but seek to transfer (pending admissions review and approval) into a CHS MSc degree.
6. To approve changes in CHS supplemental regulations, both related to aspects identified above, pending successful approval, along with some additional changes to the supplemental regulations as related to our other Graduate programs.

Request details and rationale

One of the most substantive aspects related to our Cycle 2 Review was that: “The MPH program needs to be better integrated with the other Graduate programs in the department, as well as undergo its own focused review.” The rationale for that recommendation was that the MPH program had been in place for more than 10 years, and consequently, it warranted closer examination.

A full review of our Masters of Public Health (MPH) graduate program since its inception was undertaken October 3, 2018 with Dr. Kue Young from the University of Alberta serving as the external reviewer. Dr. Young was an ideal reviewer as he had familiarity from his own work experiences in Community Health Sciences at the University of Manitoba years ago, as well as at the Dalla Lana School of Public Health at the University of Toronto, and then as Dean of the School of Public Health at the University of Alberta. Dr. Young met with several members of the Department actively involved in the delivery of the MPH program, current and past Directors of the MPH and of the CHS Graduate Program, as well as with current and former students trained within the MPH program. Dr. Young provided the Department with a number of recommendations to consider in his MPH Review Report, a copy of which was shared with FGS.

While a number of administrative action items stemming from this MPH review has already been addressed through FGS approval processes in the 2018-2019 academic year, more substantive recommendations required more time for reflection and response. Specifically, an MPH sub-committee of the graduate program committee was struck with a mandate to review Dr. Young’s recommendations, and provide the Graduate Program Committee some options to consider. The membership of this sub-committee consisted of CHS FT faculty, Drs. Nathan Nickel (Chair), Robert Tate, Lawrence Elliott, and Ms Tamara Neufeld as MPH Student Representative. The sub-committee presented an interim report to the Graduate Program Committee August 23, 2019, where options were voted on as to which ones would be brought forward to Departmental Council. A full report of specific changes to recommend for the MPH program was brought forward to CHS Departmental Council September 6, 2019 for discussion. Only those changes that have passed with Departmental support are outlined below.

Dr. Young’s review provided recommendations in four main areas: courses, field placement, admissions and academic progression for MPH students. These will be treated in turn.

Courses: Dr. Young suggested that the Department ought to make changes to the MPH course requirements, and potentially develop some new courses directed at MPH students with an “applied” orientation, such that there is greater exposure to specific MPH core competencies. Dr. Young identified that while CHS offered a variety of courses that relate broadly to the public health mandate and core competencies (e.g. Health Policy and Planning, Health Promotion, Environment and Occupational Health, etc.) these courses are primarily designed for thesis-based research students – meaning that they are heavier on study design, analytical methods, the latest findings from the research, and less

focused on aspects that relate to public health practice which would be more relevant to MPH students interested in applied public health training. Dr. Young also felt that many of the core courses focused more heavily on the quantitative sciences, reflecting a model of preparing students for careers as medical officers of health or epidemiologists engaged in disease surveillance. However, he also noted that public health practice in Canada is rapidly evolving and that a public health practitioner needs a broad skill set. Further, he felt that some opportunities within the Department, to capitalize on some of its niche-strengths, were being missed. Namely, there was a “Manitoba Advantage” with its proximity and close association with the National Microbiology Lab, the reputation of the Manitoba Centre for Health Policy, and the long tradition of health services delivery and outreach of Ongomiizwin Health Services (formerly the Northern Medical Unit) and Ongomiizwin Research (formerly the Centre for Aboriginal Health Research), that could be capitalized on to potentially attract students from outside Manitoba.

While he made a number of suggestions for consideration with respect to course changes, he felt that given the size of our program, that there could be a Level-2 Core Concepts in Public Health course. He indicated that by so doing, we could ensure that MPH students receive some exposure across the full spectrum of some of the existing 3 credit hour courses that we presently offer, but where there is no mandatory requirement that an MPH student take these courses. He suggested that a Level-2 Core Concepts in Public Health course could provide MPH students with introductions to different branches of public health such as environmental and occupational health, public health nutrition, health promotion, health policy so that students gain a better appreciation of the breadth of public health practice, but with much less detail than that covered in existing 3 credit hour courses.

Given Dr. Young’s recommendations, and a detailed review of our courses, as conducted by the MPH sub-committee following both the Public Health Agency of Canada’s identified set of core competences critical to public health practice and Bloom’s Taxonomy of learning, we propose the following changes to ensure that our MPH students obtain a consistent foundation through required courses:

- a) Introduce a “Level 2” Core Concepts in Public Health course (appropriate form, course outline, library statement attached)
- b) Modify title and description of the existing Core Concepts in Public Health course such that there is proper sequencing in content (appropriate form attached)
- c) Make FMLY7500 Program Evaluation a core course in the MPH program (reflected in Supplemental Regulation Changes), as opposed to listing it as a core option choice within a suite of four possible courses. In this respect, the ‘choose one of four course options’ will be replaced with FMLY 7500 being made a core requirement.

We aim for the two complementary Core Concepts in Public Health courses to provide MPH students with a total of 6 credit hours of content important to public health practice, but offered as two 3 credit hour courses. Moreover, by having students gain exposure across the full spectrum of public health practice, students will be better prepared to tackle some of the related 3 credit hour courses on specific topics that might better serve their interests as future public health professionals. Namely, the more detailed courses that could be taken as electives include the following listed below, among many others:

- CHSC 7220 Health and Health Services of First Nation, Metis and Inuit Peoples
- CHSC 7300 Health Policy & Planning
- CHSC 7380 Prevention & Health
- CHSC 7390 Health Promotion

- CHSC 7460 Environmental and Occupational Health
- CHSC 7510 Problem Solving in Public Health

Within our review of courses, the MPH sub-committee determined that making FMLY 7500 Program Evaluation as a core requirement of the program would be of greater benefit to the MPH students, as opposed to it being a core-methods option. FMLY 7500 provides students with training in partnership development, leadership, and methods involved in the evaluation of programs. In public health practice, the ability to forge partnerships with front-line organizations or communities is essential, as is evaluating if programs, as developed and delivered, are meeting organizational goals and priorities. FMLY 7500 is taught as a one-week intensive summer institute course, where students are paired with staff representatives from family, health and social development programs. In partnership, the students aim to establish in partnership with a staff representative(s) what type of evaluation might be needed, to develop the protocol, and as part of the course's final assignment, undertake an evaluation that helps to meet the needs of the partnering organization. This type of hands-on service learning provides benefit to community agency partners who give their time and energy to the mentorship of students as well as students providing something tangible to the organization regarding a program evaluation. As a methods option, FMLY 7500 was typically only offered every other year. However, as a core course, FMLY 7500 will now be regularly offered so that student progress is not impeded.

In effect, by making these changes (outlined in a, b and c), we will be changing the core requirements for MPH students from 12 core credit hours, 3 core credit hour options (from a list of a select set of courses) and 15 credit hours of elective, to having MPH students complete 18 credit hours as core courses and 12 credit hours of electives. This is summarized in the table below.

Existing MPH Program Course Structure	New Proposed MPH Program Course Structure
Core requirements (4 core courses): <ul style="list-style-type: none"> • CHSC 7500 Core Concepts in Public Health • CHSC 7520 Principles of Epidemiology • CHSC 7530 Applied Public Health Epidemiology • CHSC 7810 Biostatistics for Health and Human Sciences, or CHSC 7820 Biostatistics for Community Health Sciences 	Core requirements (6 core courses): <ul style="list-style-type: none"> • CHSC 7500 Core Concepts in Public Health 1 • CHSC 7502 Core Concepts in Public Health 2 • CHSC 7520 Principles of Epidemiology • CHSC 7530 Applied Public Health Epidemiology • CHSC 7810 Biostatistics for Health and Human Sciences or CHSC 7820 Biostatistics for Community Health Sciences • FMLY 7500 Program Evaluation
One (1) Designated Methods Course CHSC 7830 Advanced Biostatistics for Community Health Sciences, or CHSC 7290 Economic Evaluation of Health Care, or CHSC 7738 Qualitative Research Methods in Community Health Sciences, or FMLY 7500 Program Evaluation	
Five (5) Elective Courses (at the 7000 level)	Four (4) Elective Courses (at the 7000 level)
Field Placement (12 – 16 weeks)	Field Placement (12 – 16 weeks) – Select one of: CHSC 7580 Public Health Field Placement, or

	CHSC 7590 Capstone Research Project in Public Health
--	--

Field Placement: Dr. Young's assessment of our field placement for the MPH program was that it lacked academic rigour. His assessment reflected that at present, the only measurable outcome of this critical component of the MPH program is that a student completes it. Students are required to submit a report to the site supervisor, and to do a public presentation back in CHS. Further, there is no formal evaluation of the intellectual content of the placement. Last, there is little coordination in the placement process, such that students might not be aware of placement opportunities until too late, and there is no formal evaluation by the student of the learning experience in the placement site they participated.

With respect to the field placement itself, Dr. Young felt that a course needed to be created for the Field Placement and he suggested it could be used to replace an existing 3 credit hour requirement. In a related vein, Dr. Young felt that CHS needed to create opportunities for more research oriented field placements for our MPH students, acknowledging that some MPH students might prefer having more research exposure in their training.

By way of response, we will be introducing two new courses for the Field Placement, but both will each be a 0 credit hour course with a pass/fail evaluation process. The 0 credit hour designation of these courses is consistent with other Canadian based MPH program offerings (e.g. MPH at MUN), and also ensures that our program remains eligible for James Rossiter Funding. Eligibility for James Rossiter funding requires an MPH program must be structured with a minimum of 30 credit hours of instruction and have a field placement component. We use Rossiter funding to provide some financial support to eligible students at the time of their field placement because organizations creating work placement opportunities for MPH trainees are not required to provide funding. Again, this practice is consistent with other Canadian based MPH programs.

These two separate Field Placement courses will achieve different needs, depending on the experience sought by MPH trainees.

The first course – CHSC 7580 Public Health Field Placement – will comprise of the typical 12 – 16 week practical experience our MPH trainees have had within the program since its inception. A student will be placed within a health-based organization (e.g. Winnipeg Regional Health Authority, Manitoba Health, Cancer Care, etc), and participate actively as a member of the team within the unit in which they are assigned. They will participate in daily/weekly meetings, regular day to day activities that arise within public health capacity, as well as meet educational learning objectives for the placement as identified and agreed upon prior to the start of the placement. Students will be evaluated on a pass/fail basis across a series of points: maintaining a weekly journal documenting their experiences and activities in the placement, the mid-term and final term evaluation conducted by the field placement supervisor, the public presentation of their workplace experiences, and a written report.

The creation of the second course – CHSC 7590 Capstone Research Project in Public Health – will provide MPH trainees with a more research focused placement opportunity. To be eligible for CHSC 7590, an MPH student would already have extensive public health experience, such that additional workplace experience is less of an advantage to their training and development. Students wishing to take CHSC 7590 would be required to do these additional steps:

- Take CHSC 7860 Research Methods and Concepts in Community Health Sciences

- Identify a research project advisor, and in consultation with that advisor an appropriate committee in line with committee membership requirements for an MPH student per the supplemental regulations
- Identify a feasible component of an Advisor's existing research projects that could be completed within a 12 – 16 week placement period
- Develop in collaboration with that advisor and committee members a research proposal clearly defining the scope of work
- Obtain, if necessary relevant HREB ethics approvals in advance of the start of the placement period

Students in CHSC 7590 will be evaluated on a pass/fail basis across a series of points: the mid-term and final term evaluation conducted by the research advisor, the public presentation of their research project, and a substantial written report documenting their project from start to end. It is anticipated that students opting to take CHSC 7590 may continue to develop their research project beyond the formal placement period in order to do the work necessary to develop a relevant publication from their project. This would be optional on the part of the MPH student.

The specific expectations and requirements for each of these two field placement opportunities are fully described in the attached course outlines (with library support statements for each).

Academic Progression: From Dr. Young's review of the MPH program, concerns were raised that the MPH degree path is considered a terminal degree. In other words, an MPH student is not eligible to apply for the PhD program in CHS because they do not contain a thesis-based Masters degree. Dr. Young's position was that many universities in the United States accept entry to a PhD directly from an undergraduate degree. Moreover, some Canadian institutions like the University of Toronto have eliminated thesis-based Masters in their School of Public Health, but create a research stream for their students, with eligible entry to the PhD program. Likewise, the University of Alberta's School of Public Health has an MPH program with a practicum and allow thesis based or course-based Masters students to apply to the PhD program.

By contrast, Community Health Sciences is not structured like a School of Public Health, like those examples above, that operates as a completely separate entity (i.e. outside any health-based Faculty governance structure) which also seeks accreditation on par with the United States based MPH program systems. Our program exists within the Max Rady College of Medicine within the RFHS, which from a governance perspective does not even allow an opportunity for our MPH program to seek accreditation. Moreover, our MPH program was designed to serve as a made-in Manitoba solution for health professionals seeking further academic training without emphasizing the same skill-sets as our more research based programs (MSc and PhD). Given the strength of our MSc degree program, and the quality we aim to uphold in our trainees, we view a thesis-based Masters program as an important precursor to undertaking PhD work.

Nonetheless, we acknowledge that in the past, we have had MPH students want to transition from a MPH degree path to a MSc thesis based opportunity, but not been able to easily do so because of the FGS restriction of no more than 50% of coursework from one program can be moved into another degree program. When students learn that they have to almost "start over", when they have already done a number of CHS graduate level courses is very discouraging to them. To address this barrier in academic progression, we want to make it possible for CHS MPH students to be able to transfer into the CHS MSc program if certain criteria are met:

- A student has identified an Advisor to supervise their work, and they have a fairly well-defined research topic to propose
- A student would write a letter requesting a transfer from the MPH to the MSc program, complete an application for admission, and answer the same questions expected of any standard graduate school application: namely, what do they propose to do for research and how this training helps them to achieve their goals.
- This letter requesting the transfer, would serve as their application, and would need to be accompanied by their transcripts, 3 letters of recommendation from Faculty within the program, where one of these letters is written by the proposed Advisor. It would be reviewed by the Graduate Program Committee using the same criteria as used for other Admissions applications.

If a student meets the criteria to transfer into the MSc program from the MPH, they would still need to meet all MSc program requirements. The timing of the request to transfer would be flexible, such that the student's evolving interests are accommodated. With this flexibility, a number of potential scenarios could occur: a) a student could realize early in the MPH coursework process that they are more interested in a research-path than an applied practice path; b) a student could realize quite late in the MPH coursework period that their evolving interests may require more research experience and training than even the capstone project may provide them. It is possible that a student may have completed more than 24 credits of coursework when they realize their future goals are best served by a MSc thesis based degree. Regardless of timing, **all** coursework completed while in the MPH program would be transferred into the MSc program. In a situation where there is an excess of coursework (i.e. more than 24 credit hours after all MSc program course requirements have been met), any credit hours in excess would be designated as auxiliary. It would be up to the discretion of the Graduate Program Director to assess which credit hours are transferred into the MSc program, and which credit hours are designated as auxiliary. In this way, the Graduate Program Director could ensure that the MPH transferring student meets the MSc program requirements, and uses their judgement to best serve the student's path forward.

Sundry items:

One major aspect from the Cycle 2 External Review related to our Diploma in Population Health Program. At the September 6, 2019 Departmental Council meeting, we voted to permanently close the Diploma program. Earlier communications to FGS were made to this effect. Supplemental regulations have simply been updated to reflect this formal closure based on documents submitted to the Provost's office September 30, 2019.

We have made a few changes to our supplemental regulations aimed at providing clearer guidance regarding the eligibility of part-time and adjunct faculty members interested in serving as an Advisor for graduate students. We are very fortunate in CHS to have several full-time Faculty, as well as draw on the benefits of a very large set of part-time affiliated faculty members. We have some part-time faculty members who have been affiliated with CHS for a very long time and have successfully supervised graduate students to completion. However, we also have a large set of newer part-time members who may not hold other academic appointments, nor had experience in supervising graduate students. Our graduate program also helps to support further graduate training for many clinician scientists within the Rady Faculty of Health Sciences, and in particular the Max Rady College of Medicine, but where the most suitable Advisor for a project is based in a clinical department without a graduate program. Nonetheless, to ensure the best quality training and mentorship for students, we have determined that there ought to be a mentorship period for any new part-time or adjunct faculty members interested in supervising

students, by implementing rules for having a full-time faculty member as co-advisor. This helps to ensure that students are given appropriate program advice and are appropriately prepared for various program milestones per our supplemental regulations throughout their time in degree. These changes are reflected in our supplemental regulations.

We have also made a small change to the timing of a MSc student's ability to prepare and defend their MSc proposal. Our supplemental regulations stipulate that this can only occur after the completion of 3 core courses: CHSC 7860 (Research Methods and Concepts), CHSC 7500 (Principles of Epidemiology), and one of the required methods course options - CHSC 7810 (Biostatistics for Health and Human Sciences) OR CHSC 7820 (Biostatistics for Community Health Sciences) OR CHSC 7738 Qualitative Research Methods. However, as our program grows, student interests broaden and change. We are providing some flexibility to the timing of the proposal defense (by introducing the word 'normally'). From an internal management perspective, this would be assessed by the Director of the Graduate Program. Deviation from the 'normal' path would only be approved for students for whom their Advisor feels that a successful proposal defense is not contingent on having completed CHSC 7500 (Principle of Epidemiology). A student would still have had to complete CHSC 7860 (Methods and Concepts) and one of the required methods options (CHSC 7810 OR 7820 OR 7738).

Last, we have modified our supplemental regulations to use gender neutral language.

Contained in this package you will find the following:

1. Course introduction form, library statement, and course outline for CHSC 7502.
2. Course modification form for CHSC 7500
3. Course introduction form, library statement, and course outline for CHSC 7580.
4. Course introduction form, library statement, and course outline for CHSC 7590.
5. Supplemental Regulations – with track changes to highlight areas being modified in accordance with the various program changes described in detail above and approved by Departmental Council September 6, 2019 and/or January 13, 2020.

Please let me know if you have any questions or require further information.

Sincerely,



S. Michelle Driedger
Professor and Graduate Program Director

Cc Dr. Sharon Bruce, Department Head, Community Health Sciences
Dr. Brian Postl, Dean, Max Rady College of Medicine & Rady Faculty of Health Sciences, and
Vice-Provost (Health Sciences)
Dr. Michael Czubyrt, Associate Dean, Faculty of Graduate Studies
Dr. Hope Anderson, Vice-Dean Faculty of Graduate Studies, Rady Faculty of Health Sciences

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p> <p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; 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>	<p>There is no undergraduate program in CHS. Consequently, We attract applicants from have a variety of undergraduate degrees and experiences, <u>including the Interdisciplinary Health Program's Bachelor of Health Sciences and Bachelor of Health Studies.</u></p> <p><u>Eligibility for the Dip.P.H. Program</u> Recommendation for admission to the Faculty of Graduate Studies will be based on an assessment of a student's academic record and related work experience.</p> <p><u>Eligibility for the M.P.H. Program</u> Eligible candidates for admission to the program will include University of Manitoba Community Medicine Public Health and Preventive Medicine Residents and other experienced health professionals. Recommendation for admission to the Faculty of Graduate Studies will be based on an assessment of a student's academic record and related work experience. There will be an Admissions selection process, conducted by the Departmental Graduate Studies Committee, involving the review of a completed application form, personal letter of interest, reference letters, and possibly an interview. Selection criteria will include the degree of fit between the applicant's career plans/aspirations and the range of training options offered by CHS, as well as other merit-based criteria such as relevance, depth and duration (minimum 3 years) of work experience in the health sector. The department recognizes that a number of prospective students may have taken their undergraduate work some years earlier and their work experience will be considered along with their academic record.</p> <p><u>Eligibility for the M.Sc. Program</u> Recommendation for admission to the Faculty of Graduate Studies will be based on an assessment of a student's academic record and related work experience. Based on the academic background of the individual student, the department may require that certain courses be completed prior to admission to the program. Completion of this additional coursework does not guarantee admission to the M.Sc. program.</p> <p><u>Eligibility for transfer option from the MPHM.P.H. to the MScM.Sc. Program</u></p>

Eligible ~~MPHM.P.H.~~ students, already admitted to the Faculty of Graduate Studies and undertaking their degree program in CHS may seek to transfer from the ~~MPHM.P.H.~~ to the ~~MSeM.Sc.~~ program in CHS under certain circumstances, pending approval from the CHS Graduate Program and agreement by the Faculty of Graduate Studies. Any ~~MPHM.P.H.~~ student seeking transfer into the ~~MSeM.Sc.~~ program will ~~involve~~require the following: 1) a cover letter making the request for a transfer, complete with a personal statement for why the transfer is needed to meet the student's academic and career goals~~completed application, the identification of an Advisor who has agreed to supervise the student, and a description of a well-defined research topic that will be pursued, including a self-assessment as to the feasibility of completing M.Sc. program requirements within the maximum time limits;~~ 2) ~~the identification of a MSeM.Sc. Advisor and a description of a well-defined research topic to propose~~a letter of support from the named Advisor, acknowledging where the student is relative to time to completion in their current program, and the feasibility in completing M.Sc. program requirements within the maximum time limits; and 3) ~~personal letter of interest; and~~ 4) ~~three letters of recommendation from CHS graduate course instructors that provide specific assessment of the student's capacity to undertake advanced research.~~ Recommendation for the transfer request will be based on an assessment of ~~all documents provided~~at the student's personal statement for why such a transfer is needed to meet their career goals, at the student's academic record, statement of research, strength of the Advisor recommendation, and recommendations from CHS graduate course instructors. The deadline to submit these transfer requests will be: August 1, December 1 and May 1 to ensure sufficient time for review and allow for the appropriate registration revision period relevant for each term.

Any ~~MPHM.P.H.~~ students approved to transfer into the ~~MSeM.Sc.~~ program will need to meet all ~~MSeM.Sc.~~ program requirements. Students also need to be aware of time to completion limitations when making a decision to transfer from the M.P.H. to M.Sc. degree program.

~~Moreover,~~approved ~~MPHM.P.H.~~ students transferring into the ~~MSeM.Sc.~~ will ~~move~~have all relevant coursework ~~transferred~~into the new program by the Faculty of Graduate Studies. It will be left to the discretion of the Director of the Graduate Program to best guide the designation of various courses into the new program (i.e. which courses will be moved in as standard vs. auxiliary courses). Any circumstance that may involve transferring in more than 24 credit hours, ~~-(after~~ ensuring that all ~~MSeM.Sc.~~ coursework

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>requirements have been met,} will be designated as auxiliary. Final decisions regarding the designation of standard vs auxiliary courses rests with the Director of the CHS Graduate Program. will be discussed with the Director of the CHS Graduate Program. It will be left to the discretion of the Director of the Graduate Program to best guide the designation of various courses into the new program.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study (Section 3).</p> <p>The Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><u>Dip.P.H. course requirements</u> Eighteen (18) credit-hours from 7000-level courses will be required for completion of the diploma. The following 3-credit hour courses are required:</p> <ul style="list-style-type: none"> • CHSC 7520 Principles of Epidemiology • CHSC 7320 Organization and Financing of the Canadian Health Care System; and either • CHSC 7820 Biostatistics for Community Health Sciences; or • CHSC 7810 Biostatistics for the Health and Human Sciences <p>Plus one (1) of:</p> <ul style="list-style-type: none"> • CHSC 7860 Methods and Concepts for Community Health Sciences; or • CHSC 7500 Core Concepts in Public Health <p>An additional two (2) approved elective courses (6 credit hours) must be taken at the 7000 level.</p> <p><u>M.P.H. course requirements</u> The M.P.H. program consists of completion of core courses, elective courses and a supervised practicum (ef-12 - 16 weeks in duration), either as</p>

a field placement opportunity or through the completion of a capstone research project component. Thirty (30) credit-hours from 7000-level courses will be required for completion of the degree: ~~twelve (12) credit hours~~ twelve (12) credit hours from core courses, ~~three (3) credit hours from a methods course~~, and ~~twelve (12) credit hours~~ twelve (12) credit hours from elective courses. For the supervised practicum, students will choose from either ~~the field placement or the capstone research component~~, and these are both considered The field placement is a zero (0) credit hour components of the program.

The following ~~four (4)~~ six (6) 3-credit hour courses are required:

- ~~CHSC 7500 Core Concepts in Public Health~~ CHSC 7500 Core Concepts in Public Health
- ~~CHSC 7502 Core Concepts in Public Health~~ CHSC 7502 Core Concepts in Public Health
- ~~CHSC 7520 Principles of Epidemiology~~ CHSC 7520 Principles of Epidemiology
- ~~CHSC 7530 Applied Public Health Epidemiology~~ CHSC 7530 Applied Public Health Epidemiology
- ~~FMLY 7500 Evaluation of Family, Health & Social Development Programs~~ FMLY 7500 Evaluation of Family, Health & Social Development Programs; and either
- ~~CHSC 7820 Biostatistics for Community Health Sciences~~ CHSC 7820 Biostatistics for Community Health Sciences; or
- ~~CHSC 7810 Biostatistics for the Health and Human Sciences~~ CHSC 7810 Biostatistics for the Health and Human Sciences
- ~~FMLY 7500 Evaluation of Family, Health & Social Development Programs~~ FMLY 7500 Evaluation of Family, Health & Social Development Programs

Plus one 3 credit hour course from:

- ~~CHSC 7830 Advanced Biostatistics for Community Health Sciences~~ CHSC 7830 Advanced Biostatistics for Community Health Sciences
- ~~CHSC 7738 Qualitative Research Methods in Community Health Sciences~~ CHSC 7738 Qualitative Research Methods in Community Health Sciences
- ~~CHSC 7290 Economic Evaluation of Health Care~~ CHSC 7290 Economic Evaluation of Health Care
- ~~FMLY 7500 Evaluation of Family, Health, & Social Development Programs~~ FMLY 7500 Evaluation of Family, Health, & Social Development Programs

An additional ~~twelve (12) credit hours of four (4) approved elective courses~~ twelve (12) credit hours of four (4) approved elective courses must be taken at the 7000* level as electives.

*On the recommendation of the student's advisor and with the approval of the Director of the CHS Graduate Program elective courses for the M.P.H. program may be taken in other departments.

Supervised ~~practicum~~ practicum: The majority of MPH.M.P.H. students will complete CHSC 7580 Public Health Field Placement. ~~Only those MPH.M.P.H. students with extensive applied public health experience~~, may ~~choose~~ apply to replace CHSC 7580 with CHSC 7590 Capstone Research Project in Public Health, pending approval by the Director of the CHS Graduate Program. M.P.H.

students may only do either CHSC 7580 or CHSC 7590, not both.

In addition to meeting other criteria, M.P.H. Students approved to do the Capstone Research Project in Public Health will be required to take among their allowable electives courses the following pre-requisite to CHSC 7590:

- CHSC 7860 Research Methods and Concepts in Community Health Sciences

M.P.H. Students whose research practicum may involve exposure withto a qualitative research project may also need to take the following course as an elective:

- CHSC 7738 Qualitative Research Methods in Community Health Sciences

M.Sc. course requirements

The M.Sc. program consists of completion of core courses, elective courses and a thesis. Twenty-one (21) credit-hours from 7000-level courses will be required for completion of the degree: nine (9) credit hours from core courses, three (3) credit hours from methods course options and nine (9) credit hours from elective courses.

The following three (3) 3-credit hour courses are required:

- CHSC 7520 Principles of Epidemiology
- CHSC 7860 Methods and Concepts for Community Health Sciences
- CHSC 7320 Organization and Financing of the Canadian Health Care System

Plus one required three (3)-credit hour methods course option from:

- CHSC 7820 Biostatistics for Community Health Sciences; or
- CHSC 7810 Biostatistics for the Health and Human Sciences; or
- CHSC 7738 Qualitative Research Methods in Community Health Sciences

An additional nine (9) three (3)-approved elective courses (9 credit hours) of CHSC courses must be taken at the 7000 level* as electives.

*On the recommendation of the student's advisor and with the approval of the Director of the CHS Graduate Program elective courses for the M.Sc. program may be taken in other departments.

MSeM.Sc. Concentration in Biostatistics

Core courses (9 credit hours):

- CHSC 7320 Organization and Financing of the Canadian Health Care System
- CHSC 7520 Principle of Epidemiology
- CHSC 7860 Methods and Concepts for Community Health Sciences

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p>	<p><u>For Dip.P.H. students</u> The Director of the CHS Graduate Program, or designate, will serve as the student's Advisor for the duration of his/her program.</p> <p><u>For M.P.H. students</u> The Director of the CHS Graduate Program, or designate, will serve as the student's <u>Academic</u> Advisor for the duration of his/her<u>their</u> program.</p> <p><u>For M.Sc. students</u> If at admission a student has identified a faculty member who has agreed to serve as Advisor, then that faculty member will become the student's Advisor. If a student has not identified an advisor at admission, then the Director of the Graduate Program, or designate, will serve as Advisor until the student has identified an Advisor. It is expected that the student will have identified an Advisor within one year of being admitted to the M.Sc. program in CHS. The student's Advisor will normally be a full-time member of CHS. <u>In exceptional cases, the student's Advisor may be a part-time or adjunct member of CHS subject to requirements of the Faculty of Graduate Studies. Such an appointment must be approved by the Graduate Studies Committee. Unless a part-time or adjunct member of CHS has successfully supervised at least 2 M.Sc. students to completion, and/or if there are other relevant circumstances to consider, the Graduate Studies Committee may require that the student obtain a full-time CHS member to serve as co-Advisor.</u></p> <p><u>For M.Sc. students – Concentration in Biostatistics:</u> <u>All the general rules as stated above for M.Sc. students apply, with the exception that a student must be working with an approved Advisor, as determined by the Biostatistics working group.</u></p>
<p>4.5.2 Student's Co-advisor</p> <p>In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; 	<p>NEW 2019-20! <i>The student's co-advisor no longer needs to be a member of the unit offering the program</i></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>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.htm). 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 advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	<p><u>The M.P.H. program</u> is course-based with a field placements supervised practicum consisting of either a field placement or capstone research project. While doing coursework, the Director of the Graduate Program, or designate, will serve as Academic Advisor to advise the student as to coursework options and coursework planning. A full MPH Advisory Committee might not be fully constituted until a supervised practicum option (field placement or research capstone project) is determined. It is expected that the person designated as the Local Advisor (i.e. the supervisor for either the field placement or the research capstone project) will become a member of this Committee. Generally speaking, the M.P.H. Advisory Committee consists of a minimum of three people, including the Advisor, who acts as chairperson. One member must be a full time faculty member in CHS, and one member must be actively involved in Public Health.</p> <p><u>The M.Sc. program</u> is course-based with a thesis. The Thesis Advisor shall form an Advisory Committee to consist of a minimum of three members, including the Advisor, who acts as chairperson. At least two members of the Advisory Committee shall be from CHS, of which one shall be a full time member of the Department.</p>
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p> <p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> maintain a minimum degree grade point average of 3.0 with no grade below C+; meet the minimum and not exceed the maximum course requirements; and meet the minimum and not exceed the maximum time requirements. <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p><u>M.P.H. Supervised Practicum</u> <u>M.P.H. students will undertake a 12 to 16 week supervised practicum for an experiential learning opportunity. For the most part, students will participate in a Field Placement, but under certain circumstances a student may choose to undertake a Capstone Research Project if approved by the Director of the CHS Graduate Program.</u></p> <p><u>Field Placement Planning (M.P.H.)</u> <u>The majority of M.P.H. students may not have extensive public health practice experience, and therefore will likely may. All students must</u> complete an approved field placement in a governmental or non-governmental community health agency (the Agency). The field placement will include a minimum of three months full-time equivalent spent on-site, and completion of a project <u>under the guidance of their local supervisor based in the Agency.</u> Students will submit a written final report after completing the field placement to the M.P.H. Academic Advisor and make an oral presentation on their field placement (covering both content and experience) to the department. The site of the field placement will be based on the student's career interests and learning needs, and determined and approved through discussion with the student's Advisory Committee.</p> <p>If a student requests that the field placement be located at <u>his/her/their</u> current agency of employment, the proposed educational objectives and student project must be distinct and independent from the student's current roles and responsibilities as an employee of the agency, and the local supervisor (see below) must be someone other than the student's employment supervisor.</p> <p>Written educational objectives and a letter of understanding regarding the field placement arrangements must be agreed to and signed by all parties prior to commencement. The field</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>placement may be completed on a part-time basis for approved part-time students.</p> <p>Many of the available field placements will be modeled on successful established practical rotations of the department's existing Community Medicine <u>Public Health and Preventive Medicine</u> Residency Program. The field placement will be supervised by both the Faculty Advisor (based in the Department) and a local supervisor (based in the Agency). All local supervisors must have at least Masters-level qualification or its equivalent in training and experience.</p> <p><u>Capstone Research Project Planning (M.P.H.)</u> <u>For M.P.H. students to be eligible for a more research focused placement opportunity, they need to already have extensive public health practice experience, such that additional workplace experience is less of an advantage to their training and development. Approval to undertake a capstone research project requires the approval of the Director of the CHS Graduate Program.</u></p> <p><u>In addition to meeting extra course requirements to do the Capstone Research Project (see 4.4.1), students would need to must identify a research project Advisor. The Advisor could be based at the University or in placement in a governmental or non-governmental community health agency (the Agency), as approved by the Director of the Graduate Program. For the majority of students, their project will be part of a larger research program led by the proposed placement Advisor who also will serve as the research supervisor for the project. On occasion, students may develop an independent research question to pursue, but this will be done in consultation with the Advisor, and the project will need to be completed within the allotted timeframe. In consultation with the Advisor, clear roles, tasks and responsibilities for assisting in a research project being led by the Advisor will be developed, ensuring that the project with which the student is involved is limited in scope and has applied public health relevance.</u></p> <p><u>It is expected that the Advisor will already have the appropriate research ethics approvals in place, however if any additional ethics approvals are required for the student to participate, these must be secured in advance of the placement start date. Further, if any changes need to be made to the M.P.H. student's Advisory committee membership, this is permitted provided that these changes are in line with committee membership requirements for an M.P.H. student per the supplemental regulations.</u></p>

-All project Advisors must have at least Masters-level qualification or its equivalent in training and experience.

M.Sc. Thesis Proposal

Students are required to prepare a formal thesis proposal.

The proposal shall consist of a clear definition of the problem or issue to be addressed, a review of the pertinent literature, a description of the methods to be used, and the data to be gathered.

The M.Sc. Thesis Proposal Examining Committee will consist of the student's Thesis Advisory Committee and the examination will normally can be held ~~only after~~ after the completion of the following 3 required courses:

- CHSC 7520 Principles of Epidemiology;
- CHSC 7860 Methods and Concepts for Community Health Science;
- CHSC 7820 Biostatistics for Community Health Sciences, or
- CHSC 7810 Biostatistics for the Health and Human Sciences, or
- CHSC 7738 Qualitative Research Methods in Community Health Sciences.

The written thesis proposal will be distributed to all examiners at least one week in advance of an oral presentation by the student to the examining committee.

The thesis proposal examination will occur in a public forum.

If not unanimously approved, the proposal must be revised, re-submitted and re-examined. The committee will provide written feedback to the student on required revisions and will decide when the student is ready to propose again.

There can be no more than two (2) attempts to defend the proposal.

M.Sc. Concentration in Biostatistics Thesis Proposal

All the same rules for the M.Sc. thesis proposal above apply, with the exception that students enrolled in the Concentration in Biostatistics typically ~~waive out of doing~~ are not required to complete CHSC 7820 (Biostatistics for Community Health Sciences) if they have taken sufficient undergraduate level statistics courses as assessed by the course instructor. Students approved to waive CHSC 7820 must replace that course with CHSC 7830 (Advanced Biostatistics for Community Health Sciences). For these students, the thesis

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p><u>proposal can only be defended after they have completed the following courses:</u></p> <ul style="list-style-type: none"> • <u>CHSC 7520 Principles of Epidemiology;</u> • <u>CHSC 7860 Methods and Concepts for Community Health Science; and</u> • <u>CHSC 7830 Advanced Biostatistics for Community Health Sciences</u> <p><u>Dip.P.H. Thesis or Practicum.</u> There is no practicum or thesis requirement for the Dip.P.H.</p> <p><u>M.P.H. Practicum.</u> <u>Depending on whether or not the student has opted to undergo the Field Placement or the Capstone Research Project, there are different requirements regarding the submission of a final report of their supervised practicum experiences to the</u> There is no written practicum report required for the M.P.H. <u>However, students are required to submit a final report of their field placement experience to the</u> Director of the CHS Graduate 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>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. 	<p>NEW 2019-20! <i>There is no longer a requirement for an “internal-external” examining committee member</i></p> <p><u>M.P.H. Program with Field Placement option</u> The M.P.H. field placement examining committee consists of the student’s advisory committee.</p> <p>Evaluation will be based upon grades obtained in core and elective courses, and a pass/fail evaluation for the field placement based on both the submission of a written report and public presentation. A written mid-term and final evaluation of the field performance will be provided by the local supervisor, on a standard form provided by the department. The learning and experiences gained by the student on the field placement will be shared with the Department through a public presentation. The final evaluation for the field placement will be determined by the student’s Advisory Committee, based on the local supervisor’s evaluation and the pass/fail assessment of the student’s written report and public presentation. The annual progress report to the Faculty of Graduate Studies will be provided by the Faculty Advisor, based on the above evaluative components.</p> <p><u>M.P.H. Program with Capstone Research Project option</u> <u>The M.P.H. Capstone Research Project committee consists of the student’s examination committee.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p><u>Evaluation will be based upon grades obtained in core and elective courses, and a pass/fail evaluation for the Capstone Research Project final report, based on both the submission of a written report and public presentation. A mid-term and final evaluation of the research placement will be provided by the local supervisor, on a standard form provided by the Department. The learning and experiences gained by the student doing a research placement will be shared with the Department through a public presentation. The final evaluation for the research placement will be determined by the student's Advisory Committee, based on the Capstone Research Project Advisor's evaluation and the pass/fail assessment of the student's written report and public presentation and oral examination. The annual progress report to the Faculty of Graduate Studies will be provided by the Faculty Advisor, based on the above evaluative components.</u></p> <p><u>M.Sc. Program</u> The M.Sc. thesis examining committee consists of the student's advisory committee.</p> <p>The submitted written thesis will be reviewed by the examining committee. When "approved" an oral defence will be scheduled through the Graduate Program office.</p>
<p>4.8.1.3 Oral Examination</p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies</p>	<p><u>M.P.H. Program with the Capstone Research Project Option</u> <u>The oral examination of the final capstone Research Project can only be held after completion of all coursework.</u></p> <p><u>The oral examination of the final written Capstone Project will be conducted in an open forum. The Advisor will be responsible for identifying a Chairperson. The student will have 25-30 minutes to present the Capstone Project research. Two rounds of questions are permitted by the examining committee, and time permitting, questions may be asked by the audience in attendance. The total time of the student presentation and oral examination of the M.P.H. Capstone Project must not exceed two hours.</u></p> <p><u>The examining committee will meet in camera to discuss the oral examination. Two or more examiners' failing votes lead to a failed examination.</u></p> <p><u>M.Sc. Program</u> The oral examination of the final thesis can be held only after completion of all coursework.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	
<p>4.9 Style and Format</p> <p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).</p>	
<p>4.10 Deadlines for Graduation</p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright License Declaration); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.</p>	<p><u>A hard copy of the final reports from M.P.H. students must be provided to the CHS Graduate Office. Likewise, a hard copy of the final thesis document for M.Sc. students must be provided to the CHS Graduate Office.</u></p>
<p>4.11 Details for Submission of the Final Copy</p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> <ul style="list-style-type: none"> • One digital version submitted as an e-thesis/practicum at the MSpace website (http://mspace.lib.umanitoba.ca/xmlui/login); • Thesis/Practicum final report; • Copyright License Declaration form (located within MSpace). 	
<p>4.12 Publication and Circulation of Thesis/Practicum</p> <p>Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.</p> <p>Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.</p> <p>The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.</p>	
<p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.</p>	<p>There is no option for provisional admission from a M.Sc. degree program to the Ph.D. program in CHS.</p>
<p>5.1.5 Students with Disabilities</p> <p>See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html</p>	
<p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor</p>	<p>The Student's Advisor will normally be a full-time member of CHS. In exceptional cases, the student's Advisor may be a part-time or adjunct member of CHS. Such an appointment must be approved by the Graduate Studies Committee and be eligible for membership in the Faculty of Graduate Studies. <u>Unless a part-time or adjunct member of CHS has successfully supervised at least 2 PhD students to completion, and/or if there are other relevant circumstances to consider, the Graduate Studies Committee may require that the student obtain a full-time CHS member to serve as co-Advisor. :-</u></p>

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Electrical & Computer Engineering.

Observations

1. The Dept. of Electrical & Computer Engineering proposes program modifications, specifically, M.Sc. supplementary regulation changes, to allow 6 CH of the required 12 CH in the M.Sc. program to be satisfied by courses offered by other departments. This change will allow more flexibility and provide a student with a well-rounded comprehensive education that adds to and supports the specific engineering, mathematical, and scientific knowledge required for their research. The department has added the provision that the coursework-based program be approved by the advisor and the department.

Recommendations

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

Dept. of Electrical & Computer Engineering

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
provide the student with any necessary prerequisites for courses to be taken in the Master's program.	
4.4 Program Requirements 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.	
4.4.1 Thesis/Practicum Route 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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	<p>The Master of Science program in ECE is a thesis-based program.</p> <p>M.Sc. Course Requirements: <u>A program of study consisting of a minimum of 12-credit hours of coursework at or above the 7000-level, with a minimum of 6-credit hours from ECE, and the remainder from ECE or other Departments. The coursework-based program of study must be approved by the advisor and/or the advisory Department of Electrical and Computer Engineering committee. 12-credit hours of Advisor approved coursework at or above the 7000 level in ECE.</u></p> <p><u>A. Graduate Level courses of ECE must be approved the Department. Graduate Level courses of ECE must be approved the Department.</u></p> <p><u>B. Generally, Reading Courses are NOT allowed within this allotment unless explicitly approved by the Department's Graduate Studies Committee. Generally, Reading Courses are NOT allowed within this allotment unless explicitly approved by the Department's Graduate Studies Committee.</u></p> <p>M.Sc. Research and Thesis: A Master of Science Thesis is required.</p> <ol style="list-style-type: none"> 1. Student must submit a Research Proposal for approval by the Student's Academic Advisor. 2. After approval for the research proposal the student may begin his/her research under the guidance of his/her Academic Advisor. 3. The student must produce a thesis (in consultation with the Academic Advisor) to be distributed to the student's examining committee upon approval of the Academic Advisor. <ol style="list-style-type: none"> a. students should be very careful to note work done by others and list others' work properly to avoid plagiarism.

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 Food & Human Nutritional Sciences.

Observations

1. The Dept. of Food & Human Nutritional Sciences proposes program modifications, specifically, combined FS & HNS supplementary regulations and a proposed credit hour reduction in the Ph.D. HNS. The Dept. of Food and Human Nutritional Sciences is proposing supplementary regulations that amalgamate the requirements of the former Dept. of Food Science and Dept. of Human Nutritional Sciences. The proposed regulations include efforts to reflect the needs of the 4 distinct programs within the newly merged department, including accepting applicants from a number of different backgrounds and widening the selection of courses for Masters students. In addition, the department proposes to reduce the number of required credit hours for the FS Ph.D. program from 9 CH to 6 CH in order to align with a recommendation from the recent program review for Food Sciences. Finally, the department proposes to allow students to transfer from the Masters to the Ph.D. program within 20 months (4 months longer than the Faculty of Graduate Studies regulation) due to the need to have Masters students produce publishable data prior to transfer.

Recommendations

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

Dept. of Food & Human Nutritional Sciences

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

DATE: April 9, 2020

TO: Faculty of Graduate Studies

FROM: Emily Gregorchuk, Graduate Program Assistant, Department of Food and Human Nutritional Sciences

SUBJECT: FHNS Supplemental Regulations

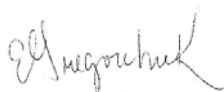
The Food and Human Nutritional Sciences Graduate Committee (FHNSGSC) worked together to amalgamate the existing Food Science (FS) and Human Nutritional Sciences (HNS) supplemental regulations. As there are currently differences between the two programs, additional changes are required to reflect the needs of both programs and address existing issues. The department will continue to offer four distinct programs (MSc HNS, MSc FS, PhD FS, PhD HNS).

We removed the Master's entrance course requirements from the existing HNS regulations. This will aid in the recruitment of applicants with diverse academic backgrounds, who would otherwise not be eligible for the program. This will reduce the number of applicants required to first complete the Pre-Master's program.

The minimum number of credit hours in both Master's programs remains at 12, but now allows for more flexibility. This will reduce the number of program modification requests that we receive from students, especially from those in the community nutrition area. It is now required for students to have completed their thesis proposal within nine months of commencing their program. This will help to keep students and their advisors on track.

Ph.D. applicants must now have a minimum GPA of 3.5 in their Master's coursework. The current FS program requires a minimum of nine credit hours, whereas HNS requires six. The department felt that six credit hours of coursework is sufficient at the Ph.D. level for both programs. The last FS graduate program review indicated that the course requirements for the Ph.D. program are on the higher end of the continuum, and that many Ph.D. programs across Canada have reduced their course requirements in recent years. The general trend for Ph.D. programs across Canada is to require 0 to 1 course in addition to a seminar course. Thus, the six credit hour requirement proposed follows the program review recommendation and is similar to other Ph.D. programs across Canada. The coursework requirement will be guided by the principle that the total number of courses taken in both the MSc and PhD degrees will be the equivalent of 18 credit hours. This is similar to other U15 institutions across the country (see attached summary) and with Guelph University, one of our major competitors. The thesis proposal must now be assessed and approved within 12 months of commencing the Ph.D. program and the candidacy exam within the first two years. This will help to keep students and their advisors on track.

Sincerely,



Emily Gregorchuk
Graduate Program Assistant
Department of Food and Human Nutritional Sciences

Enclosures: Summary of proposed changes
Last FS graduate program review
U15 Programs document

Summary of the proposed changes to the Supplemental Regulations:

- 1.1. Application deadlines follow former Food Science deadlines
- 1.1.9 At least two recommendation letters required (previously 3 for HNS)
- 2.3 Language removed, default to FGS language.

Pre-Master's

1.4.2 Language was removed, default to FGS regulations.

3.1. Pre-master's students must have an advisor before they are accepted into the program. The advisor along with the Dept. Head determine the courses to be taken in the Pre-Master's.

Master's

4.3.1. Removed prescribed set of courses needed for entry into Master's program if applicant does not have a degree in FHNS. The FHNSGSC will recommend courses to be made up if necessary on a case by case basis, with input from the student's advisor.

4.4.1. MSc credit hours remain at 12, but more flexible. 3 CH must be seminar, 3 CH must be from FHNS graduate courses at the 7000 level. Remaining courses can be from anywhere, at the 3000 level or above. Reading/special topics courses at the Master's level must not exceed 3 CH (restricted to 1.5 CH in the current HNS regulations).

4.5. If the Advisor identified is an Adjunct members of FHNS a full member of the department must be identified to co-advise.

4.75. Language removed, as the information is related to coursework. The Information is covered in syllabus.

4.8.1.1. The nine-month limit on completing the proposal for the MSc program is now explicit.

4.8.1.3. Same as previous HNS regulations

4.8.1.4. Report required from Chair to address first failure and timeline for second attempt (previously 1 month of the first examination in HNS).

4.10. Removed language, department does not require a copy of the thesis.

PhD

5.1. The student must have attained a minimum GPA of 3.5 in MSc coursework.

5.1.2. Direct entry considered by Dept. Head in consultation with the FHNSGSC.

5.1.3. Used current HNS wording for transfer to PhD from MSc. The MSc transfer to PhD must occur within 20 months of starting the MSc program. **This was discussed at Department Council and it was agreed that 20 months should be the maximum, as our experience is that 16 months is often too soon for students to have published data. We see this as only benefiting the student.**

5.2.1. To supervise students, Adjunct members of FHNS require a co-advisor that is a full member of FHNS.

5.2.3. The twelve-month limit on completing the proposal for the PhD is stated.

5.2.4. Adjunct Professors are limited to a co-advisory role. Two Adjuncts cannot be co-advisors.

5.3. Students must submit a Program of Study form within 12 months after commencement of the program. Any changes to the committee or program of study must be entered on a new form and submitted to the graduate program assistant as soon as the change occurs.

5.4. Course requirements for PhD are six credit hours, three of which are seminar, with the remaining three not restricted.

5.6. A student with an unsatisfactory rating on their progress report must meet with the Dept. Head to review the remedial actions proposed by the Advisory Committee.

5.6.1. Language removed, as the information is related to coursework. The information is covered in the syllabus.

5.8. The candidacy exam will largely follow the previous HNS requirements for a research proposal and oral defense of such proposal:

- Grant proposal no longer based on Research Manitoba application model.
- The budget must include expenditures separated by year and category. The budget and its justification should not exceed two pages.
- The Candidacy exam will take place within the first 2 years of the student's program.

5.9 Written thesis proposal followed by an oral presentation must be assessed and approved within 12 months of commencing the program.

5.11.1 Removed language, default to FGS regulations.

Institution	Program	Requirements
Alberta	Food Science and Biosource Technology; Human Nutrition	MSc: 3 graduate level courses, seminar course, 8 hours of ethics/professional development. PhD - 3 graduate level courses + seminar
British Columbia	Food Science Human Nutrition	MSc: Completion of the MSc program requires a thesis (12 or 18 credits) plus coursework, for a total of 30 credits. With a 12-credit thesis, students can include a maximum of 6 credits of senior undergraduate courses. With an 18-credit thesis, students can include a maximum of 3 credits of senior undergraduate courses. PhD: 6 credit hours + seminar MSc: 12 credits PhD: 6 credits
Dalhousie	Food Science and Technology	A minimum of four graduate level courses for Master's programs while four additional course credits are required for PhD candidates who have already completed a Master's program.
Guelph	Food Science Human Health and Nutritional Sciences	MSc: 3 graduate courses, plus seminar (a minimum of 2 credits). PhD: No specific course requirements MSc: 1.5 credits minimum (courses are 0.5 credits) PhD: No specific course requirements
Laval	Food Science and Technology Nutrition	MSc: 7 required plus 2-5 credits from a list of courses and 0-3 credits from an additional list of courses PhD: 4 required plus 1-8 credits from a list of courses MSc: 6 required plus 1-6 credits from a list of courses PhD: 4 required plus 1-6 credits from a list of courses
McGill	Food Science and Agricultural Chemistry Human Nutrition	MSc: 2 courses (3 credits each)+ at least 9 credits in complementary courses PhD: 3 courses (3 credits each) MSc: 3 courses (1 credit each) + 9 credits in complementary courses (3 courses) PhD: 2 courses (1 credit each)
Memorial	Food Science	MSc: Seminar + Graduate Skills course + 6 credit hours PhD: Seminar + Graduate Skills course (may include additional coursework)
Montreal	Nutrition	MSc: Minimum of 16 credits of graduate level courses (9 compulsory course credits, 4 optional, 3 elective courses) PhD: 6 credits of compulsory credits
Saskatchewan	Food Science	MSc: Minimum of 9 credits PhD: Minimum of 12 credits

Supplemental Regulations Faculty of Graduate Studies

**Name of Unit/Program: [Food and Human Nutritional Sciences](#)
(M.Sc. [FS](#), M.Sc. [HNS](#), Ph.D. [FS](#), & Ph.D. [HNS](#))**

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)</p> <p>PREFACE</p> <p>The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.</p> <p>Definitions</p> <p>The "Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies" shall be taken to mean the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies or designate.</p> <p>"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the <i>de facto</i> Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the <i>de facto</i> <u>Head of interdisciplinary programs administered by the Faculty of Graduate Studies</u>. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.</p>	<p>The graduate program of the Department of Food and Human Nutritional Sciences (hereafter referred to as the Department or FHNS) is managed by the FHNS Graduate Studies Committee (FHNSGSC), which consists of four voting faculty members, the Graduate Program Assistant and the Associate Head, Graduate Studies (Chair). Both the Graduate Program Assistant and the Associate Head are non-voting membersthe Chair, a minimum of two faculty members and the Department Head (ex officio), with the Chair having voting capacity.</p> <p>The Department offers M.Sc. and Ph.D. programs in Food Science and Human Nutritional Sciences.</p>
1.1 Application and Admission Procedures	

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

Department of [Food and](#) Human Nutritional Sciences
209 Human Ecology Building
[Faculty of Agricultural and Food Sciences](#)
University of Manitoba
Winnipeg, MB, Canada
R3T 2N2
Tel: (204) 474-6411
fhns.gradprogram@umanitoba.ca

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

Start Date:
The start dates of FHNS are January, May and September.

Application deadlines

Session	Start Date	Canadian/US	International
Fall	September	June 1	March February 1
Winter	January	October 1	July-June 1
Summer	May	February 1	November October 1

Additional documentation:
An up-to-date resumé or curriculum vitae along with a 1-page description of research interests (statement of intent) must also be submitted.

1.1.3 Application Fee

A \$100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> 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 Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.</p>	
<p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</p>	
<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Program webpage at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p>	<p>At least <u>Two</u> letters of recommendation are required. These must be from previous academic instructors or advisors. Three letters of recommendation are required, of which at least two must be from previous academic instructors or advisor(s). For Ph.D. applicants, one of the letters must be from the proposed advisor(s).</p>
<p>1.1.10 Admission Tests</p> <p>Some departments/units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.</p>	
<p>1.1.11 Entrance Requirements</p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	
<p>1.1.12 Eligibility of University of Manitoba Staff Members</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The regulations below place limits on the extent to which cross-listed courses may be used to meet graduate program requirements.</p> <ol style="list-style-type: none"> 1. In order to receive credit for any 7000-level course that is cross-listed with a 3000- or 4000-level undergraduate course, the 7000-level course it must have a distinct syllabus, and the course content and evaluation methods must be at the graduate-level. 2. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a 1000- or 2000-level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. 3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course. 	
<p>1.4 Student Status/Categories of Students</p> <p>1.4.1 Full-Time And Part-Time Students</p> <p>Graduate students are admitted as full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.</p> <p>Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the “Part-Time Status” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies.</p> <p>Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term. Part-time students may revert to full-time but will not be permitted to return to part-time studies.</p> <p>For every full year (12 months) a Master’s student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master’s student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.</p>	
<p>1.4.2 Pre-Master’s Or Qualifying Students</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master’s program of study. The Pre-Master’s program is intended to bring the student’s standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.</p>	<p>Applicants with a 3-year general degree or those who have deficiencies of more than 6 credit hours in the entrance requirement courses may be recommended for admission to the Pre-Master’s program. The credit hour and course requirements are in Sections 3.1 and 4.3.1.</p>

Faculty of Graduate Studies Regulation 2019/20			Supplemental Regulation
and non-maleficence in the work that they conduct			
Student must complete coursework as required by their program.			
Individual unit BFARs available at: http://umanitoba.ca/graduate_studies/			
2.3 Academic Performance Student progress shall be reported at least annually, (but not to exceed once every four months), to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.			If a student receives a failing grade in a course (<C+), the student's advisor(s) will be asked to make a recommendation to the Head of the Department for an alternative course to be taken by the student as replacement for the failed course. Failure of a subsequent course will result in a recommendation from the Head of the Department to the Dean of Graduate Studies that the student be withdrawn from the graduate program.
2.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies. A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. In the event that a substitute course is used for remediation, then this must be at the same or higher level as the failed course (e.g., at the graduate level for a failed graduate-level course). Each failed course may be repeated or replaced only once, to a maximum of six (6) credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than six (6) credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations. Graduate students are not permitted to repeat a previously passed course. Note: In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above. Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations.			NEW 2019/20! Remediation of a failed course with a substitute course must be at the same level or higher (e.g. at the 7000 or 8000 level for a failed 7000 or 8000 level course)

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>A summary of all actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.</p>	
<p>2.5 Mandatory Academic Integrity Course</p> <p>All students, including those in a Pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration.</p> <p>Notes: Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Master's level are not normally required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.</p> <p>Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program.</p> <p>Students on an exceptional/parental/regular leave of absence must register in GRAD 7500 upon return from leave if it has not already been completed.</p> <p>Visiting and Occasional students are not expected to complete GRAD 7500. For further information see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html).</p>	
<p>SECTION 3: General Regulations: Pre-Master's</p> <p>3.1 Admission and Program Requirements</p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a Pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/Units may specify higher or additional criteria. <u>Admission to a Pre-Master's program does not guarantee future admission to a Master's program.</u> As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4)-year degree, departments/units should assign to students, as part of their Pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p>	<p>Pre-Master's students are required to secure an advisor. The advisor will make a recommendation to the Head of Department stating the courses to be taken by the student. The advisor will agree to eventually act as their advisor for the MSc program, if they are accepted into the program. Applicants with a 3-year undergraduate degree or those who have deficiencies of more than 6 credit hours in the entrance requirement courses (see Section 4.3.1) will be recommended for admission at the Pre-Master's Level.</p> <p>Students with a 3-year undergraduate degree must complete at least 18 credit hours of courses at the 3000/4000 level and obtain a cumulative GPA of not less than 3.5 in order to be considered for admission to the M.Sc. program. Upon successful completion of the Pre-Master's program, the applicant may apply for admission into the MSc program.</p> <p>Applicants with a 4-year degree who have deficiencies of more than 6 credit hours in the entrance requirement courses must complete required courses in physiology, biochemistry and foods and/or nutrition with a minimum cumulative GPA that is not less than 3.5 (see section 4.3.1 for course requirements) in order to be considered for admission to the M.Sc. program.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>It is highly recommended that Pre-Master's applicants secured the agreement of a Faculty member to eventually act as their advisor for the M.Sc. program. The advisor will make a recommendation to the Head of Department stating the number of courses to be taken by the student. Upon successful completion of the Pre-Master's program, the applicant may apply for admission into the M.Sc. program.</p> <p>In the event that no advisor has been secured, the HNSGSC will assess deficiencies in coursework and make general recommendations.</p> <p>Students in the Pre-Master's program register for courses as occasional status and pay the undergraduate tuition fees per course.</p>
<p>3.2 Academic Performance</p> <p>3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p>3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the Pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; or ○ Canadian institutions empowered by law to grant degrees; or 	<p><u>The undergraduate degree must be in Human Nutritional Sciences or Food Sciences or equivalent. Decisions on equivalent degrees or courses needed to bring the student's background up to the equivalent of a Human Nutritional Sciences or Food Sciences degree will be made by the FHNSGSC. If applicable, the potential advisor may make a recommendation to the FHNSGSC regarding equivalency and/or courses needed.</u>A 4-year undergraduate degree from the Dept. of Human Nutritional Sciences, University of Manitoba</p> <p><u>—OR—</u></p> <p><u>A 4-year undergraduate degree in another discipline that includes all of the following requirements: three (3) credit hours (one full term course) in Physiology, three (3) credit hours (one full term course) in Biochemistry, and six (6) credit hours (two full term courses) in upper level (3000/4000 or 3rd/4th-year) HNSC courses (HNSC 3310 & 3300 recommended by the HNSGSC or</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p>their equivalents as determined by the Department).</p> <p>Final eligibility of the applicants will be determined by the HNSGSC, which is based on GPA, recommendation letters, English Language Test Scores (if applicable), Statement of Intent, Transcripts, and CV.</p> <p>Students who have not completed the courses required for admission will be required to register as occasional status and pay undergraduate tuition fees per course. This cost is in addition to the Master's program fees.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study (Section 3).</p> <p>The Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>As part of the 12 credit hours required in the program, all students are required to take HNSC 7200 (3 CH) <u>or FOOD 7130 (3 CH)</u>, plus <u>3-6</u> credit hours in <u>HNSC or FOOD courses</u> at the 7000 level. <u>The remaining 6 credit hours must have at least 3 credit hours at the 7000 level or above, drawn from at least two of following areas.</u></p> <p><u>Reading/Special Topics courses at the Master's level must not exceed 3 credit hours.</u></p> <p><u>*Foods: HNSC 7070 (3), HNSC 7500 (1.5), HNSC 7510 (1.5), HNSC 7520 (1.5).</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>*Community Nutrition: HNSC 7110 (3), HNSC 7530 (1.5), HNSC 7540 (1.5), HNSC 7550 (1.5), HNSC 7570 (1.5).</p> <p>*Metabolic Nutrition: HNSC 7440 (1.5), HNSC 7450 (1.5), HNSC 7460 (1.5), HNSC 7470 (1.5), HNSC 7480 (1.5), HNSC 7490 (1.5).</p> <p>The remaining 3 credit hours, selected in consultation with the advisor(s), can be from HNSC or any other Department but must be at the 4000 or 7000 level.</p> <p>Reading courses must not exceed 1.5 credit hours in the M.Sc. program.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	Not required.
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.</p>	
<p>4.4.6 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.</p>	
<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p>	<p>Each student must have an advisor identified before acceptance into the program. If the identified advisor is an Adjunct member of FHNS, a co-advisor who is a full member of the department must also be identified before</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p>	<p>acceptance into the program. The advisor or co-advisors must be identified and will provide a consent letter to the HNSGSC prior to the department recommending admission.</p>
<p>4.5.2 Student's Co-advisor</p> <p>In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement.</p> <p>When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee</p>	<p>NEW 2019-20! The student's co-advisor no longer needs to be a member of the unit offering the program</p>

Faculty of Graduate Studies Regulation 2019/20	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>At least one of the committee members must not be a co-applicant on the research grant that is funding the student's project.</p> <p>For <u>Adjunct Professors not holding a primary appointment at the University of Manitoba in a tenure-track or continuing position</u>, the Department of <u>Food and Human Nutritional Sciences reserves the right to limit</u> graduate training to a <u>Ceo-Advisory</u> role. <u>Two Adjunct Professors cannot be Co-Advisors on a student's committee.</u> In order to avoid issues with respect to conflict of interest, <u>Adjunct Professors</u> will not be able to serve on the advisory/examination committees (program or candidacy examination) for any student whose primary advisor is also the <u>Adjunct's</u> direct supervisor.</p> <p><u>The advisory committee must be formed within 9 months after commencement of the program.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p> <p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p>Students are required to provide the Department with an FGS 'Program of Study and Appointment of Advisory Committee' form as soon as possible after commencement of the program. This form is available on the FGS website.</p> <p>In the case of a change in the advisory committee membership during the program, students will provide the Department Graduate Program Assistant with an updated 'Master's Thesis/Practicum Title and Appointment of Examiners' form (available on the FGS website) as soon as the change occurs. If applicable, students may need to provide updated departmental forms (from the MSc Timeline and Forms) available on the department website or obtained from the Graduate Program Assistant, an updated 'Program of Study and Appointment of Advisory Committee' form as soon as the change occurs.</p> <p>In circumstances where a change of advisor(s) is requested during the program, it is essential that the request be made in writing to the Department Head before the move is initiated as this may have a significant negative impact on a student's program of study. As a result, the Department Head may arrange meetings with the advisor(s) and student to discuss reasons for the request to ensure that possible consequences of a move (e.g. program length, financial commitment) are</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p> </p> <p> </p>	<p>clarified. The intention is to ensure all parties reach an informed decision. The Department Head will make the recommendation to FGS regarding a change of the student's advisor.</p> <p>Students who want to change a course requirement in their program must request the approval of the changes to the FHNSGSC on an 'FHNS Graduate Course Modification Request' form. Students can request this form from the department's Graduate Program Assistant or obtain it from the FHNS website.</p>
<p>4.7.2 Lapse of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case by case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.</p> <p>In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.</p>	
<p>4.7.3 Academic Performance</p> <p>Student progress shall be reported at least annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" ratings or one (1) "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>4.7.4 Performance in Coursework</p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	
<p>4.7.5 Performance not related to Coursework</p>	<p>Students will be required to attend and participate in all regular seminar classes (HNSC 7200) for the</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>duration of their program. In these seminars students also will have duties as chair, discussant and evaluator, as assigned by the seminar coordinator. In cases where attendance at seminar is interrupted for legitimate reasons (illness, conference participation, conflict with other courses, etc...), students will be required to make up missed seminars by attending outside seminars. This must be approved by the course coordinator. Students will be notified of additional seminar opportunities throughout the course of the semester. Students are required to write an abstract (300 words maximum) describing the rationale, hypothesis, objectives, main findings and implications of these outside seminars to receive credit for attending these seminars. The abstract must include the title, speaker's name, and time and place of the presentation. The abstract must be handed in to the course coordinator within one week of the seminar. Students will have the duration of the semester to fulfill the seminar requirements. Evaluation of the HNSC 7200 course will be: a) Literature Review = 35%; b) Poster Presentation = 35%; and Participation = 30%.</p> <p>The participation grade will be assessed on the basis of attendance at regular seminar classes, participation as chair, discussant/evaluator and audience during regular seminar classes. With complete attendance (including reports as needed) 20% of the participation grade will be awarded. For each seminar that a student does not attend, 2% of the overall grade will be deducted. If medical or compassionate excuse(s) is/are given for missing class(es), attendance of approved outside seminar(s), with abstract handed in within one week of the seminar(s) may be substituted for the class(es) missed. The remaining 10% of the participation grade will be assessed by the course coordinator based on participation as chair, evaluator/discussant and as audience participant. Part-time students are required to attend a minimum of 52 seminars during their graduate program.</p>
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> maintain a minimum degree grade point average of 3.0 with no grade below C+; meet the minimum and not exceed the maximum course requirements; and meet the minimum and not exceed the maximum time requirements. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>A written thesis proposal followed by an oral presentation prepared by the student must be assessed and approved by the Advisory <u>Committee</u> within nine-9 months of start <u>date-commencing the program</u>.</p> <p>Students- will be apprised of guidelines and evaluation procedures by the Advisor<u>should consult their advisor(s) and committee regarding the format of the thesis proposal. The thesis proposal should-shall include the title, an introduction, literature review, hypothesis, objectives, methodology, references and Gantt chart (timeline). Students shall submit their draft thesis proposal to the advisor for feedback prior to circulation to the Advisory Committee. The written proposal will be submitted to the Advisory Committee by the student 2 weeks prior to the date of the proposal oral presentation. The student then presents orally for 20 minutes and defends the thesis proposal to the members constituting the Advosry Committee. The proposal may undergo further revisions to address comments raised and recommendations of the advisory committee. Modifications can continue to be made until there is consensus, the criteria of which are embedded in the evaluation of the scientific quality of the work. The Advisory Committee must unanimously approve the written proposal, a review of the literature pertaining to the proposed research, rationale, research questions or hypotheses, and specific objectives. The proposal must also lay-out the experimental or scientific design, statistical analysis, and the expected significance to the field.</u></p> <p>The written proposal will be submitted to the advisory committee by the student 2 weeks prior to the date of the proposal oral presentation. In order for the student to proceed to the oral presentation of the proposal, the Advisory Committee must unanimously approve the written proposal. The oral presentation takes place in front of the Advisory Committee and the Advisor may act as the Chair with questioning and voting capacities. It is expected that the total examination period will not exceed 1 hour, allowing approximately 20 minutes for the oral presentation and 40 minutes for the questioning period. The Committee will deliberate on the students' performance in the absence of the student and the decision will be given to the student by the Chair (Advisor).</p> <p>In case of an unsatisfactory proposal at the first attempt, a student may be requested to revise the</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>written proposal and/or to repeat the oral presentation within 3 months of the first attempt.</p> <p>Once the proposal is approved, a copy of the written proposal (signed by the committee members), along with a completed form 1B (from the MSc Timeline and Forms) the "Thesis/Practicum Proposal Form" must be submitted to the FHNS Graduate Program Assistant. Students can obtain this form from the FHNS Graduate Program Assistant or obtain it from the FHNS website. (available on the FGS website)</p> <p>must be signed by the student, the Advisor(s) and the Advisory Committee and submitted to the Department Head for filing.</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>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</p> <p>The advisory committee normally serves as the examining committee. The members must be recommended to the Faculty of Graduate Studies on the FGS 'Master's Thesis/Practicum Thesis Title and Appointment of Examiners' form. This form must be submitted to the FHNS Graduate Program Assistant at least 1 month prior to the defense date.</p>
<p>4.8.1.3 Oral Examination</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	<p>The oral examination will be chaired by a member of the Department of Food and Human Nutritional Sciences. The responsibility of finding a chairperson will rest with the student's advisor(s).</p> <p>Two weeks prior to the oral exam, students will provide the Department (Graduate Program Assistant) with an abstract, a list of examining members, and chairperson. This information will be advertised to the Department and Faculty at least 1 week prior to the exam.</p> <p>At the oral exam, the non-voting Chair will provide an abstract of the thesis for all members of the audience and will introduce the student who will give a 20 minute presentation highlighting and interpreting the research findings. The Chair will then invite the first round of questions from each member of the Examining Committee, beginning with the external, if applicable. After this round, the Chair shall invite questions from the audience. The examining committee in a second round will then have opportunity to further question the student. The total duration of the oral examination should not be more than approximately 2 hours.</p> <p>The examining committee will grant approval based on the written document and the ability of the student to defend the work completed. Agreement with no more than one dissenting vote on the written thesis and oral defense is required for final approval.</p> <p>*Before giving a final approval of the thesis, the examiners may require a-the student to make revisions they see fit. Committee members may withhold their signature on the FGS 'Thesis/Practicum Final Report' form until revisions have been made. The advisor(s) shall ensure all revisions are completed before the form is submitted. A copy of the form must be submitted to the FHNS Graduate Program Assistant for departmental records.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> The examining committee reports on the merits of the written thesis; 	<p>In the event that the student fails the oral examination, a second examination will be scheduled within 1 month of the first examination. The report from the Chair should include how the first failure will be addressed and a timeline for when the second attempt should occur.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> • The defence; or • A combination of both stages. <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.</p>	
<p>4.8.2 Course-based/Comprehensive Examination Route</p> <p>Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplemental regulations. Students should consult the department/unit supplemental regulations for specific requirements.</p> <p>In those department/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	
<p>4.9 Style and Format</p> <p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).</p>	<p>Students may present a thesis either in regular style or in manuscript style. The format is specified in Appendix 1.</p>
<p>4.10 Deadlines for Graduation</p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright License Declaration); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.</p>	<p>In addition to the Faculty of Graduate Studies requirement, the advisor(s) may request a bound copy. The full reasonable costs of printing the thesis, photocopying and binding should be normally charged to the research laboratory. The student will be responsible for the cost of their personal copy.</p>
<p>4.11 Details for Submission of the Final Copy</p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> <ul style="list-style-type: none"> • One digital version submitted as an e-thesis/practicum at the MSpace website (http://mspace.lib.umanitoba.ca/xmlui/login); • Thesis/Practicum final report; 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual department/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion.</p>	
<p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Master's programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some department/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.</p>	<p><u>In addition to the admission requirements of the Faculty of Graduate Studies, the student must hold a research-thesis-based Master of Science degree or equivalent in the general areas of food or human nutritional sciences from a recognized university. The student must have attained a minimum University of Manitoba equivalent GPA of 3.5 in Master's coursework. Students with a Master of Science in a different scientific discipline will be considered for admission by the FHNSGSC on a case-by-case basis. Students will typically have a thesis-based Master's degree in Human Nutritional Sciences (HNS). In addition, applications with thesis-based M.Sc. degrees in other science disciplines will be considered for admission by the HNS Graduate Studies Committee (HNSGSC) on a case-by-case basis. Applicants with an M.Sc. degree may be asked to enter the M.Sc. program with a potential transfer to the Ph.D. program if recommended by advisor(s) or by the HNSGSC. Applicants with non-thesis based M.Sc. degrees will be requested to enter the M.Sc. program.</u></p> <p><u>A faculty member who will serve as the advisor must submit one of the letters of recommendation for application purposes. After a favourable review of an application, the advisor will provide written consent to support admission submitted directly to the Chair of the HNSGSC. The HNSGSC will approve eligibility for admission.</u></p>
<p>5.1.2 Direct Admission from the Bachelor's Honours or equivalent</p> <p>With special recommendation of the department/unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years. A <u>minimum</u> of 18 credit hours at the 7000 level or higher is required. Any further coursework beyond the minimum 18</p>	<p><u>Consideration for direct entry will be undertaken by the Department Head in consultation with the FHNSGSC. The Department shall recommend the applicant to enter into the M.Sc. program, with the exception that if the student continues to maintain their academic standing the advisor(s) and the Department Head may recommend transfer into the Ph.D. program within the first 18 months.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p>	
<p>5.1.3 Transfer from the Master's to the Ph.D. program</p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within sixteen (16) months or four (4) terms (including Summer term) from the start of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise. A <u>minimum</u> of 18 credit hours at the 7000 level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request:</p> <ul style="list-style-type: none"> • must indicate a request for transfer on the online Application for Admission; • If the transfer is made within one (1) year, no additional application fee will be required; <p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.</p>	<p>A transfer from the M.Sc. program in HNS to the Ph.D. program will be considered by the FHNSGSC under the following conditions:</p> <p>1. The student has completed a maximum of 18 months/4 terms in the M.Sc. program at the time of application for transfer; <u>The student has completed a maximum of twenty (20) months in the M.Sc. program at the time of application for transfer;</u></p> <p>1. 2. Both the student and the advisor's request, in writing, the student's transfer to the Ph.D. program. This request should be made to the FHNSGSC. The request should outline the reasons for requesting waiver of the M.Sc. degree requirement for acceptance into the program. The student should understand the risk of the transfer without having an M.Sc. degree. For example, if the student fails the Ph.D. Candidacy exam, they are asked to withdraw from the Ph.D. Program, resulting in no M.Sc. degree being bestowed;</p> <p>3. All 9 credit hours required in the M.Sc. program, exclusive of- the seminar course HNSC 7200, have been completed, with a minimum GPA in those courses of 3.5;</p> <p>4. Approval by the student's M.Sc. advisory committee, <u>the FHNSGSC</u> and the Department Head. The criteria for approval of transfer by the advisory committee is that the student is the first author of an original manuscript generated from her/his M.Sc. research project submitted for publication in a peer-reviewed journal or, in special circumstances, the student furnishes a copy of unpublished research data obtained by the student equivalent to that acceptable for an M.Sc. thesis. In either case, the student will present their data and their Ph.D. proposal to the <u>advisory</u> committee in a 30-45 minute presentation, which will be followed by a question period not to exceed an additional 75 minutes.</p>
<p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.</p>	
<p>5.1.5 Students with Disabilities</p> <p>See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html</p>	
<p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**; • be active in research; and • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In department/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen (18) months after entry in to the program before a permanent advisor is chosen.</p>	<p>The advisor or co-advisors must <u>be identified before the applicant can be recommended for admission. If the identified advisor is an Adjunct member of FHNS, a co-advisor who is a full member of the department must also be identified before acceptance into the program.</u>have been selected and will provide a consent letter to the HNSGSC before the applicant can be recommended for admission. The advisor(s) must have his/her primary appointment in the Department of Human Nutritional Sciences. See 5.2.4 for specific details.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>5.2.4 Advisory Committee</p> <p>The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Disclosure is required if two or more committee members are in a personal relationship. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p>	<p>NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member</p> <p><u>An advisory committee member (except serving as a co-advisor) must not be a co-applicant on the research grant that is funding the student's project. Students are required to provide the Department with an FGS 'PhD Program of Study and Appointment of Advisory Committee' form which is available on the FGS website. At least one of the committee members must not be a co-applicant on the research grant that is funding the student's project.</u></p> <p><u>For Adjunct Professors, the Department of Food and Human Nutritional Sciences limits graduate training to a Co-Advisory role. Two Adjunct Professors cannot be Co-Advisors on a student's committee. In order to avoid issues with respect to conflict of interest, Adjunct Professors will not be able to serve on the advisory/examination committees (program or candidacy examination) for any student whose primary advisor is also the Adjunct's direct supervisor.</u></p> <p><u>The advisory committee and thesis proposal must be formed within 12 months of commencing the program.</u></p>
<p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p><u>Students are required to provide the Department (hand in to the Department Graduate Program Assistant) with an FGS 'Program of Study and Appointment of Advisory Committee' form within 12 months after commencement of the program. This form is available on the FGS website.</u></p> <p><u>In the case of a change in the advisory committee membership or coursework during the program, students will provide an updated 'Program of Study and Appointment of Advisory Committee' form to the Department Graduate Program Assistant as soon as the change occurs.</u></p> <p><u>In the case of changing advisory committee members during the program, students will provide an updated 'PhD Program of Study and Appointment of Advisory Committee' form as soon as the change occurs.</u></p> <p>In circumstances where a change of advisor is requested during the program, it is essential that the request be made in writing to the Department Head before the move is initiated as this may have a significant negative impact on a student's program of study. As a result, the Department Head <u>(and/or HNSGSC Chairperson)</u> may arrange</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>meetings with the advisor(s) and student to discuss reasons for the request to ensure that possible consequences of a move (e.g. program length, financial commitment) are clarified. The intention is to ensure all parties reach an informed decision. The Department Head and/or HNSGSC Chairperson will make the recommendation to FGS regarding a change in the student's advisor.</p> <p>Students who want to change a course requirement in their program must request the approval of the changes to the FHNSGSC on an 'FHNS Graduate Course Modification Request' form. The approval will be reported to the department council meeting followed by submission to FGS. Students can request this form from the department's Graduate Program Assistant or obtain it from the FHNS website.</p>
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>The coursework requirement will consist of a minimum of 6 credit hours at the 7000 level. Of these 6 credit hours, three will consist of the seminar course. Further coursework may be required at the advisory committee's discretion. For students entering the program with an M.Sc. in HNS from the University of Manitoba, the coursework requirement will consist of a minimum of 6 credit hours in HNS courses at the 7000 level. Of these 6 credit hours, three will consist of the seminar course: Advanced Seminar in Human Nutritional Sciences (HNSC 7200, 3 CH). This will result in a total of 18 credit hours being taken in the M.Sc. and Ph.D. programs, if both degrees are taken at the University of Manitoba. Of these 18 credit hours, 15 will be HNS courses.</p> <p>For students entering the program with an M.Sc. in another discipline or from another university, the coursework requirement will be determined by the HNSGSC. In considering the coursework requirement, the HNSGSC will be guided by the principle that the total number of courses taken in both the M.Sc. and Ph.D. will be the equivalent of 18 credit hours, of which 15 credit hours must be in nutrition (7000 level). A second guiding principle will be that at least three credit hours of the nutrition courses taken (not including seminar courses) will be from areas not directly related to the research area of the student and advisor(s) (e.g. a student in Metabolic Nutrition needs to take at least 3 credit hours in courses designated in the Community Nutrition or Food area). Communication of the credit hour requirements will be made to the student by the HNSGSC/HNS Graduate Program Assistant upon admission to the Ph.D. program.</p> <p>For students transferring into the Ph.D. from an M.Sc. in the Department of HNS, an additional 6</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	credit hours in HNS courses (7000 level) are required, so that the total number of credit hours in coursework taken is 18.
<p>5.4.1 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.</p>	Not required.
<p>5.4.2 Advance Credit</p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit - Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 5.4.4 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one degree, diploma or certificate. • The student must register at the University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at the University of Manitoba. Regardless of the extent of advanced credit received, all students are required to pay applicable program fees. 	
<p>5.4.3 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at the University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; (http://umanitoba.ca/student/records/leave_return/710.html) an original transcript, and course equivalency must be provided.</p>	
<p>5.4.4 Lapse of Credit of Courses</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p> <p>The department/unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree cannot be used for credit toward that degree.</p> <p>In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the department/unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.</p>	
<p>5.5 Time Limits</p> <p>5.5.1 Minimum Time Limit</p> <p>The minimum time requirement for the program of study for a Ph.D. degree will normally be two (2) years of study beyond the level of the Master's degree, or three (3) years beyond the level of a Bachelor's degree. The student may be permitted to spend one (1) of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of the Faculty of Graduate Studies on the recommendation of the student's advisory committee.</p> <p>5.5.2 Maximum Time Limit</p> <p>A student's candidature shall lapse if he/she fails to complete the degree within six (6) years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program.</p> <p>Ph.D. students who are declared as part-time will receive an additional four (4) months in time to complete their program for every two (2) years (24 months) they are declared as part time (see section 1.4.1) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) to the Dean of the Faculty of Graduate Studies at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>5.6 Academic Performance</p>	<p>Students who do not maintain satisfactory performance as assessed on their "Progress Report Form" shall meet with the Department Head to review remedial actions proposed by the</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Student progress shall be reported at least annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	<p><u>Advisory Committee. If the Department Head is on the committee, the student will meet with one of the Associate Heads.</u></p>
<p>5.6.1 Performance in Coursework</p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	
<p>5.6.2 Performance Not Related to Coursework</p> <p>Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>Students will be required to attend and participate in all regular seminar classes (HNSC 7200) for the duration of their program. In these seminars students also will have duties as chair, discussant and evaluator, as assigned by the seminar coordinator. In cases where attendance at seminar is interrupted for legitimate reasons (illness, conference participation, conflict with other courses, etc...), students will be required to make up missed seminars by attending outside seminars. This must be approved by the course coordinator. Students will be notified of additional seminar opportunities throughout the course of the semester. Students are required to write an abstract (300 words maximum) describing the rationale, hypothesis, objectives, main findings and implications of these outside seminars to receive credit for attending these seminars. The abstract must include the title, speaker's name, and time and place of the presentation. The abstract must be handed in to the course coordinator within one week of the seminar. Students will have the duration of the semester to fulfill the seminar requirements. Evaluation of the HNSC 7200 course will be: a) Literature Review = 35%; b) Poster Presentation = 35%; and Participation = 30%.</p> <p>The participation grade will be assessed on the basis of attendance at regular seminar classes, participation as chair, discussant/evaluator and audience during regular seminar classes. With complete attendance (including reports as needed), 20% of the participation grade will be</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>awarded. For each seminar that a student does not attend, 2% of the overall grade will be deducted. If medical or compassionate excuse(s) is/are given for missing class(es), attendance of approved outside seminar(s), with abstract handed in within one week of the seminar(s) may be substituted for the class(es) missed. The remaining 10% of the participation grade will be assessed by the course coordinator based on participation as chair, evaluator/discussant and as audience participant. Part-time students are required to attend a minimum of 52 seminars during their graduate program.</p>
<p>5.7 Academic Requirement for Graduation</p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p>5.8 Candidacy Examination</p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the department/unit and approved by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see the department/unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.</p> <p>A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p> <p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "Report on Ph.D."</p>	<p>I. The objective of the candidacy examination is to give the candidate the opportunity to demonstrate:</p> <ol style="list-style-type: none"> 1. Potential as an independent researcher by writing and defending a research grant proposal that is separate from the thesis proposal; 2. Ability to critically evaluate the literature, formulate a valid research question and propose an appropriate experimental design to scientifically address the question; 3. A general knowledge of the basic principles in human nutrition and foods as pertains to the written proposal. <p>II. The candidacy exam will consist of 2 parts:</p> <ol style="list-style-type: none"> 1. A written work consisting of a complete research grant proposal based on the "Research Manitoba" application model. Information can be found on researchmanitoba.ca 2. An oral defense of the written work. <p>III. Candidacy examination committee:</p> <p>The examination committee is to consist of a non-voting chairperson and the student's A^{advisory} C^{committee}. The chairperson will be appointed by the Department Head, (or designate) and will supervise all aspects of the examination but will not ask any questions or vote on the outcome of the exam.</p> <p>IV. Grant proposal:</p>

Candidacy Examination" form
(http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

The topic of the proposal will be chosen by the student. The topic may be related to, but must be distinctly different from, the student's Ph.D. proposed research. The student should demonstrate the ability to thoroughly examine a topic with respect to the following: theoretical perspectives, empirical assessment of related research including a critique of methodology, and a critical appraisal of theory and research related to the topic.

The grant proposal will be based on a three-year project and must include information under the following headings:

- a) Lay abstract (max. 250 words)- not part of the page limit
- b) Summary of research proposal (max. 1 page)
- c) Current state of knowledge (literature review)
- d) Rationale
- e) Hypothesis and objectives
- f) Experimental approaches including appropriate and feasible methodology
- g) Expected outcome(s), and potential pitfalls and alternatives
- h) Anticipated significance

The grant proposal must not exceed 10 pages (not including references, tables, charts and figures). All pages must be numbered sequentially with Roman numerals. Each page must be 8.5" × 11" (21.5 × 28.0 cm) with minimum 12 points font size and typed single spaced page (no condensed type or spacing and maximum 6 lines per inch), and margins of ¾" (2 cm).

A curriculum vitae must be provided along with the proposal using the Common CV format (<https://ccv-cvc.ca/indexresearcher-eng.frm>) (http://www.commoncv.net/index_e.html). It will be assumed that this is a first time applicant, but that all equipment needed for the project is available. The project should represent a significant advancement in the field. In addition, a budget plan must be submitted. The budget must include expenditures separated by year and category (for example, personnel, salary and benefits, travel and conferences, material supplies and services, professional services, repairs and maintenance). The budget and its justification should not exceed 2 pages, using the Research Manitoba Model (researchmanitoba.ca).

The candidate will prepare a brief description of the grant proposal for the advisory committee. The committee will then either approve the topic, or give suggestions for changes that would be required before work is begun on the complete proposal. The committee will do this within 2 weeks of receiving the brief description of the

grant proposal from the student. Once approved, the student will request the candidacy exam on an 'FHNS Candidacy Exam Application Form.' This form can be found on the FHNS website or provided by the Graduate Program Assistant. Preparation of the grant proposal should take no more than three months from the time it is approved, and should be given to the examination committee one month prior to the expected examination date.

The candidacy examination ~~will take place within the first 2 years of the student's program~~ ~~can be attempted within 18 months of starting or transferring into the Ph.D. program, but no later than 1 year prior to proposed thesis defence~~. The candidate should prepare the description of the grant proposal for approval with these deadlines in mind. The grant proposal is the candidate's intellectual property and the candidate has the exclusive right to it, including the use of it in any future grant application. The grant proposal will be kept in the student's file in the department and is not available to anyone who does not have access to this file without written consent from the candidate. Candidates are encouraged to discuss the advantages and disadvantages of different experimental approaches with colleagues and with faculty, but the research question, objectives, concepts, theories and methodological approach are to be developed by the candidate.

V. Oral defense of grant proposal:

The candidate should make an oral presentation (maximum of 20 minutes) of the grant proposal, keeping in mind that the examiners will have read it. This will be followed by questions from the examining committee which will be based on the written document, but will be broad enough to assess all of the objectives specified in Section I above, including the ability to think critically about the basic concepts and recent advances in Human Nutrition ~~or Foods~~. Most of the emphasis will be on the research proposal, and less on the CV and budget modules. The Chairperson may allow 2 rounds of questioning, allowing a total of 15 minutes of examining time to each examiner ~~per round~~. Only the student and the examining committee (including the ~~C~~chairperson) will be present for the examination. Immediately after the examination, the student will be asked to leave the room and the examination committee will deliberate on the student's performance on both the written grant proposal and the oral defense. In order to pass the candidacy examination, the committee must unanimously agree that the grant proposal and the defense are acceptable (i.e. objectives 1-3 in section I have been demonstrated). After making the final decision, the

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>Chairperson will invite the student to the room and inform her/him of the Committee's decision.</p> <p>If the committee is not unanimous, then this will stand as a failure of the first attempt of the candidacy examination. In this situation, the student has the right to learn of the reasons for the decision. Then, the committee will decide on the conditions of re-examination. This could include revisions to the grant proposal, or preparation of a new grant proposal on a topic that is unrelated to the unsuccessful proposal. If re-examination is required, it must be completed as soon as possible and no later than 3 months after the date of the first examination. If at this point, the committee does not unanimously vote in favour of the student passing the candidacy exam, then this will stand as a failure of the second attempt and the student may be required to withdraw from the program.</p> <p>The final outcome of the examination will be communicated to the FGS by the Chairperson of the examining committee, using the appropriate FGS form 'Report on PhD Candidacy Examination.' A copy of the form also must be submitted to the Chair of the FHNSGSC.</p>
<p>5.9 Thesis Proposal</p> <p>Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplemental regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.</p>	<p>A written thesis proposal followed by an oral presentation by the student must be assessed and approved by the Advisory Committee within 12 months of commencing the program.</p> <p>Students will be apprised of guidelines and evaluation procedures by the Advisor. The thesis proposal shall include the title, an introduction, literature review, hypothesis, objectives, methodology, references and Gantt chart (timeline). Students shall submit their draft thesis proposal to the advisor for feedback prior to circulation to the Advisory Committee. The written proposal will be submitted to the Advisory Committee by the student 2 weeks prior to the date of the proposal oral presentation. The student then presents orally for 20 minutes and defends the thesis proposal to the members constituting the Advisory Committee. The proposal may undergo further revisions to address comments raised and recommendations of the Advisory Committee. Modifications can continue to be made until there is consensus, the criteria of which are embedded in the evaluation of the scientific quality of the work. The Advisory Committee must unanimously approve the written proposal.</p> <p>Once the proposal is approved, a copy of the written proposal along with the "Ph.D. Thesis Proposal" form (available on the FGS website)</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	must be signed by the Advisor(s) and the Advisory Committee and filed with the Graduate Program Assistant.
<p>5.10 Thesis</p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html</p>	<p>Students in the Department of HNS are encouraged to structure their thesis around manuscripts submitted for publication. Refer to Appendix 1 for thesis type and format.</p>
<p>5.11 Thesis Examination Procedures</p> <p>The final examination for the Ph.D. degree proceeds in two (2) stages:</p> <ol style="list-style-type: none"> 1. Examination of the candidate's thesis by an internal and external examiner; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto. 	
<p>5.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners</p> <p>The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that Examining Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" examining committee member</i></p> <p>The student's advisory committee will normally make up the thesis examining committee, and the members must be recommended to the Graduate Studies Office on the 'Thesis Title and Examiners' form. This form must be submitted to the HNS Graduate Program Assistant at least 3 month prior to the defense date.</p>
<p>5.11.2 Formation of the Examining Committee - External Examiner</p> <p>The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three (3) distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and significant Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>should follow the List of Tables and follow the same format as the Table of Contents. For further information on copyright see: http://umanitoba.ca/faculties/graduate_studies/thesis/copyright_permission.html.</p>	
<p>1.2 Format</p> <p>1.2.1 Styles</p> <p>The thesis/practicum should be written in a standard style manual that has been recommended by the department/unit. Manuals recommended by the Faculty of Graduate Studies include but are not limited to:</p> <ul style="list-style-type: none"> • American Psychological Association, Publication Manual of the American Psychological Association; • Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations; • The Modern Language Association of America, MLA Handbook for Writers of Research Papers; and • University of Chicago Press, The Chicago Manual of Style; <p>Students should always use the latest edition available. If there is a conflict between the instructions in this booklet and the style manual chosen, the former should be followed.</p>	<p>Students should use the style of a major nutrition or food science journal.</p>
<p>1.2.2 Spelling</p> <p>Canadian, British or American spelling is acceptable, but one style must be used consistently throughout the document.</p>	
<p>1.2.3 Format</p> <p>Double space all text material; footnotes and long quotations may be single spaced. The entire thesis/practicum must be in the same text font, style, and size. Font size should be no less than 12 pt Times Roman. Full justification of the text is not required.</p>	
<p>1.2.4 Margins</p> <p>It is imperative that the specified margins be observed throughout the thesis/practicum. Leave at least a one inch (1.0") margin from the top, bottom, left, and right hand edges of the paper. These margins apply to all material, including appendices, diagrams, maps, photographs, charts, tables, etc.</p>	
<p>1.2.5 Page Numbers</p> <p>Each page in the thesis/practicum must be numbered consecutively. Illustrative pages and appendices must also be numbered. Roman numerals should be used for the prefatory pages. The remaining pages of the thesis/practicum, beginning with the introduction (Chapter One) should be numbered consecutively in Arabic numerals.</p>	

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Graduate Studies.

Observations

1. The Faculty of Graduate Studies proposes revisions to the supplementary regulations for the Individual Interdisciplinary Studies (IIS) (Masters and Ph.D.) program to allow more flexibility for students enrolled in the program and to simplify administrative processes. The changes include allowing the advisory committee to oversee course changes in the program of study and the format of the candidacy exam; removing the requirement that the examining committee have an additional member who is not part of the advisory committee; allowing modifications to the advisory committee without requiring the admission committee to be reformed in cases where the home unit remains the same; and adding clarity in regards to research presentations (section 5.6.2) and oversight of Master's and Ph.D. thesis proposals (sections 4.8.1.1 and 5.9).

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak



Faculty of Graduate Studies
Kelley J. Main, Ph.D.
500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: (204) 474-7986
Fax: (204) 474-7553

Date: March 25, 2020

To: Dr. Louise Simard, Acting Dean, Faculty of Graduate Studies

From: Dr. Kelley Main, Associate Dean, Faculty of Graduate Studies

Re: Individual Interdisciplinary Studies (IIS) Graduate Programs

The IIS program is housed within the Faculty of Graduate Studies and it is time to review and update the supplemental regulations for the program. Before recommending changes, all current IIS student files were reviewed in order to evaluate possible points for improvement in the administration of the program. There are 18 students in the program currently, 3 in the MA program and the remaining in the PhD program. Below is a summary of the proposed changes to the supplemental regulations governing the IIS program.

1. Overall observations suggest that the Program of Study process could be improved in terms of the courses taken as part of the program. More than half of the students do not follow the approved program of study that the admissions committee approves upon admission to the program. This leads to a significant amount of paperwork for program staff. Advisory committee members tend to have approved the course changes, but the admissions committee then needs to be consulted to approve the course changes. These course changes are, in most cases, being approved after the fact by admission committee members. This is an additional layer of complexity that seems to complicate the student's program. The intent was likely to ensure that the program remained interdisciplinary, however it seems that this intent can be addressed in a more simplified manner. In the attached supplemental regulations, track changes have been used to revise the language around the admission committee and advisory committee roles in relation to the approval of courses. The intent is to allow course changes to be approved only by the advisory committee as long as the course remains at the same level or higher (i.e. 7000) and in the same area (i.e. EDUC). This allows the student to make changes depending on course offerings or their research program. Changes to courses across areas or levels still need approval from the Associate Dean overseeing the primary unit. In the same vein, if members of advisory committees change (but the units represented remain the same), this change can be made without the reconvening of the IIS admissions committee. If the change is to remove or add a unit to the committee membership, the IIS admission committee needs to be reconvened to evaluate this change (see section 4.4.1).
2. The current regulations have a requirement for the Associate Dean of FGS who oversees the primary unit to approve the format of the candidacy exam as well as chair the thesis proposals and defenses. In a review of the files, both of these requirements too often seem to be overlooked. The intent was to

ensure the interdisciplinary nature of the IIS program through oversight, but these tasks can be delegated to the advisory committee. The advisory committee should decide whether the format will follow that of the primary unit, while still respecting the interdisciplinary nature of the student's program. This led to changes in the supplemental regulations that are aimed at delegating more of these decisions about the student's program to the advisory committee (section 5.8).

3. The IIS program required that the examining committee have a new member added who was not part of the advisory committee. It is unclear as to the reasoning for this, and this requirement also appears to not be followed in the majority of cases. This seems to add a level of uncertainty for students with a new person added at this stage of their program. For this reason, this requirement has been removed (see section 4.8.1.2).
4. Clarification is needed on the requirement for IIS students to present their research in at least 2 of their units. A number of questions are directed to FGS with respect to this. There is benefit to the student in presenting in two different units/departments, and the changes made to this section are to clarify that the presentations should be different if there are two that are made. Students also have the option to present one seminar in which all units represented in the program of study are represented and this presentation must be interdisciplinary in nature to reflect the IIS nature of the program (section 5.6.2).
5. In line with adding flexibility on course changes, we have made changes to allow modifications to the advisory committee to be made without requiring the IIS admission committee to be reformed. If changes are made within a unit where a committee member or advisor is changed, the IIS selection committee does not need to be reformed. However, if the new committee member or advisor belongs to a different unit than the individual being replaced (i.e. a switch is being made across as opposed to within units), the IIS admissions committee does need to be reformed to evaluate this change to the IIS program (section 4.6 and 5.2.4).
6. Additional flexibility was added in the supplemental regulations with respect to the size and composition of deliverables in the IIS program (e.g. proposal length and timing) to better suit the needs of students and their advisory committees (section 4.8.1.1 and 5.9). The admission deadlines have been harmonized between Canadian and International applicants.

Faculty of Graduate Studies Regulation 2019/20				Supplemental Regulation																											
<table><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p>IMPORTANT: These are not application deadlines. Applicants are required to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p>				FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<table><tr><td colspan="4">Application Deadlines:</td></tr><tr><td>Term</td><td>Start Date</td><td>Canadian/US</td><td>International</td></tr><tr><td>Fall</td><td>September</td><td>March January 15</td><td>January 15</td></tr></table> <p>Applications will be normally accepted for the regular session only (September start date), but exceptions may be made upon approval of the participating departments and the Associate Dean of FGS responsible for the IIS program.</p>				Application Deadlines:				Term	Start Date	Canadian/US	International	Fall	September	March January 15	January 15
FALL	September	July 1	April 1																												
WINTER	January	November 1	August 1																												
SUMMER	May	March 1	December 1																												
Application Deadlines:																															
Term	Start Date	Canadian/US	International																												
Fall	September	March January 15	January 15																												
1.1.3 Application Fee <p>A \$100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants.</p>																															
1.1.4 Transcripts <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment and provisional admission purposes.</p> <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>																															
1.1.5 Transcripts: International <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>																															
1.1.6 Transcripts: University of Manitoba <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>																															
1.1.7 Proficiency in English <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 English</p>																															

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p><u>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 Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.</p>	
<p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</p>	
<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Program webpage at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p>	<p>Three letters of recommendation are required <u>with letters representing the disciplines in the proposed program</u>. In addition, statements of support from the student's intended advisor and potential committee members are required. These should confirm the willingness of the faculty members to supervise the student or serve on their committee, attest to their belief that the proposed program is truly interdisciplinary in nature, and confirm their belief that the student has the capacity to successfully complete the proposed program.</p>
<p>1.1.10 Admission Tests</p>	<p>No admission tests are required for this program.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Some departments/units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.</p>	
<p>1.1.11 Entrance Requirements</p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p>Applicants for admission to the Master's degree in IIS must have a four year or honors degree in a discipline relevant to their proposed field of study.</p> <p>Applicants for admission to the Doctoral degree in IIS must possess a research-based Master's degree in a discipline relevant to their proposed field of study.</p> <p>All applicants for admission to graduate programs in IIS must have a 3.50 grade point average (GPA) or equivalent in their previous <u>last</u> two years of full-time university study (60 credit hours). In addition, they must have completed at least six credit hours of coursework at the 3000 level or above outside their major department with a minimum GPA of 3.5 in these courses, or be able to demonstrate a prior commitment to interdisciplinary education to the satisfaction of the admissions committee.</p>
<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below:</p> <ul style="list-style-type: none"> • Undergraduate students must obtain permission from the department/unit head and course instructor before registering for a graduate course. • Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. • Undergraduate students are not eligible for admission to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. • Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	
<p>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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>The Master's program in IIS requires the completion of a minimum of 12 credit hours of coursework and a maximum of 21 credit hours. <u>There is no practicum route.</u></p> <p>All IIS Master's students must complete a minimum of twelve credit hours of coursework at the 7000 level. All IIS Master's students must complete at least one 3 CH course in each of the units/departments represented on their advisory committee. <u>(If there are no 7000 level courses available in a unit/department, a 7000 level course may be substituted from another unit/department).</u></p> <p>If an additional unit/department is represented after the initial approval of the project (see section 4.6), at least one 3 CH course must be taken from that unit/department.</p> <p>No later than 12 months after the commencement of the program, the student must submit a complete program of study to the Faculty of Graduate</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>Studies. <u>Changes to the student's program of study need to be approved by the advisory committee in advance of implementation and must retain the same level of the course and same area (e.g. an EDUC 7000 level course can be replaced with a different EDUC 7000 level). If changes to the course program are across level or area, approval by the Faculty of Graduate Studies Associate Dean overseeing the primary unit is required.</u></p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p>There is no comprehensive examination route in the IIS program. All IIS Master's students must complete a thesis.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>There may be a language reading requirement in the IIS Master's program if deemed appropriate by the advisor in consultation with the Associate Dean of FGS responsible for the IIS program.</p>
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. <p>Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.4.6 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office (http://umanitoba.ca/student/records/leave_return/710.html); an original transcript and course equivalency must be provided.</p>	
<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; 	<p>A Master's student must have an advisor(s) prior to the student's admission to the Master's program (see section 1.1).</p> <p>Should the student change advisor <u>within the same unit</u> prior to completion of the program, the Associate Dean of FGS responsible for the IIS program must <u>shall be notified. Students are not permitted to change to an advisor outside the</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p>	<p>unit reconvene the admissions committee, consisting of the heads (or their nominees) of the units/departments represented on the advisory committee.</p> <p>The admissions committee shall determine whether the project remains truly interdisciplinary and the new advisor has the expertise to fulfil this role.</p> <p>Should the admissions committee determine that either of these conditions is not met, the student shall be required to withdraw from the IIS program.</p>
<p>4.5.2 Student's Co-advisor</p> <p>In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement.</p> <p>When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (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>NEW 2019-20! <i>The student's co-advisor no longer needs to be a member of the unit offering the program</i></p>
<p>4.5.3 Student's Advisor/Co-advisor</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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. 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 advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" advisory committee member</i></p> <p>A Master's student must have an advisory committee prior to admission. A minimum of two units/departments must be represented on the student's advisory committee. The advisory committee must consist of a minimum of 3 faculty members. The advisor(s) and at least one additional member must be members of FGS. <u>At the time of admission, at least one member for each discipline should be specified. If there are additional members needed, they can be specified at a later time and approved by the Associate Dean overseeing the program.</u></p> <p><u>A minimum of two units/departments must be represented on the student's advisory committee.</u> No more than four units/departments may be represented on the student advisory committee.</p> <p>Should the composition of the advisory <u>committee</u> units/departments committee <u>change</u> advisor prior to completion of the program, the Associate Dean of FGS responsible for the IIS program shall reconvene the admissions committee, consisting of the <u>department/unit</u> heads <u>heads</u> (or their delegates/nominees) of the <u>relevant</u> units/departments represented on the advisory committee.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>If representation of an additional unit/department is being proposed, the head (or their nominee) of that unit/department should participate on the admissions committee.</p> <p>The admissions committee shall determine whether the project remains truly interdisciplinary and the new committee members have the expertise to fulfil their roles.</p> <p>Should the admissions committee determine that either of these conditions are not met, the student shall be required to withdraw from the IIS program.</p>
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p> <p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>4.7.2 Lapse of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case by case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>The thesis proposal must be formally approved by the student's advisor, advisory committee, and submitted to the Associate Dean of FGS responsible for the IIS program. The thesis proposal format should be agreed to by the advisory committee in advance, should be between 1000—2000 words, excluding tables and references).</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>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" examining committee member</i></p> <p>The thesis examining committee will normally consist of the members of the student's advisory committee. In addition, the thesis examining committee must also contain a member who has relevant expertise and who has not served on the student's advisory committee. This additional member must be acceptable to the Faculty of Graduate Studies and, in the opinions of the Dean of FGS and the Associate Dean of FGS responsible for the IIS program, be capable of fulfilling the mandate of the external member of the committee.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	
<p>4.8.1.3 Oral Examination</p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p>	<p>All Master's students in the IIS program are required to undergo an oral examination of their thesis. The oral examination will be chaired by the <u>Associate Graduate Chair/Department Head of the primary unit</u>Dean of FGS responsible for IIS (or their designate) and will normally take place in the advisor's home unit/department. The oral presentation is normally 30 minutes. The entire oral examination shall not exceed 2 hours.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.</p>	
<p>5.1.5 Students with Disabilities</p> <p>See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html</p>	
<p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**; • be active in research; and • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In department/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not</p>	<p>A PhD student must have an advisor prior to the student's admission to the program.</p> <p>The home unit/department of the proposed advisor should ideally house a Ph.D. program. However, an exception to this may be approved by the Associate Dean of FGS responsible for the IIS program, as long as this is acceptable to the Dean of FGS.</p> <p>Should the student change advisor <u>within the same unit</u> prior to completion of the program, the Associate Dean of FGS responsible for the IIS program <u>must</u> shall <u>be notified. Students are not permitted to change to an advisor outside the unit.</u> reconvene the admissions committee, consisting of the heads (or their nominees) of the units /departments represented on the advisory committee.</p> <p>The admissions committee shall determine whether the project remains truly interdisciplinary and the new advisor has the expertise to fulfil this role.</p> <p>Should the admissions committee determine that either of these conditions is not met, the student shall be required to withdraw from the IIS program.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p>5.2.4 Advisory Committee</p> <p>The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Disclosure is required if two or more committee members are in a personal relationship. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p>	<p>NEW 2019-20: There is no longer a requirement for an "internal-external" advisory committee member</p> <p><u>A Ph.D. student must have an advisory committee; at the time of admission, at least one member for each discipline should be specified. If there are additional members needed, they can be specified at a later time and approved by the Associate Dean overseeing the program.</u></p> <p><u>A minimum of two units/departments must be represented on the student's advisory committee. No more than four units/departments may be represented on the student advisory committee.</u></p> <p>Should the composition of the <u>units represented on the</u> advisory committee change advisor prior to completion of the program, <u>the</u> Associate Dean of FGS responsible for the IIS program shall reconvene the admissions committee, consisting of the heads (or their nominees) of the units represented on the advisory committee.</p> <p>If representation of an additional unit/department is being proposed, the head (or their nominee) of that unit/department should participate on the admissions committee.</p> <p>The admissions committee shall determine whether the project remains truly interdisciplinary and the new committee members have the expertise to fulfil their roles.</p> <p>Should the admissions committee determine that either of these conditions are not met, the student shall be required to withdraw from the IIS program.</p>
<p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from</p>	<p>Within 12 months of admission to the doctoral program (24 months for part-time students), the student must submit <u>the following to FGS for approval:</u> a complete program of study, including anticipated timelines, and <u>indicate which unit's details of the Candidacy examination format will be followed-to-be-used to FGS for approval.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>5.5.2 Maximum Time Limit</p> <p>A student's candidature shall lapse if he/she fails to complete the degree within six (6) years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program.</p> <p>Ph.D. students who are declared as part-time will receive an additional four (4) months in time to complete their program for every two (2) years (24 months) they are declared as part time (see section 1.4.1) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) to the Dean of the Faculty of Graduate Studies at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>5.6 Academic Performance</p> <p>Student progress shall be reported at least annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>5.6.1 Performance in Coursework</p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	
<p>5.6.2 Performance Not Related to Coursework</p> <p>Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the</p>	<p>All students in the IIS doctoral program are required to present <u>at least one a research seminars in seminar-series</u> hosted by <u>one of the t-least two-of the</u> units/departments represented on their advisory committee. <u>Students can present one interdisciplinary seminar in which all relevant units are invited, ensuring the presentation uses language that is accessible to all relevant</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p><u>disciplines.</u></p> <p><u>Alternatively, two presentations can be made.</u> (The presentation of a seminar in the seminar series of Unit/Department A and the presentation of a seminar in the seminar series of Unit/Department B, where units/departments A and B are both represented on the student's advisory committee, would satisfy this requirement). <u>These presentations should be different in content and appropriate to the unit hosting the seminar.</u> The student's advisor shall notify the Associate Dean of FGS responsible for the IIS program of the time, location and topic of the student's seminars <u>on the progress report following the seminar(s).</u></p> <p>All students in the IIS doctoral program are strongly recommended to successfully complete the University of Manitoba's Certificate in Higher Education Teaching prior to graduation.</p>
<p>5.7 Academic Requirement for Graduation</p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p>5.8 Candidacy Examination</p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the department/unit and approved by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see the department/unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.</p>	<p>The candidacy examination must be successfully completed <u>within after six months of the</u> completion of the student's course work (12 months in the case of part-time students) and should be completed no later than the end of the second year of study (third year of study in the case of part-time students).</p> <p>The candidacy examination may follow the format of the candidacy examinations in the advisor's home unit/department or the format used in any of the units/departments represented on the student's advisory committee. However, this is not a requirement and the advisory committee may develop a candidacy examination format, which, in their opinion, best reflects the unique needs of the student, as long as this is consistent with the standards of the Faculty of Graduate Studies.</p> <p>In all cases, the candidacy examination should reflect the interdisciplinary nature of the student's program of study and should not be structured on disciplinary lines.</p> <p>Details of the candidacy examination <u>format to be used used should must be -communicated to must be submitted to the Associate Dean of FGS with the submission of the outcomes of the candidacy exam responsible for the IIS program at least 6 months prior to the anticipated date of the examination. The proposed format must be</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p> <p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p> <p>On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.</p>	<p>acceptable to the Associate Dean of FGS responsible for the IIS program and to FGS.</p> <p>After completion of the candidacy examination, the student's advisory committee shall meet in camera to assess the student's performance. This assessment shall be on a Pass/Fail basis. Unanimous approval is required to achieve a pass.</p> <p>In the event of a failure, a <u>fresh-second</u> candidacy examination process shall be initiated. This process must be completed within three months of the initial failure. The format of the second attempt of the candidacy examination shall be identical to the first. A second failure shall result in a recommendation to the Faculty of Graduate Studies that the student be required to withdraw.</p>
<p>5.9 Thesis Proposal</p> <p>Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplemental regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.</p>	<p>Within six months of the completion of the candidacy examination the student must submit a detailed research proposal of no less than 3000 words, excluding tables, references, etc., to their advisory committee. The research proposal <u>format</u> must be approved by the advisory committee <u>in advance</u> and <u>the proposal</u> must be presented and defended in a public forum within one of the units/departments represented on the student's advisory committee.</p> <p>The members of the student's advisory committee must be in attendance and the presentation shall be chaired by <u>the Graduate Chair/Department Head of the primary unit, the Associate Dean of FGS responsible for the IIS program (or designate).</u></p> <p>The student shall present their proposal for approximately 20 minutes and will be questioned by their advisory committee and, time permitting, by members of the audience. The duration of the proposal defence may not exceed 90 minutes. Approval of the proposal by the advisory committee must be unanimous.</p> <p>In the event of the proposal not receiving approval, the student will be given three months from the date of the proposal <u>rejection-failure</u> to develop, submit and defend a revised proposal. In the event of a second failure to have the proposal approved, a recommendation that the student be required to withdraw shall be submitted to FGS.</p>
<p>5.10 Thesis</p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html</p>	
<p>5.11 Thesis Examination Procedures</p> <p>The final examination for the Ph.D. degree proceeds in two (2) stages:</p> <ol style="list-style-type: none"> 1. Examination of the candidate's thesis by an internal and external examiner; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto. 	
<p>5.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners</p> <p>The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that Examining Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</p> <p>The internal thesis examining committee will normally consist of the members of the student's advisory committee. In addition, the thesis examining committee must include at least one member who has relevant expertise and who has not served on the student's advisory committee. This individual shall be approved by the Associate Dean of FGS responsible for the IIS program on the advice of the advisory committee and recommended to FGS.</p>
<p>5.11.2 Formation of the Examining Committee - External Examiner</p> <p>The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three (3) distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and significant Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. No contact should be made with any of the prospective external examiners. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.</p> <p>The external examiner must:</p> <ul style="list-style-type: none"> • hold a Ph.D. or equivalent; 	

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 Linguistics.

Observations

1. The **Dept. of Linguistics** proposes a program modification and course changes. Specifically, the unit proposes to reduce the credit hour allotment of their Field Methods course from 6 CH to 3 CH, which requires a deletion and re-introduction of the course. The minimum credit hour requirements in the M.A. and Ph.D. remain unchanged: the net change of three credit hours allows for an additional elective in both programs. This program change was suggested in the dept.'s recent program review, and would allow the dept. more flexibility for scheduling.

Course introduction

LING 7650 Field Methods

+3

Provides practical experience in techniques for data collection, analysis and interpretation of original data, through guided work with a speaker of a language unfamiliar to students. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

Course Deletion

LING 7590 Field Methods

-6

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:

Dept. of Linguistics

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>Prior to commencement of studies, the Committee will assign a program of 18-24 credit hours, on a case-by-case basis depending on the student's background in linguistics. The course work assigned will make use of available and anticipated course offerings, and fulfill (to the Committee's satisfaction) the minimum coursework requirements as laid out in the Graduate Calendar. Typically, programs will include LING 7550 Phonology (3 ch), LING 7590 Field Methods (6 ch), LING 7630 Syntax (3 ch), LING 7650 Field Methods (3 ch), plus 6-12 additional credit hours. Changes to these requirements in any given program must be approved by the Committee.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>Students are expected to demonstrate that they know at least one language other than English well enough to use it for conducting linguistic research. The Department Head or Graduate Chair will certify that the language requirement has been satisfied if the student:</p> <ul style="list-style-type: none"> a) has passed a reading exam conducted by one of the language departments; b) has successfully completed a year of university studies where the other language is the language of instruction and examination; or c) has a bachelor's degree or equivalent with a major in the other language. <p>The Committee may approve on a case-by-case basis other methods of demonstrating that the language requirement has been met (i.e.: clear evidence that the other language is the student's native language; an interview with a colleague</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> any foreign language requirement; the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>Prior to commencement of studies, the Committee will assign a program of 18-24 credit hours, on a case-by-case basis depending on the student's background in linguistics. The course work assigned will make use of available and anticipated course offerings, and fulfill (to the Committee's satisfaction) the minimum coursework requirements as laid out in the Graduate Calendar. Typically, programs will include LING 7550 Phonology (3 ch), LING 7590 Field Methods (6 ch), LING 7630 Syntax (3 ch), LING 7650 Field Methods (3 ch), plus 6-12 additional credit hours. Changes to these requirements in any given program must be approved by the Committee.</p> <p>Course or program changes must be approved by the Committee.</p>
<p>5.4.1 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.</p>	<p>Students are expected to demonstrate that they know at least one language other than English well enough to use it for conducting linguistic research. The Department Head or Graduate Chair will certify that the language requirement has been satisfied if the student:</p> <ol style="list-style-type: none"> has passed a reading exam conducted by one of the language departments; has successfully completed a year of university studies where the other language is the language of instruction and examination; or has a bachelor's degree or equivalent with a major in the other language. <p>The Committee may approve on a case-by-case basis other methods of demonstrating that the language requirement has been met (i.e.: clear evidence that the other language is the student's native language; an interview with a colleague fluent in the language).</p>

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Medical Microbiology & Infectious Diseases.

Observations

1. The **Dept. of Medical Microbiology & Infectious Diseases** proposes program modifications and course changes, specifically, (1) course deletion: MMIC 7010, (1) course introduction: MMIC 7012 and supplementary regulation changes. The Dept. of Medical Microbiology & Infectious Diseases is proposing to formalize their M.Sc. and Ph.D. thesis submission processes, as well as broaden the ability to transfer from the M.Sc. program to the Ph.D. These changes improve clarity and allow more flexibility for students. The dept. also proposes to replace the existing 6 CH MMIC 7010 (Virology) with a 3 CH hour MMIC 7012 (Fundamental Virology). The new course would complement the existing 3 CH MMIC 7210 (Clinical Virology).

Course Introduction

MMIC 7012 Fundamental Virology

+3

This is an introductory graduate-level course with a focus on virus gene organization, the different levels of regulated viral gene expressions, and their different replication mechanisms, covering experimental design and advanced knowledge and information on various ways in which viruses replicate in hosts and interact with cellular machinery to cause disease.

Course Deletion

MMIC 7010 Virology

-6

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:

Dept. of Medical Microbiology & Infectious Diseases

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies



University of Manitoba

Rady Faculty of Health Sciences

Denice C. Bay
Assistant Professor
Rm 514C Basic Medical Sciences Bldg.
Department of Medical Microbiology and
Infectious Diseases
University of Manitoba
745 Bannatyne Avenue
Winnipeg, MB, Canada R3E 0J9
Tel: (204) 977-5679
Fax: (204) 789-3926
Email: Denice.Bay@umanitoba.ca

January 21, 2020

Andrea Kailer, B. Comm. (Hons.)
Confidential Assistant to the Associate Deans
And Programs Coordinator
University of Manitoba
Faculty of Graduate Studies
500 University Centre
Winnipeg, Manitoba R3T 2N2

RE: Revisions to Medical Microbiology and Infectious Diseases Supplemental Regulations

Dear Ms. Kailer:

I write as Chair of the Department of Medical Microbiology and Infectious Diseases Graduate Studies Committee (MMID GSC) to request a review of the attached changes to our supplemental regulations:

- 1) Section 4.8.1.2 MMID added details of the Master's thesis submission process not previously outlined.
 - This section has been added to formalize the process of MSc thesis submission and review for the supervisor, student and committee. This reduces uncertainty in the thesis submission process, will reduce thesis examining committee review delays, and outline a uniform submission process for all MSc graduate students.
- 2) Section 5.1.3. MMID wishes to increase the MSc transfer to PhD program timeframe:
 - *Problem:* M.Sc. students who enter the MMID graduate program in the Winter term or Spring/Summer terms cannot complete the recommended number of credit hours within the previous 16 month timeframe
 - *Discussion:* MMID department members supervising graduate students indicate that the previous timeframe of 16 months for M.Sc. students to complete course work and make sufficient progress on thesis-based research projects, was insufficient for the student's supervisor and advisory committee members to adequately assess both the student's academic and research achievements prior to making a transfer decision.
 - *Benefit of the new proposed changes:* The aim is to encourage and promote PhD level student training for M.Sc. students that are interested and have demonstrated the ability to conduct research at the Ph.D. level

- 3) Section 5.11.3. The Faculty of Graduate Studies' recently changed to a one-step thesis submission process.
 - *Issues:* The MMID head and graduate studies committee wish to formalize an internal departmental Ph.D. thesis review process prior to students submitting their thesis to FGS.
 - *Benefit of the new proposed changes:* The newly outlined process will ensure that the advisory/ examining committee can assess the quality of the thesis in a timely manner and ensure it meets FGS expectations prior its FGS submission and external thesis examiner review.
- 4) Section 5.8. Minor revision of Category 3 candidacy exam result wording (doesn't affect the regulation).

Please feel free to contact Dr. Denice Bay, MMID Graduate studies committee chair (as of April 2019) and Angela Nelson Graduate studies coordinator for MMID if there are further clarifications or recommended revisions required. We look forward to seeing these changes implemented and thank FGS for any helpful feedback offered to improve the quality of our graduate program.

Sincerely,

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

Denice C. Bay, Ph.D.

Assistant Professor and Graduate Studies Committee Chair

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (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. 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>NEW 2019-20! <i>The student's co-advisor no longer needs to be a member of the unit offering the program</i></p> <p>Student's Advisory Committee</p> <p>The student's advisor is responsible for the establishment of an advisory committee for each Master's student. This committee must be struck, and must meet with the student, within 3 months of the student starting the Master's program. <u>The advisory committee must consist of the following:</u></p> <p><u>a) if a student has an advisor and co-advisor, a minimum of four members of the Faculty of Graduate Studies, including the advisor/co-advisor (together they are one vote on the committee), one of whom (at the time the committee was formed) is a member of the MMID GSC. In cases where a student advisor and/or co-advisor is a member of the MMID</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	<p><u>GSC, one of the two remaining advisory committee members must be on the MMID GSC. Committees may include additional, non-Faculty of Graduate Studies guest member(s) with expertise in a related discipline (non-voting advisory committee member).</u></p> <p><u>b) If a student has no co-advisor, a minimum of three members of the Faculty of Graduate Studies, one of whom must be a member of the MMID GSC. In cases where a student advisor is a member of the MMID GSC, one of the two remaining advisory committee members must be on the MMID GSC.</u></p> <p><u>The membership of the committee, including the advisor/co-advisor, as well as any changes to it, must be approved by the Department Head or designate. The advisor is the Chair of the advisory committee.</u></p> <p>The advisory committee must consist of a minimum of three members of the Faculty of Graduate Studies, including the advisor/co-advisor, and 2 of whom 1 (at the time the committee was formed) is a member of the MMID GSC. In cases where a student's advisor is a member of the MMID GSC, an additional faculty member from the MMID GSC must be added to fulfill this requirement. If applicable, a co-advisor may also represent the MMID GSC member of the advisory committee (to keep the committees manageable). Committees may include additional guest member(s) with expertise in a related discipline but not a member of the Faculty of Graduate Studies (non-voting advisory committee member). The membership of the committee, including the advisor, as well as any changes to it, must be approved by the Department Head or designate. The advisor is the Chair of the advisory committee.</p> <p>Responsibilities of the advisory committee are to approve the program of study and thesis proposal (normally determined during the first committee meeting that occurs within three (3) months of the student joining the program), and to exercise general supervision over the student's work throughout the Master's program. The committee should meet with the student periodically (and must meet with the student at least once a year) to review the student's progress and to report this progress to the Faculty of Graduate Studies (through the Head of the department). If there is evidence of unsatisfactory performance, it may be recommended that the student be required to withdraw.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>proposal and meet with the committee again, within another three months, to present a revised proposal. If, after the second meeting the majority of the advisory committee still deems the research proposal unacceptable, the entire committee will meet with the MMID GSC Chair to arrive at a final resolution, where an acceptable thesis proposal is developed or the department recommends to the Faculty of Graduate Studies that the student be required to withdraw.</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>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p><u>NEW 2019-20!</u> <i>There is no longer a requirement for an "internal-external" examining committee member</i></p> <p><i>The student's advisory committee normally serves as the Master's examining committee. . The advisory committee must consist of the following:</i></p> <ol style="list-style-type: none"> <i>a) if a student has an advisor and co-advisor, a minimum of four members of the Faculty of Graduate Studies, including the advisor/co-advisor (together are one vote on the committee), one of whom (at the time the committee was formed) is a member of the MMID GSC. In cases where a student advisor and/or co-advisor is a member of the MMID GSC, one of the two remaining advisory committee members must be on the MMID GSC. Committees may include additional, non-Faculty of Graduate Studies guest member(s) with expertise in a related discipline (non-voting advisory committee member).</i> <i>b) If a student has no co-advisor, a minimum of three members of the Faculty of Graduate Studies, one of whom must be a member of the MMID GSC. In cases where a student advisor is a member of the MMID GSC, one of the two remaining advisory committee members must be on the MMID GSC.</i>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p><u>The M.Sc. thesis submission process is initiated by the graduate advisory committee once they have approved the draft thesis outline. The outline should include, at a minimum, the table of contents of the thesis outlining all chapters, sections and title headings.</u></p> <p><u>Prior to the thesis submission process, the student must provide a copy of their thesis to their advisor(s) and allow them up to 4 weeks to suggest modifications. The advisor(s) will normally approve the draft thesis before it can be submitted to the examination committee.</u></p> <p><u>M.Sc. written thesis:</u> <u>Upon thesis draft approval by the advisor(s), the Masters' Thesis Title and Appointment of Examiners' form (from the Faculty of Graduate Studies website) should be completed by the student and submitted to the Faculty of Graduate Studies. The examination committee members have 4 weeks to read the thesis and classify it into one of the Faculty of Graduate Studies' three categories.</u></p> <p><u>In the event that the student fails the written thesis, the Graduate Studies Chair shall provide the student and the Faculty of Graduate Studies a detailed report with written comments from each examining committee member regarding their thesis. A second examination of the revised thesis will be scheduled within six months. Should the revised thesis not be approved on the second attempt, the student will be required to withdraw from the Master's program. NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</u></p> <p>The student's advisory committee normally serves as the Master's examining committee. This committee shall consist of a minimum of three members: the student's advisor/including co-advisor, a Medical Microbiology and Infectious Diseases faculty member who is a member of the MMID-GSC (exclusive of the advisor) at the time the committee was formed, and a member of the Faculty of Graduate Studies.</p>
<p>4.8.1.3 Oral Examination</p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk</p>	<p>M.Sc. students are required to pass an oral examination. The M.Sc. oral examination committee will consist of the members of the thesis examination committee and the Chair of the MMID GSC, or designate, who will serve as Chair.</p> <p>The oral examination is open to all members of the University community and guests invited by the student. The first part of the examination will</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>medical microbiology coursework at the 7000 level.</p> <p>In the first year of admission to the Ph.D. program, an additional 6 credit hours of 7000 level coursework is required as a part of their degree requirements.</p>
<p>5.1.3 Transfer from the Master's to the Ph.D. program</p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within sixteen (16) months or four (4) terms (including Summer term) from the start of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise. A <u>minimum</u> of 18 credit hours at the 7000 level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request:</p> <ul style="list-style-type: none"> • must indicate a request for transfer on the online Application for Admission; • If the transfer is made within one (1) year, no additional application fee will be required; <p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for three (3) years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for two (2) years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full two (2) years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a three (3) year Ph.D. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplemental regulations specify otherwise.</p>	<p>A minimum of 9 credit hours of coursework for the M.Sc. program must be completed prior to transfer. Following transfer, students must complete the final 3 credit hours and complete a minimum of 6 more credit hours for the Ph.D. program as outlined below (see section 5.4).</p> <p><u>Students who have not completed a Master's program may transfer to the Ph.D. program without formally writing their M.Sc. thesis within MMID upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies pending they meet the following criteria:</u></p> <ol style="list-style-type: none"> <u>I. The recommendation for student transfer into the Ph.D. program should be a unanimous decision provided by the student's entire graduate student advisory committee to the department head/unit. The recommendation must be given on or before the student has spent twenty four (24) months (or six (6) terms (including Summer term)) in the M.Sc. program from their initial start date.</u> <u>II. Students seeking recommendations for transfer into the Ph.D. program must meet with their entire advisory committee before 24 months has lapsed. The student must submit a revised research progress report that includes a project proposal outlining the research to be completed for the Ph.D. thesis project which should be approved by all members along with a completed Faculty of Graduate Studies Progress Report form that indicates the discussion of the transfer and shows approval by the committee's signatures on the report. Both are submitted to the departmental graduate studies program coordinator.</u> <u>III. The student must have completed all twelve (12) credits of coursework normally required for the M.Sc. prior to transfer on or before 24 months in order to be eligible for transfer. Following transfer, students must complete a minimum of 6 more credit hours for the Ph.D. program.</u> <p>A minimum of 18 credit hours total at the 7000 level or higher is required for Ph.D. transfer student graduation. Any further coursework beyond the minimum 18</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p><u>credit hours at the 7000 level must be at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</u></p> <p><u>The request to transfer (along with the required documents in (ii) above) from a Master's to the Ph.D. program must be submitted to the department at least two (2) months prior to the Faculty of Graduate Studies deadline to apply for the transfer, which is at least one (1) month prior to the term for which the student intends to commence the Ph.D. program. The student must indicate a request for transfer using the online Application for Admission website.</u></p>
<p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html) in the Master's and Ph.D. program simultaneously.</p>	
<p>5.1.5 Students with Disabilities</p> <p>See Accommodation Policy for Students with Disabilities: http://umanitoba.ca/admin/governance/governing_documents/students/281.html</p>	
<p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold a Ph.D. or equivalent**; 	<p>A student must have an advisor identified at time of admission (see section 1.1).</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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 the interim advisor will be required to complete the Advisor Student Guidelines. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. 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 significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to 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>5.2.4 Advisory Committee</p> <p>The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members all of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students, Post-Doctoral Fellows, and Research Assistants or Associates may not serve on graduate student advisory committees. A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Disclosure is required if two or more committee members are in a personal relationship. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" advisory committee member</i></p> <p>Every Medical Microbiology and Infectious Diseases Ph.D. advisory committee must contain <u>the following:</u></p> <p><u>The advisory committee must consist of the following:</u></p> <ul style="list-style-type: none"> a) <u>if a student has an advisor and co-advisor, a minimum of four members of the Faculty of Graduate Studies, including the advisor/co-advisor (together are one vote on the committee), one of whom (at the time the committee was formed) is a member of the MMID GSC. In cases where a student advisor and/or co-advisor is a member of the MMID GSC, one of the two remaining advisory committee members must be on the MMID GSC. Committees may include additional, non-Faculty of Graduate Studies guest member(s) with expertise in a related discipline (non-voting advisory committee member).</u> b) <u>If a student has no co-advisor, a minimum of three members of the Faculty of Graduate Studies, one of whom must be a member of the MMID GSC. In cases where a student advisor is a member of the MMID GSC, one of the two remaining advisory committee members must be on the MMID GSC.</u>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p><u>The membership of the committee, including the advisor/co-advisor, as well as any changes to it, must be approved by the Department Head or designate. The advisor is the Chair of the advisory committee.</u></p> <p>-as one of its three members, a member of the MMID-GSC at the time the committee is formed. Thus, if this advisory member's term on the MMID-GSC expires during the student's program, the faculty member may still fulfill this role. In the event the student's advisor is a member of the MMID-GSC, another member of the student's advisory committee must serve on MMID-GSC. If applicable, a co-advisor may also represent the Departmental Graduate Studies Committee member of the advisory committee (to keep the committees manageable). Committees may include an additional guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies (non-voter on the advisory committee). The membership of the committee, including the advisor/co-advisor, as well as any changes to it, must be approved by the Department Head or designate. The advisor is the Chair of the advisory committee.</p> <p>Responsibilities of the advisory committee are to approve the program of study and thesis proposal (normally determined during the first annual committee meeting), and to exercise general supervision over the student's work throughout the Ph.D. program. The committee should meet with the student periodically (and must meet with the student at least once a year) to review the student's progress and to report this progress to the Faculty of Graduate Studies (through the Head of the department). If there is evidence of unsatisfactory performance, it may be recommended that the student be required to withdraw.</p>
<p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>students are also expected to attend Infectious Diseases rounds and to participate in the Infectious Diseases journal club (both of which are distinct from the Medical Microbiology and Infectious Diseases seminar and journal club programs).</p>
<p>5.7 Academic Requirement for Graduation</p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p>5.8 Candidacy Examination</p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the department/unit and approved by the Programs and Guidelines Committee of the Faculty of Graduate Studies. Please see the department/unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.</p> <p>A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p> <p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	<p>MMID Candidacy Examination Guidelines</p> <p>The purpose of the Candidacy Examination is to test the suitability of student progress through the advanced degree of Ph.D. The format for this exam in Medical Microbiology and Infectious Diseases is a grant writing/defense style. The intention is to test the student's ability to develop a research project by researching a field of investigation, identifying gaps in knowledge, developing a novel hypothesis to fill one or more of the gaps and designing specific objectives and experiments that will formally test the hypothesis. The expectation is not that the student write a fundable grant but that scientific content is sound and feasible to complete. The candidacy exam will be taken by all Ph.D. students no later than 12 months prior to their expected graduation date and preferably much earlier <u>given possible time constraints due to overlaps with thesis writing</u>. It is recommended that if a student has not had experience with writing a research grant via their coursework, they consider attending any number of grant writing workshops offered by student groups, GradSteps, or the Faculty of Graduate Studies.</p> <p>Topic approval: The student must seek approval from their Advisory Committee, usually at the Annual Advisory Committee meeting, to proceed with the candidacy exam. The student, in consultation with the Committee, selects 2 topics suitable for writing a grant application that must pertain to the field of Medical Microbiology and Infectious Diseases. Only one of these topics (written as LOIs) will ultimately be selected by the committee for writing the full grant. The examination topics may not be directly related to the student's graduate project or any of their previous projects, as the intent is to test their ability to design a research project de novo. While choosing topics that are completely new to the student is strongly encouraged, the topics may involve a similar</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.</p>	<p>scientific question applied to a different organism, or a different scientific question applied to the same organism studied by the student, but not both. It is at the discretion of the Advisory Committee if the topics are sufficiently distinct from their graduate project or previous work. Once these topics are generally approved by the committee, the student will submit, usually by email, two 2-page letters of intent (LOI) on each topic to the Advisory Committee. The LOIs will contain the following, or similar, headings: Title, Background, Gaps in Knowledge, Rationale, Hypothesis, Specific Objectives with some experimental detail, and Significance. It is advised that the student's supervisor provide a preliminary review of the two LOIs. Each member of the Advisory Committee must respond to the LOIs within one week, where they select one LOI proposal and grant the student permission to write up the chosen LOI as a full grant and suggesting where major changes need to be made. If the decision of the Committee is not unanimous, a face-to-face Committee meeting should be held to select a final proposal. The comments from each Committee member and the student's revised LOI must be shared with the whole Committee. Once all members of the Committee have approved the LOI, the student may then proceed to write the full grant.</p> <p>Timing of the process: At the time the student receives permission to write, the date of the student's presentation of the grant to the Advisory Committee is to be scheduled. This is normally two months following permission to write and should be no later than three months. All members of the Advisory Committee are expected to attend the Oral Examination. Should a committee member be absent for an extended period, then provisions should be made to connect that committee member by video or teleconference. Should that not be possible, the student's PowerPoint presentation of the grant is to be provided to the committee member at least one week in advance of the Oral Examination. By the time of the Oral Examination, the absent committee member should provide to the student's supervisor written detailed comments on both the grant, noting the pass/fail category, and providing any required changes, concerns, or questions. The supervisor will present these to the student and committee as part of the student's Oral Examination.</p> <p>Grant writing: The student will have one (1) month from the date permission is received to write a CIHR-style grant application in the chosen field and submit it to their Advisory Committee. The grant will take the form</p>

of a CIHR Project grant (Link: <http://www.cihr-irsc.gc.ca/e/49560.html>). The grant will be composed of three major modules (CV, research, and budget) plus the relevant CIHR pages. The grant must follow the CIHR guidelines for each module. The CV Module must be done using the Common CV web page using the CIHR format, including sections such as Most Significant Contributions. The Research Module must include a Summary page, Progress to Date page, and a 10-page Research Proposal. The Summary page and Research Proposal can use section headings similar to the Letter of Intent. The Budget Module must include a one-page budget summary table using the categories identified by CIHR and detailed budget justification. Terms of the grant are to be 3-5 years. The student should also provide mock letters of collaboration where appropriate. Note: That while most Grant applications will have a preliminary data section, it is expected that the student will utilize existing data in published work as the rationale for their proposal. No mock preliminary data is allowed. The student should assemble the various components of the grant into a single PDF file and distribute to the Advisory Committee by email and/or hard copy.

The Committee is normally allowed one month to review the grant. The timing of the date of the Oral Examination of the grant is to be agreed upon at the time the student is given permission to write the full grant (see above for details).

Oral Examination and Evaluation:

The student's presentation consists of a 20- to 30-minute overview of his/her grant to the Advisory Committee, followed by a question and answer period not to last longer than 60 minutes (i.e. 90 minutes maximum). The Advisory Committee member representing the MMID GSC is the Chair of the Oral Examination proceedings.

The quality of the proposal and the performance of the student in the candidacy exam will be evaluated based on his/her:

1. *Originality*: Does the project address an important knowledge gap or research question? Are the approaches new or do they build upon pre-existing methodology?
2. *Rationale*: Is there sufficient background provided to justify the rationale for the study and why this is a problem to research?
3. *Approach*: Is there a testable hypothesis? Are the methods appropriate to address the key aims?
4. *Feasibility*: Completion of the study in the proposed timelines given and aims

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>and objectives align with the methods and outcomes?</p> <p>5. <i>Impact</i>: What are the short-term and long-term outcomes expected if each aim/objective of the study is successful? How can the knowledge gained from the study be used and by whom? How will the study improve health outcomes and/or address the current knowledge gaps?</p> <p>Exam evaluation is verbal and to be provided at the meeting unless a committee member is absent. If a member is absent, arrangements must be made for the missing member to attend via video conferencing or if video conferencing is not possible, send the questions and comments to a graduate studies committee representative who can attend in their absence (to be arranged by the student advisor). The student is expected to bring a copy of the "REPORT ON PH.D. CANDIDACY EXAMINATION" form to each exam attempt. All members of the examining committee must sign the form at the exam and the student advisor must submit the form to the Department Head for signature as soon as possible. If the form is withheld awaiting pending exam revisions by the student, it is the student advisor's responsibility to ensure the revisions are completed in less than 1 month from the last oral exam meeting.</p> <p>The student's Grant Application and Oral Examination will be scored similarly to the scale used for a Thesis Defense (1-Pass, minor revisions; 2-Pass major revisions; 3-Fail, Major revisions; 4-Fail). The results and subsequent actions are described below.</p> <p>Pass, minor revisions. Category 1. The Application and Oral Examination are judged to be good or excellent. The Committee sees no need for any significant revisions other than spelling, grammar or minor experimental flaws. The Advisory Committee members immediately sign off on the 'Report on Ph.D. Candidacy Examination' form, and the supervisor signature is withheld until revisions are complete to the satisfaction of the supervisor. The form is then submitted to the Graduate Studies Coordinator for Departmental Head's signature and forwarding to the Faculty of Graduate Studies.</p> <p>Preliminary Pass, major revisions. Category 2. The Application and Oral Examination are judged to be acceptable with generally non-fatal grantsmanship errors. These could include overambitious aims, insufficient rationale, or weak arguments for the feasibility, or suitability of the proposal. The Committee either individually or as a whole would like to see major revisions, but</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>does not require a further Oral Examination. The Student is given one month to complete the necessary revisions, and submit these to their examining committee, who will respond within two weeks if the revisions are suitable. The Advisory Committee members' signatures on the 'Report on Ph.D. Candidacy Examination' form are withheld until revisions are accepted. Note: Only one round of revisions is allowed. If the revisions are not acceptable, the attempt is treated as a fail, and the student moves to Category 3 below. The supervisor will deliver the form to the Graduate Studies Coordinator for Departmental Head's signature and forwarding to the Faculty of Graduate Studies.</p> <p>Fail, major revisions. Category 3. The Application and Oral Examination are judged to be insufficient, because there are significant and numerous fatal flaws in the proposal in its current form. These failings may include too ambitious, insufficient rationale or poorly chosen approaches. The committee, either individually or as a whole would like to evaluate any required corrections and see a revised Oral Examination. The Advisory Committee members indicate a fail (First Attempt) on the 'Report on Ph.D. Candidacy Examination' form. The supervisor will deliver the form to the Graduate Studies Coordinator for Department Head's signature and forwarding to the Faculty of Graduate Studies. The student is to make any revisions within one month <u>following the date of the Oral Examination</u> and submit these to their committee. A revised, <u>second</u> Oral Examination <u>is</u> to be held as soon as possible after the one-month period. After the second Oral Examination, the committee is to evaluate and sign <u>off a second Report on the Ph.D. Candidacy Examination</u> within one month of receiving the revised version, <u>indicating the result of the second Oral Examination attempt (Pass; second attempt or Fail; second attempt)</u>.</p> <p>Note: Only one round of revisions is allowed. If the revisions are not acceptable by the majority consensus of the entire committee, the attempt is treated as a second fail.</p> <p>Fail, entirely new proposal. Category 4. The Application and Oral Examination is deemed to be unacceptable. The Advisory Committee members indicate and sign off on a fail (First Attempt) on the 'Report on Ph.D. Candidacy Examination' form. The supervisor will deliver the form to the Graduate Studies Coordinator for Departmental Head's signature and forwarding to the Faculty of Graduate Studies. The Committee usually will require a new topic and the Student will return to the LOI stage and begin the process anew.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>significant Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. No contact should be made with any of the prospective external examiners. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.</p> <p>The external examiner must:</p> <ul style="list-style-type: none"> • hold a Ph.D. or equivalent; • hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university; • have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to The University of Manitoba; and • have a demonstrated record of supervising a significant number of Ph.D. students to completion, and significant recent experience with the supervision and/or examination of Ph.D. students. <p>The external examiner must not:</p> <ul style="list-style-type: none"> • have acted as an external examiner for a student of the same Ph.D. advisor within the previous two (2) years; • have been associated with the candidate at any time or in any significant way in the past five (5) years, present or reasonably foreseeable future (advisor/co-advisor, colleague, teacher, co-author of published material, family member etc.); or • be associated with the candidate's advisor/co-advisor in any of the following ways: <ul style="list-style-type: none"> ○ former student; ○ research advisor/co-advisor; ○ research collaborator within the last five (5) years; ○ co-author of published material within the last five (5) years; <p>The Dean of the Faculty of Graduate Studies will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external examiner. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until their report has been submitted.</p>	
<p>5.11.3 Changes in the Examining Committee</p> <p>The Dean of the Faculty of Graduate Studies must approve changes in the membership of the examining committee. No changes shall be made in the examining committee after the thesis is submitted to the Faculty of Graduate Studies. Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and the process shall revert to 5.11.1 above.</p>	<p><u>The Ph.D. thesis submission process is initiated by the advisory committee when they approve the draft thesis outline. The outline should include, at a minimum, the table of contents of the thesis outlining all chapters, sections, and title headings.</u></p> <p><u>Prior to any thesis submission process, the student must provide a copy of their thesis to their advisor/ co-advisor(s) and allow up to 4 weeks to suggest modifications. An advisor will normally</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p><u>approve the draft thesis before it can be submitted to the examination committee.</u></p> <p><u>Internal Ph.D. thesis review prior to Faculty of Graduate Studies thesis submission:</u> Once a final draft of the Ph.D. thesis has been approved by the advisor(s)*, a copy shall be sent to the entire internal examining committee for pre-review (including the Medical Microbiology and Infectious Diseases graduate studies coordinator) before the student submits it to the Faculty of Graduate Studies. The examining committee has 4 weeks to review the thesis and provide written feedback and/or a marked up copy of the thesis to the graduate studies coordinator, advisor and the student outlining recommended revisions, changes, and comments.</p> <p><u>Each internal examiner (including the advisor/co-advisor(s)) signs the Approval to Proceed to PhD Thesis Examination, indicating they Approve or Do Not Approve submission.</u></p> <ul style="list-style-type: none"> <u>— If the thesis is deemed suitable for submission to the Faculty of Graduate Studies by each internal examining committee member (where only one dissenting vote is allowed), the student will be permitted to formally submit their thesis to the Faculty of Graduate Studies (by uploading the Approval to Proceed to PhD Thesis Examination form and the thesis via their JUMP portal). Please note: the advisor and co-advisor are one vote. The formal one-stage Ph.D. thesis examination will follow Faculty of Graduate Studies guidelines.</u> <u>— If the thesis is deemed to be unsuitable by more than one member of the committee, the student will be required to meet with the Department Head/ Graduate Studies Chair to discuss thesis submission options.</u>
<p>5.11.4 Distribution of the Thesis for Examination</p> <p>Ph.D. candidates must submit their thesis for distribution electronically through JUMP. Consult this link for pertinent instructions: http://umanitoba.ca/faculties/graduate_studies/media/Thesis_Distribution_Portal.pdf. It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Faculty of Graduate Studies shall attempt to ensure that the thesis is distributed to examiners as soon as possible after the submission of all required documentation. The Faculty of Graduate Studies website (umanitoba.ca/faculties/graduate_studies/deadlines/index.html) should be consulted regarding dates by which theses must be submitted.</p> <p>Once the thesis has been submitted to the Faculty of Graduate Studies, neither the candidate nor the advisor/co-advisor shall have any communication with the examining committee regarding the thesis. However, should the need arise, the examiners may contact the Dean of the Faculty of Graduate Studies to discuss any issues related to the thesis.</p>	<p><u>The Ph.D. thesis submission process is initiated by the advisory committee when they approve the draft thesis outline. The outline should include, at a minimum, the table of contents of the thesis outlining all chapters, sections, and title headings.</u></p> <p><u>Prior to any thesis submission process, Following outline approval the student must provide a copy of their draft thesis to their advisor/ co-advisor(s) and allow up to 4 weeks to suggest modifications. An advisor will normally approve the draft thesis before it can be submitted to the examination committee.</u></p> <p><u>Internal examiners Ph.D. draft thesis review prior to Faculty of Graduate Studies thesis submission:</u> Once a final draft of the Ph.D. thesis has been approved by the advisor(s), a copy shall be sent to</p>

~~the graduate studies coordinator and the entire internal examining committee for pre-review (including the Medical Microbiology and Infectious Diseases graduate studies coordinator) before the student submits it to the Faculty of Graduate Studies.~~ The examining committee has 4 weeks to review the thesis and provide written feedback and/or a marked-up copy of the thesis to the graduate studies coordinator, advisor, and the student outlining recommended revisions, changes, and comments.

Each internal examiner (including the advisor/co-advisor[s]) signs the Approval to Proceed to PhD Thesis Examination form, indicating they Approve or Do Not Approve submission. This form is sent to the graduate studies coordinator who will obtain the department Head/ unit signature (see section 5.11.6).

- If the thesis is deemed suitable for submission to the Faculty of Graduate Studies by each internal examining committee member (where only one dissenting vote is allowed), the student will be permitted to formally submit their thesis to the Faculty of Graduate Studies (by uploading the Approval to Proceed to PhD Thesis Examination form and the thesis via their JUMP portal). Please note: the advisor and co-advisor are one vote. The formal one-stage Ph.D. thesis examination will follow Faculty of Graduate Studies guidelines.
- If the thesis is deemed to be unsuitable by more than one member of the committee, the student will be required to meet with the Department Head/ Graduate Studies Chair to discuss thesis submission options.

5.11.5 Responsibilities of the Examiners

In general, the examiners are responsible for:

- ensuring that the thesis and the candidate meet recognized scholarly standards for a Ph.D.;
- appraising the underlying assumptions, methodology, findings, and scholarly significance of the findings of the thesis;
- ensuring that the thesis is organized, presents data and uses accepted conventions for addressing the scholarly literature in an acceptable manner;
- evaluating that the candidate has the ability to present their findings orally and demonstrate their scholarship by responding to questions and defending the thesis.

Notes:

1. Any potential breach of academic integrity should be reported to the Dean of the Faculty of Graduate Studies for investigation by the Vice President (Research and International).

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 Natural Resources Institute.

Observations

1. The Natural Resources Institute proposes program modifications and course changes, specifically, the re-introduction of its practicum stream in the Master of Natural Resources Management and (1) related course introduction: NRI 7380. The practicum stream has not been offered in over 20 years; however, the recommendation to re-introduce it emanated from the unit's recent program review.

The genesis of the idea came from both students and graduates. Graduates that were keen to see the practicum re-introduced to provide a platform for them to work more closely with students and students that desired an outcome that was different from the thesis. As a unit, NRI also recognizes that some of the topics that students wanted to take-on for their thesis work really fit better in a practicum approach, especially those projects with Indigenous communities here and abroad. So, this reintroduction of the practicum will complement the MNRM thesis option.

The practicum stream will require a total of 27 credit hours, which also includes a project management course as introduced below, and a practicum.

Course Introduction

NRI 7380 Project Management in Natural Resources and Environmental Management +3

This pass/fail course will provide students with a grounding in the knowledge and skills required to undertake a project within a professional workplace. The core objectives of this course are to encourage critical thinking about project management and develop the skills necessary to formulate, undertake and evaluate a project in the field of NREM.

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:

Natural Resources Institute

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

303 Sinnott Building,
Winnipeg MB R3T 2N2
nriinfo@cc.umanitoba.ca

1.1.1 (a) Applicants will indicate whether they are applying for the thesis or practicum stream at the time of application.

NOTE: This option should be available on the online application

1.1.1 (b) The unit's Admissions Committee will assess whether to accept the student into their preferred stream or make a recommendation for one of the other streams.

1.1.1 (c) Students will be notified as to the stream into which they have been accepted.

1.1.1 (d) Students can formally request approval from the Director to switch streams during the first year of either the thesis stream or the practicum stream.

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

Application Deadlines:

Internal (NRI) Application deadlines:
The following are the internal application deadlines:

Start Date	Canadian/US	International
September	June 1	February 1

The Natural Resources Institute admits students normally for a September start; however, students may be admitted in January or May.

1.1.3 Application Fee

A \$100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>A minimum of 27 credit hours (12 credit hours of required course work plus 15 credit hours of elective courses) plus a thesis <u>or practicum</u>.</p> <p>The compulsory courses for the <u>Master's program</u> MNRM thesis and practicum streams are:</p> <ul style="list-style-type: none"> • <u>NRI 7222 Human Dimensions of Natural Resources and Environmental Management (3)</u> • <u>NRI 7232 Ecological Dimensions of Resource and Environmental Management (3)</u> • <u>NRI 7182 Sustainability, Economics, and Natural Resources (3)</u> <p><u>In addition:</u></p> <p><u>Thesis Stream</u></p> <ul style="list-style-type: none"> • NRI 7262 Master's Thesis Research Seminar <u>(3)</u> <p><u>Practicum Stream</u></p> <ul style="list-style-type: none"> • <u>NRI 7380 Project Management in Natural Resources and Environmental Management (3)</u>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p><u>Thesis Stream:</u></p> <p>The thesis research proposal is developed by each student in consultation with his or her faculty advisor as the first step in the thesis research process at the NRI. The research proposal will consist of i) the research context or introduction; ii) Literature Review; and iii) Methods. At<u>The</u> NRI course NRI7262 (<u>Master's Thesis Research Seminar</u>) is offered to assist students with the thesis research process.</p> <p>First Draft:</p> <p>Prior to the final oral defence, the student and the advisor must organize a "First Draft" meeting once a draft of the thesis is complete. The student must submit (hard copy) the "First Draft" of the thesis to each member of the examining committee at least two weeks prior to the meeting.</p> <p><u>Practicum Stream:</u></p> <p><u>The practicum stream is guided by the NRI Practicum Stream Process Document and will be provided to the student as a detailed reference to the procedures and requirements of the stream.</u></p> <p><u>Students will work closely with a faculty member to identify a partner with whom they will work at the beginning of their programme. They will work with the faculty member and project partner to develop a project plan proposal, secure financial support, produce a deliverable, and a record of the practicum in a Practicum Document that will contain the practicum plan, deliverable and a critical reflection. The project plan will contain a number of sections that guide the student in</u></p>

development of a deliverable, namely: Project Charter; Stakeholder Register; Project Scope; Communications Plan; Resource Needs Assessment; Activity Schedule; Risk Assessment & Management Plan; Quality Management Plan; and, Knowledge & Skills Development Plan. The NRI course NRI 7380, Project Management in Natural Resources and Environmental Management, is offered annually in the fall semester to guide the student in the development of a project plan proposal.

Required Meetings:

•Project Charter Agreement (Advisor, Partner)

•Draft Project Plan Meeting (Advisor, Partner)

•Project Plan Approval (Advisor, Partner, FGS Member)

•Review of Deliverable Outline (Advisor, Partner)

•Review of Draft Deliverable (Advisor, Partner)

•Approval of Practicum Document for Adjudication (Advisor, Partner, FGS Member)

Practicum Document Draft:

Prior to the adjudication event the student and advisor must hold a meeting with the partner and the other FGS member of the student's committee to approve the Practicum Document. The student will make the Practicum Document Draft available to them at least two weeks prior to this meeting. If approved by the committee the student will be able to submit their Practicum Document for adjudication at the Adjudication Event.

4.8.1.2 Examining Committee

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.

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

NEW 2019-20! *There is no longer a requirement for an "internal-external" examining committee member*

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	<p><u>Practicum Stream:</u></p> <p><u>Practicum Adjudication</u> The Practicum Document consisting of the project plan, deliverable and critical reflection prepared by the student will be presented at an adjudication event to be scheduled by the Director at least once per academic year. [Note: If needed a second event will be held for practicums which do not pass the first adjudication event <u>and/or as needed. The Practicum Adjudication Event will be planned so as not to delay the time-to-completion of students in this stream</u>]. <u>At the adjudication event the student will present the deliverable developed as part of their practicum and provide an oral overview of the deliverable and their critical reflection. The presentation will be 20 minutes in length and followed by up to 40 minutes of questions.</u></p> <p><u>An adjudication panel made up of the faculty advisor, partner and one other FGS member will assess the Practicum Document and its oral presentation. The adjudication panel will meet following the event and provide an evaluation that will consist of a pass, pass with modifications or not acceptable. If the product is passed changes will be suggested prior to submission to the Faculty of Graduate Studies (Acceptable, without modification or with minor revision(s)). If passed with modifications, the evaluation committee will indicate the changes required for a pass and plans for further desk review by the committee in order to issue a pass after revisions (Acceptable, subject to modification and/or revision(s)). Or, the committee could require substantive changes requiring the student to work further on the Practicum Document and present it at the next adjudication event (Not acceptable).</u></p> <p><u>At the adjudication event the Practicum Document and presentation shall be evaluated using the following standards:</u></p> <ul style="list-style-type: none"> <u>•Does the Practicum Document meet the goals set out for the practicum in the Project Plan. Is the deliverable of an acceptable standard to meet professional practice and Faculty of Graduate Studies standards?</u> <u>•Has the student demonstrated their knowledge and skills in the production of a deliverable within the field or NREM?</u> <u>•Has the student demonstrated the ability to produce a deliverable for professional practice?</u>

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 College of Nursing.

Observations

1. The **College of Nursing** proposes program modifications and course changes. Specifically, the program changes entail requiring NURS 3550 Professional Foundations 3: Evidence Informed Practice in the Health Sciences for admission to the Master of Nursing program, stipulating that M.N. students may take no more than 6 credit hours of 3000 or 4000 level courses, removing the comprehensive exam stream in the M.N., and adding NURS 8220 Advanced Quantitative Research Design & Methods in Nursing and Health Care (approved by Senate in 2017) (or an equivalent course) as a requirement in the Ph.D.

The College of Nursing established a new concept-based curriculum in the four-year baccalaureate program in 2015. Graduates of this baccalaureate program completed a four credit-hour evidence-informed practice course. This course is entitled, NURS 3550 Professional Foundations 3: Evidence Informed Practice in the Health Sciences. It introduces undergraduate nursing students to research methods and the process of evidence-informed practice. To provide prospective applicants from the “new” undergraduate program with clear information, the College is proposing to revise the admission criteria with the addition of an evidence informed practice course.

The comprehensive exam stream has not been available to incoming graduate students in the M.N. program since 2016. At that time, a capstone project was offered in lieu of the comprehensive exam as an option to the thesis track. The last M.N. student (admitted before 2016) completed the option of a comprehensive exam in 2019. Therefore, the College of Nursing is proposing to remove the comprehensive exam from the supplemental regulations.

The course changes consist of (1) course modification: NURS 8030 and (1) course introduction: NURS 8040. The College proposes to re-title these two required seminar courses to Doctoral Student Seminars I and Doctoral Student Seminars II, respectively. This change will provide clarity for student registration and will facilitate tracking students’ progress through their programs. The changes are reflected in the supplementary regulations.

Course Modification

NURS 8030 Doctoral Student Seminars I

0

A dynamic seminar series for first year doctoral students to stimulate and facilitate academic discourse, professional socialization, proposal/thesis/development, funding opportunities and integration into the professional, university and national/international community of nursing scientists and their collaborative partners. Course graded pass/fail.

Course Introduction

NURS 8040 Doctoral Student Seminars II

0

A dynamic seminar series for second year doctoral students to stimulate and facilitate academic discourse, professional socialization, proposal/thesis/development, funding opportunities and integration into the professional, university and national/international community of nursing scientists and their collaborative partners. Course graded pass/fail.

NET CREDIT HOUR CHANGE

0

Recommendations

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

College of Nursing

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<ul style="list-style-type: none"> • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; 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"> • A 4-year baccalaureate degree in nursing, mental health nursing or psychiatric nursing or its equivalent from an approved or accredited university. In exceptional circumstances, applicants with a degree in another discipline may be considered on a case by case basis, providing the applicant is a Registered Nurse (RN) or Registered Psychiatric Nurse (RPN). For these individuals, up to an additional year of course work at the 3000 or 4000 level may be required prior to consideration for admission to the graduate program as a regular student. RPN applicants are not eligible for the Nurse Practitioner (NP) stream. • The College of Registered Nurses of Manitoba (CRNM) and the College of Registered Psychiatric Nurses of Manitoba (CRPNM) require that graduate nursing students who will have client contact and/or are engaged in clinical practice or clinical research related to their program of study have active practicing registration with the CRNM or CRPNM. Accordingly, proof of active practicing nurse registration or active practicing psychiatric nursing registration is required by the March 1st Master of Nursing (MN) Program application deadline. <i>Note: Only Registered Nurses are eligible for the Nurse Practitioner stream.</i> <p>All students must maintain active practicing Registered Nurse (RN) or Registered Psychiatric Nurse (RPN) licensure for the duration of the MN Program.</p> <p>Applicants from outside of Manitoba who will require:</p> <ul style="list-style-type: none"> • RN registration in Manitoba should contact the CRNM at www.crnmb.mb.ca prior to application to the Master of Nursing program; or

- RPN registration in Manitoba should contact the CRPNM at www.crpnm.mb.ca prior to application to the Master of Nursing program.
- Applicants from outside of Manitoba who are not registered with either the CRNM or the CRPNM will not be eligible to take the course, NURS 7360 Integrative Focus, as it has a practice focus. These students will be required to take two electives in lieu of this course. Thesis research projects for nurses who are not registered in Manitoba will be considered on an individual basis to ensure that students are not practicing as a RN or RPN without registration with either the CRNM or CRPNM. This includes conducting research, including data collection that could be done only by an RN or an RPN.
- Applicants from outside of Manitoba applying to the Nurse Practitioner stream must provide proof of active practicing RN registration in Canada no later than the application deadline of November 1st for international applicants, and March 1st for Canadian applicants. Successful applicants must provide proof of active practicing registration with the CRNM by September 1 in the year of admission, and maintain this registration for the duration of the program.
- Completion of a Research Methods or Evidence-informed Practice in the Health Sciences course ([e.g. NURS 3550](#)) and an introductory statistics course with a minimum grade of 2.5 (C+) in each course. It is highly recommended that the statistics course be taken in the last 5 years and that the research methods course be taken in the last 8 years to ensure course currency. Applicants are advised to check with the Graduate Program Student Advisor as to whether courses completed meet this requirement. Please note that applications are accepted from students currently enrolled in these two prerequisite courses, but the courses must be completed by April 31st in the year of application and the final grade must be available by May 15th.
- Three (3) letters of reference, indicating the applicant's academic and professional qualifications.
- Clinical Practice Requirement: The Nurse Practitioner stream requires a minimum of two years or equivalent (3,600) hours full-time clinical practice within the past 5 years. One year of practice is desirable for the other MN streams.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><u>Thesis Route:</u> All MN students in the College of Nursing who choose the thesis route will complete a minimum of 21 credit hours of coursework.</p> <p><u>Required Courses:</u></p> <ul style="list-style-type: none"> • NURS 7210 Qualitative Research Methods in Nursing (3 credit hour); • NURS 7220 Quantitative Research Methods in Nursing (3 credit hour); • NURS 7320 Philosophy of Nursing Science (3 credit hour); • NURS 7340 Evidence Informed Practice (3 credit hour); • NURS 7352 Leadership in Advanced Practice Nursing (3 credit hour); • NURS 7360 Integrative Focus (6 credit hour) OR 6 credit hours of elective courses to support the focus of the student's program; • GRAD 7000 Master's Thesis. • <u>A maximum of 6 credit hours at the 3000 or 4000 level may be taken to meet program requirements, unless special permission has been obtained from the Associate Dean, Graduate Programs, College of Nursing.</u>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><u>Nurse Practitioner Stream:</u> All students in the NP stream are required to complete the following 45 credit hours of required courses, as well as several immersions and the clinical consolidation course.</p> <p><u>Required Courses:</u></p> <ul style="list-style-type: none"> • NURS 7340 Evidence Informed Practice (3 credit hour); • NURS 7352 Leadership in Advanced Practice Nursing (3 credit hour); • NURS 7402 Advanced Pathophysiology and Therapeutics in Nurse Practitioner Practice (2 credit hour); • NURS 7412 Advanced Health Assessment (3 credit hour);

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<ul style="list-style-type: none"> • NURS 7430 Nurse Practitioner 1 (6 credit hour); • NURS 7442 Clinical Practice 1 (3 credit hour); • NURS 7450 Nurse Practitioner 2 (5 credit hour); • NURS 7462 Advanced Practice Nursing in Primary Care Settings (2 credit hour); • NURS 7470 Nurse Practitioner 3 (5 credit hour); • NURS 7482 Clinical Practice 2 (4 credit hour) • NURSE 7490 Nurse Practitioner 4 (5 credit hour); • NURS 7502 Clinical Practice 3 (4 credit hour); • NURS 7330 Clinical Consolidation (400 clinical hours and scholarly paper). <p>Students who completed a Master of Nursing program and have advanced standing in NURS 7340 and or NURS 7352 or equivalent are required to substitute an elective course.</p> <p>Comprehensive Exam/Capstone Project Route: All MN students in the College of Nursing who choose the comprehensive examination route or Capstone Project route will complete 27 credit hours of coursework. (Note: the Comprehensive Exam route is not available to students admitted after September 2016).</p> <p><u>Required Courses:</u></p> <ul style="list-style-type: none"> • NURS 7090 Science and Theory in Nursing (3 credit hour); • NURS 7210 Qualitative Research Methods in Nursing (3 credit hour); • NURS 7220 Quantitative Research Methods in Nursing (3 credit hour); • NURS 7320 Philosophy of Nursing Science (3 credit hour); • NURS 7340 Evidence Informed Practice (3 credit hour); • NURS 7352 Leadership in Advanced Practice Nursing (3 credit hour); • PLUS – Electives: 6 credit hours of elective course work to support the focus of the student's program and NURS 7360 Integrative Focus (6 credit hour); or 12 credit hours of elective course work to support the focus of the student's program; • GRAD 7010 Comprehensive Exam or NURS 7100 Capstone Project. <p>A maximum of 6 credit hours at the 3000 or 4000 level may be taken to meet program requirements, unless special permission has been obtained from the Associate Dean, Graduate Programs, College of Nursing.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p> (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit</p>	<p>Prior to applying to the Administration, Clinical, or Education streams of the College of Nursing Graduate Program, students are expected to contact prospective faculty members to obtain an advisor for their program. In collaboration, the student and faculty advisor will discuss the student's learning needs to determine the fit between advisor's and student's area of interest. The advisor will discuss with the student a plan for his/her course of studies. Generally, the advisor will be the student's thesis committee chair or comprehensive—examination/capstone project advisor. The student/advisor relationship is important in assisting the student to navigate the university system. Students are responsible for initiating and maintaining regular communication with their advisor.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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. 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 advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" advisory committee member</i></p> <p><u>Advisory Committee:</u> Within one year of registration into the MN program, and/or prior to the completion of coursework, an Advisory Committee will be established for each student. The Advisory Committee will consist of a minimum of three faculty members to include the thesis advisor/co-advisor, and an internal member who are both from the College of Nursing and members of the Faculty of Graduate Studies, and one member who is external to the College of Nursing. One of the College of Nursing committee members must be licensed as a Registered Nurse (RN) or a Registered Psychiatric Nurse (RPN). In the case where a student is co-advised, the committee may consist of four faculty members, with the co-advisors constituting a single voice.</p> <p><u>The process for establishing the Advisory Committee:</u> The student must submit a letter to the Associate Dean, Graduate Programs, in which he/she requests approval of the committee and provides rationale for each committee member; following approval by the Associate Dean, Graduate Programs or designate, the request is forwarded to the Faculty of Graduate Studies for final committee membership approval.</p>
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>Comprehensive examination routes are not offered in the College of Nursing. See 4.8.2 for Capstone Project Route. The Advisory Committee will meet a minimum of once per year with the student. This meeting will involve discussion with the student on issues concerning basic knowledge, thesis research, progress in coursework, or any other issues that impact on the student progress and experience in the MN program. The Advisory Committee will meet with the student and sign a Graduate Studies Progress Report, which will be entered into the student's record.</p>
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.7.5 Performance not related to Coursework</p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements.</p>	<p>Normally the thesis proposal comprises the first three or four chapters of the thesis, to include:</p> <ul style="list-style-type: none"> • Introduction; • Conceptual Framework; • Literature Review; and • Methodology. <p>The student presents and orally defends the proposal in a closed session to the committee members, each of whom must approve the proposal. Should the defence of the proposal be unsuccessful, the student may resubmit the proposal once for oral defence and approval.</p> <p>Upon successful completion of the proposal, the Master's Thesis/Practicum Proposal form must be completed by the committee and the Associate Dean, Graduate Programs, or designate, and then forwarded to the Faculty of Graduate Studies.</p> <p><i>Note: see Section 4.8.2 re details of Course-based Comprehensive Exam and Capstone <u>Project</u> options</i></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.</p>	
<p>4.8.2 Course-based/Comprehensive Examination Route</p>	<p><u>Comprehensive Exam Route</u> (note: not available to students admitted after September 2016)</p>

Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplemental regulations. Students should consult the department/unit supplemental regulations for specific requirements.

In those department/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.

~~A student must complete all of the required coursework in his/her program before writing the comprehensive examination.~~

~~The student, in consultation with the Advisor, will decide on a Comprehensive Examining Committee (CEC). The CEC will consist of three members, including the Advisor. Two of the members must be from the College of Nursing and members of the Faculty of Graduate Studies. The third Committee member will be from outside the College of Nursing at the University of Manitoba and from another discipline. Finalization of the CEC requires agreement to serve from each member as well as approval from the Graduate Programs Curriculum Governance and Quality Assurance Committee.~~

Process:

~~In collaboration with the student, the CEC will identify three related topics for intensive study by the student. Each of the committee members will assume responsibility for one of the topics. The student will develop a reference list addressing each of the topics. The reference list will be approved by the appropriate committee member. The format and length of the examination should be developed cooperatively by all members of the committee. Each examiner shall compose a question for the written examination. There may be one or more parts in each question and the examination will reflect the topics in the student's program of study. The student will work with the appropriate committee members in developing the literature related to the topic. The Advisor shall be responsible for gathering the questions from each examiner and collating them into a complete examination for the student. The complete examination shall be distributed by the Advisor to members of the committee in sufficient time for them to adjust the examination if they so desire. A copy of the examination questions must be submitted to the Associate Dean, Graduate Programs, College of Nursing 2 weeks prior to the examination date.~~

Written Examination:

- ~~• The written examination shall be held at a time mutually agreeable to the committee and the student.~~
- ~~• The purpose of the examination is to assess the student's ability to analyze and synthesize knowledge and demonstrate mastery of the major areas of study in his/her program.~~
- ~~• The structure of the examination will be a take-home examination consisting of three questions which address the topics under study. The student will have up to 5 working days to complete the questions. Upon completion, the student will submit the examination (three~~

~~papers) to his/her Advisor. The student's completed written examination will be circulated to each member of the committee by the Advisor.~~

- ~~• Each examiner will read the entire examination and may offer comments on any part of it, but shall assign pass or fail only to the questions s/he sets for the examination. The members of the committee will notify the Advisor of the results of his/her questions. The student shall be notified within 3 weeks of the results of the examination. The student must pass all questions to proceed to the oral examination.~~
- ~~• Should more than one member of the committee decide that the student failed any question, the student shall have up to 1 month in which to retake a second and final examination. The student will re take only the question(s) failed. Students will be allowed only two attempts at the written examination. In the event of a second failure of the written examination, the student may not proceed to the oral examination and will be required to withdraw from the program by the Faculty of Graduate Studies.~~

~~•~~
~~Oral Examination:~~

- ~~• Upon successful completion of the written examination, the student will proceed to the oral examination. The Advisor, in consultation with the student, will schedule the oral examination within 4 weeks of notice of success in the comprehensive exam. The focus of the oral examination shall reflect the topics in the student's comprehensive exam.~~
- ~~• The oral examination will be held in an open forum. Notice of the oral examination will be circulated within the College of Nursing by the Graduate Program Assistant, normally 2 weeks prior to the oral examination.~~
- ~~• The student will present a synthesis of the questions which address the three topics (approximately 30 minutes).~~
- ~~• Examination of the student by the committee begins with the member external to the College of Nursing and concludes with the Advisor. At least two members of the committee, including the Advisor, must be present at the oral defence. Preferably, all three members are present for the defence (Examiners are considered present by videoconference). Each examiner is allotted up to 20 minutes to question the student in the first round.~~
- ~~• At the conclusion of the questioning by the Examination Committee, members of the audience are invited to ask additional questions of the student, as time permits, and at the discretion of the Chair of the Examining Committee.~~
- ~~• The committee convenes, in camera, immediately following the student's defence to~~

~~determine the outcome of the oral examination (pass or fail). The verdict of the committee must be unanimous for a pass.~~

- ~~• The Advisor shall inform the student at the conclusion of the in-camera deliberations of the outcome of the oral examination. In the event of a failure, if the student has had no previous failures on the written component of the exam, then the student will have one more opportunity to take the oral examination. If the student has had one failure on the written exam and fails the first attempt at the oral exam, the student will be required to withdraw from the program by the Faculty of Graduate Studies.~~

- ~~• The committee submits a form indicating approval or non-approval of the oral examination to the Associate Dean, Graduate Programs, College of Nursing, who then signs the form and submits it to the Faculty of Graduate Studies.~~

Capstone Project Route:

A student must complete all of the required coursework in his/her program before registering for the Capstone Project (Note: Students selecting the Capstone Project option are required to complete an additional 6 credit hours of elective courses).

The student, in consultation with the Advisor, will decide on an Advisory Committee (AC). The AC will consist of two members, including the primary advisor and a secondary advisor.

Criteria for the primary advisor role include:

- Tenured/tenure track College of Nursing faculty member; OR
- NP Instructor; PLUS
- Member of Faculty of Graduate Studies; AND
- Knowledge/research in the area of the student's interest.

Criteria for the secondary advisor role include:

- Tenured/tenure track College of Nursing faculty member; OR
- Senior instructor with knowledge/research in the area of the student's interest; OR
- NP Instructor; OR
- Nil appointments with a Master's degree.

Finalization of the AC requires agreement to serve from each member as well as approval from the Graduate Programs Curriculum Governance and Quality Assurance Committee.

Process:

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	Progress Report, which will be entered into the student's record.
<p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplemental regulations:</p> <ul style="list-style-type: none"> • Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.* • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.</p>	<p>The course-work requirement will consist of a minimum of twelve credit hours of 8000-level course-work:</p> <ul style="list-style-type: none"> • NURS 8002 Advanced Philosophy of Nursing Science (3 credit hour); • NURS 8010 Advanced Qualitative Research for Nursing (3 credit hour); • NURS 8020 Advanced Knowledge Translation and Health Care Policy (3 credit hour); • NURS 8030 Doctoral Student Seminars I (0 credit hour); • and NURS 8040 Doctoral Student Seminars II (0 credit hour), and • <u>NURS 8220 Advanced Quantitative Research Design & Methods in Nursing and Health Care, or an equivalent A-Quantitative Research Methods course</u> (3 credit hour). <p>Students may augment their learning, as negotiated with their advisors, with other elective courses to enhance theoretical, clinical, methodological, statistical, and/or policy knowledge.</p>
<p>5.4.1 Language Reading Requirements</p>	

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Political Studies.

Observations

1. The **Dept. of Political Studies** proposes program modifications and course changes.

The program modifications requested to be effective Fall 2020 include:

- The removal of the Aerospace Stream (ASP). The Agreement between the Air Force's Barker College and the Dept. of Political Studies that formed the foundation of ASP has expired. The ASP stream has now been removed from the supplementary regulations.
- The increase in admission GPA from 3.0 to 3.5. The unit's Department Council felt that the quality of candidates entering the M.A. had declined in recent years and voted to increase the GPA in order to ensure that only well-prepared applicants are admitted.
- The decrease in degree GPA from 3.5 to 3.0 (with no grade lower than a B) throughout the M.A. This aligns with the FGS minima.

The program modifications and course changes requested to be effective Fall **2021** include:

- The introduction of a Major Research Paper stream to replace the existing comprehensive exam stream
- Four (4) course introductions: POLS 7100, POLS 7142, POLS 7270, POLS 7110
- The Increase in minimum credit hours in the thesis stream from 12 to 15 credit hours.

These changes are in response to the unit's recent program review, and includes a course introduction as an administrative placeholder for the MRP. The MRP will consist of a total of 18 credit hours. One of the three course introductions below, POLS 7100, will be a requirement for the thesis and MRP streams. The thesis stream consequently increases from 12 to 15 credit hours. POLS 7142 and POLS 7270 are topics courses that will be used to offer courses on topics which do not already have existing courses.

Course Introductions

POLS 7110 Major Research Paper

0

The Major Research Paper (MRP) is designed for M.A. students in Political Studies who are doing the course-based stream. Students in this course will pursue individual research projects in an area of interest to them, once they have completed the majority of other program coursework. Course graded pass/fail.

POLS 7100 The Study of Politics

+3

This course introduces students to the academic discipline of Political Science via an exploration of its origins, evolutions, and challenges. Particular emphasis is placed on contemporary issues and debates. Course graded pass/fail.

POLS 7142 Selected Topics in Public Administration **+3**

A course on a selected topic in the discipline of Public Administration. The content of this course will vary. Students can earn multiple credits for this course only when the topic subtitle is different.

POLS 7270 Selected Topics in Politics **+3**

A course on a selected topic in the discipline of Political Science. The content of this course will vary. Students can earn multiple credits for this course only when the topic subtitle is different.

NET CREDIT HOUR CHANGE **+9**

Recommendations

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

Dept. of Political Studies

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Political Studies MA Program Changes: Summary

Proposed Thesis Stream

Current Stream	New Stream
12 CH coursework at 7000-level	15 CH coursework, 12 CH must be at 7000-level
<ul style="list-style-type: none"> 3 CH can be taken outside the department, with permission from Advisor/Grad Chair 	<ul style="list-style-type: none"> 3 CH at the 4000/7000 level can be taken outside the department, with permission from Advisor/Grad Chair
<ul style="list-style-type: none"> Includes 3 CH of research methods 	<ul style="list-style-type: none"> Includes 3 CH of research methods
	<ul style="list-style-type: none"> Includes new POLS 7100 The Study of Politics (3 CH)
Thesis proposal & defence/meeting	Thesis proposal & defence/meeting
Thesis normally between 25,000 and 31,250 words (100-125 pages) but no more than 50,000 words (200 pages). A waiver of the length requirement may be granted by the Graduate Committee, upon request and with support from the Advisor. (4.4.1 Supplemental Regulations)	Thesis normally between 20,000 and 25,000 (80-100 pages) but no more than 30,000 words (120 pages). A waiver of the length requirement may be granted by the Graduate Committee, upon request and with support from the Advisor.

Proposed Course-Based Stream (with Major Research Paper)

Current Comp. Exam Stream	New Stream
24 CH coursework at 7000-level in Political Studies	18 CH coursework, normally at 7000-level in Political Studies
<ul style="list-style-type: none"> upon request, permission may be granted to substitute 6 CH in cognate field outside department <i>OR</i> 6 CH at 4000-level in Political Studies 	<ul style="list-style-type: none"> 6 CH can be taken outside the department, at the 4000 or 7000 levels with permission from Advisor/Grad Chair
<ul style="list-style-type: none"> Includes 3 CH of research methods 	<ul style="list-style-type: none"> Includes 3 CH of research methods
	<ul style="list-style-type: none"> Includes new POLS 7100 The Study of Politics (3 CH)
Research paper of no more than 20,000 words (80 pages)	Includes Major research paper normally 6,000-8,000 words in length (25-30 pages; max 40)
Comprehensive exam defence (Normally defence of research paper)	

Supplemental Regulations Faculty of Graduate Studies

Name of Unit/Program: Political Studies (M.A.)

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)</p> <p>PREFACE</p> <p>The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.</p> <p>Definitions</p> <p>The "Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies" shall be taken to mean the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies or designate.</p> <p>"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the <i>de facto</i> Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the <i>de facto</i> Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.</p>	<p>General Information:</p> <p>Under the authority of the Faculty of Graduate Studies, the Department of Political Studies offers a program of full and part-time study leading to the Master of Arts (M.A.) degree. Supplementary regulations and policies pertaining to this program are described in the sections that follow, including individual admission requirements and application procedures. These regulations are supplementary to those established by the Faculty of Graduate Studies. In all cases, Faculty regulations will apply except where these have been modified by the Departmental Council.</p> <p>The Department also offers a Joint Master in Public Administration degree with the University of Winnipeg; regulations pertaining to that program can be obtained from either the Department of Political Studies at the University of Manitoba or the Department of Politics at the University of Winnipeg. See http://umanitoba.ca/faculties/arts/departments/political_studies/master_pa/</p> <p>Program Administration:</p> <p>The Chair of the Graduate Program shall assume responsibility for the administration of the M.A. program. The Chair shall be appointed to the position by the Head of the Department from among the probationary and tenured full-time faculty members in the Department.</p> <p>A Graduate Committee shall be appointed to assist the Chair in the administration of the program. The Committee shall normally consist of two probationary or tenured faculty members, appointed by the Head of the Department for one (1) year terms, and two graduate students, currently enrolled in the Department's M.A. program, appointed by the Head for one (1) year terms, following an invitation to all M.A. students to put their name forward for membership in the committee.</p> <p>The student members of the Graduate Committee shall be excluded from committee work involving confidential material concerning students currently or formerly enrolled in or applying to the program, including but not limited to the awarding of fellowships, assistantships, applications to the program and requests for leaves.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>1.1 Application and Admission Procedures</p> <p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p> <p>1.1.1 Process:</p> <p>1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.</p> <p>NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>	<p>Department of Political Studies 532 Fletcher Argue 204-474-9521/204-474-9733, political_studies@umanitoba.ca</p> <p>Students can apply to either the Pre-M.A. or M.A. program depending on the undergraduate degree that they hold (see 4.3.2 for Pre-M.A.; 4.3.1. for M.A.). To be admitted into the M.A. program, a student must meet the admission requirements of the Faculty of Graduate Studies at the University of Manitoba, including English language proficiency requirements, as well as the supplementary requirements established by the Department of Political Studies.</p> <p>Application Process:</p> <p>To be considered for admission to either the Pre-M.A. or M.A. programs, prospective students should apply on-line through the Faculty of Graduate Studies.</p> <p>Applicants must submit the following documents directly to the Faculty of Graduate Studies:</p> <ul style="list-style-type: none"> • the Faculty of Graduate Studies Application for Admission Form; • the application fee; • a copy of the official transcript from all post-secondary institutions that the student has attended; • two letters of reference (at least one of which is academic); • a brief letter of intent (approximately 500 words) indicating the student's <u>background and</u> research interests and outlining why they wish to study with the Department of Political Studies at the University of Manitoba; • <u>a sample of written work (normally prepared for an academic class);</u> • <u>a short resume/CV;</u> • applicants not holding a secondary school diploma and/or university degree from one of the countries on the English Language Exemption List, must submit an acceptable English Language Test score. Scores cannot be older than two years; and • where academic records are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records. Official language documents and the English translations must arrive together in an envelope

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation																						
<p>1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)</p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.</p> <table><tr><th>Term</th><th>Start Date</th><th>Canadian/US</th><th>International</th></tr><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p>IMPORTANT: These are not application deadlines. Applicants are required to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p>	Term	Start Date	Canadian/US	International	FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<p>that has been sealed and endorsed by the issuing institution.</p> <p>The Department of Political Studies admits students <u>to the pre-M.A. and the M.A. programs</u> once per year for September admissions. Applications are reviewed after the January 15th deadline has passed. January admission requests are not normally considered.</p> <table><tr><th>Session</th><th>Start Date</th><th>Canadian/US/ International</th></tr><tr><td>Fall</td><td>September</td><td>January 15</td></tr></table> <p><u>Students applying to the M.A. ASP/Aerospace (offered in conjunction with Barker College, 17 Wing) must apply by February 1st. Admissions to the M.A. in Aerospace are limited to applicants studying at Barker College. Enrolment is limited. This program has a start date of July (Summer session). Any questions about admissions or program start dates should be addressed to the Political Studies Graduate Administrator.</u></p>	Session	Start Date	Canadian/US/ International	Fall	September	January 15
Term	Start Date	Canadian/US	International																				
FALL	September	July 1	April 1																				
WINTER	January	November 1	August 1																				
SUMMER	May	March 1	December 1																				
Session	Start Date	Canadian/US/ International																					
Fall	September	January 15																					
<p>1.1.3 Application Fee</p> <p>A \$100.00 (CDN) non-refundable fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants.</p>																							
<p>1.1.4 Transcripts</p> <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment and provisional admission purposes.</p> <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>																							

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Visiting and Occasional students are not expected to complete GRAD 7500. For further information see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html).</p>	
<p>SECTION 3: General Regulations: Pre-Master's</p> <p>3.1 Admission and Program Requirements</p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a Pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/Units may specify higher or additional criteria. <u>Admission to a Pre-Master's program does not guarantee future admission to a Master's program.</u> As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4)-year degree, departments/units should assign to students, as part of their Pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p>	<p>The Pre-Master's Program:</p> <p>The Pre-Master's program is a one-year program designed to prepare students for possible entry into the M.A. program. <u>It is normally completed on a full-time basis, but can be completed as a part-time student.</u> Admission to the Pre-M.A. program does not guarantee future admission to the M.A. program in Political Studies; students in the Pre-M.A. program are required to follow the normal application procedures for entry into the M.A. program.</p> <p>Course Requirements:</p> <p>A student in the Pre-M.A. program will normally be required to successfully complete 24 credit hours at the 4000 level in Political Studies. Under special circumstances, the substitution of 6 credit hours at the 4000 level in an ancillary subject or at the 3000 level in Political Studies may be allowed. Decisions regarding the substitution of courses for the fulfilment of the program requirement rest with the Department's Graduate Committee and must be obtained in writing. All course work must be approved by the Department's Graduate Committee.</p> <p>Students in the Pre-M.A. program must achieve an overall grade point average of 3.5 (B+) with no grade lower than a B (3.0 grade points) in Pre-M.A. course work to be eligible for admission into the M.A. program.</p> <p>Pre-Master's Student Advisement:</p> <p>The Department's Graduate Chair normally acts as advisor to students admitted into the Pre-M.A. program. As early as possible, the Chair and the student must meet to develop the program of study for the following year. Any requested changes to the agreed-upon program must be submitted in writing to the Department's Graduate Committee for approval.</p>
<p>3.2 Academic Performance</p> <p>3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p>3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the</p>	<p><u>Students in the Pre-M.A. program must achieve an overall grade point average of 3.0 (B) with no grade lower than a B (3.0 grade-points) in Pre-M.A. course work to successfully complete the program.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the Pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	<p><u>The Master's Program:</u></p> <p>The five subfields of Political Studies-Science covered by the Department of Political Studies are: Canadian politics, <u>Indigenous politics</u>, comparative politics, international relations, political theory, and public administration.</p> <p>The M.A. program consists of two three independent streams of study: the comprehensive stream, and the thesis stream, and the ASP/Aerospace stream. Unless admitted directly to the ASP stream, <u>Students are expected to select either the comprehensive or thesis stream at the beginning by December of their first year of their program of study.</u></p> <p>The main purpose of the thesis-based M.A. program stream is to provide students with a deep understanding of Political Studies-Science and to develop their research skills to a level that allows them to explore a chosen topic in depth.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>The ASP (Aerospace) stream is open solely to Canadian Armed Forces members in the Air Force, studying concurrently at Barker College. Enrolment in this stream is limited. The comprehensive stream is intended to enhance the student's understanding of their chosen sub-fields.</p>
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; 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>	<p>The Master of Arts Program:</p> <p>Normally, to be considered for admission to the M.A. program in Political Studies, applicants must have successfully completed either the Department's Pre-M.A. program, as outlined below, or a B.A. (Honours) program in Political Studies. To be considered for admission, applicants holding a B.A. (Honours) degree are expected to have maintained a grade point average of 3.0-5 (B+) in their last 36 credit hours <u>two years of study and in Political Studies courses</u>, to have completed a course in Political Theory, and to have maintained an overall grade point average of 3.0 (B). Other applicants will be considered for admission to the M.A. program in Political Studies if they hold a B.A. (Advanced) with a major in Political Studies, and have a course selection pattern and performance in those courses that is comparable in quality to that of a B.A. (Honours) student. Applicants possessing a B.A. (Honours) degree in another discipline with an overall grade point average of 3.0-5 (B+) will also be considered for direct entry into the program, primarily on the basis of their completion of Political Studies or directly related courses.</p> <p>Students applying to the ASP stream will normally meet the above requirements, but may be admitted with a GPA that meets the FGS minimum.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study (Section 3).</p> <p>The Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major department/unit, and to</p>	<p>Pre-Master's Program:</p> <p>The Pre-Master's program is designed for students who do not meet the requirements for admission to the M.A. program. To be eligible for Pre-Master's study, applicants will normally possess a general Bachelor's degree with a major in Political Studies (30 credit hours including one course in Political Theory) with a minimum overall grade point</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
provide the student with any necessary prerequisites for courses to be taken in the Master's program.	average of 3.0-5 (B+). Applicants possessing a general Bachelor's degree in another discipline with an overall grade point average of 3.5 (B+) will also be considered for direct entry into the Pre-Master's program, primarily on the basis of their completion of Political Studies or directly related courses.
4.4 Program Requirements 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.	
4.4.1 Thesis/Practicum Route 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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	<u>The Thesis Stream:</u> The thesis stream of the M.A. in Political Studies consists of course work, a thesis, and an oral examination. Students in the thesis stream of the M.A. program must complete a minimum of 12 credit hours at the 7000 level in Political Studies. In some cases, and with written permission of the Department's Graduate Committee, students may substitute three (3) credit hours of coursework at the 7000 level in a related discipline. Six (6) of these credit hours should be in a field in which the candidate is planning to write the thesis.
4.4.2 Course-based/Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.	<u>Comprehensive Stream:</u> The comprehensive stream of the M.A. in Political Studies consists of course work, a research paper, and an oral comprehensive exam. Students in the comprehensive stream of the M.A. program must complete a minimum of 24 credit hours at the 7000 level in Political Studies. In some cases, and with written permission of the Department's Graduate Committee, students may substitute six (6) credit hours of course work at the 7000 level in a related discipline or may be permitted to take six (6) credit hours at the 4000 level in Political Studies. Students who have completed the Manitoba Legislative Internship can have this count as six (6) credits towards the required 24 credit hours of course work. <u>The ASP Stream</u> <u>The ASP stream of the M.A. in Political Studies consists of course work, a comprehensive exam paper, and a presentation of the comprehensive exam paper. Students will normally complete the following courses: POLS 7300 Research Methods (3ch); POLS 7132 (3ch); MECH 4330 (4ch); QPM 4620 (3ch); POLS 7300 Aerospace Industry (3ch);</u>

~~OPER 0300 (not for credit); POLS 7130 (3ch);
POLS 7300 Aerospace Policy Research and
Writing (3ch); POLS 7300 Aerospace Power (3ch);
GRAD 7010 (nc).~~

Research Paper

Students must submit a research paper on a topic approved in consultation with the advisor. The research paper must be no more than 20,000 words in length, in double-spaced typescript (roughly 80 pages). The student is expected to demonstrate a sound knowledge of the subject-matter and the major research literature on that topic; in addition, he/she is expected to analyse the available evidence cogently and critically. While the use of primary and documentary sources is not required, it is strongly encouraged.

After completing the research paper under the direction of the advisor, the student must provide a copy of the finished research paper to each member of the oral comprehensive examination committee (see below) through the Department's Graduate Chair. The oral examination will not be scheduled sooner than fourteen days after receipt of the research paper.

Oral Examination Committee

In addition to the advisor, an oral examination committee will be chosen by the advisor in consultation with the student consisting of the advisor, two members of the Department and a fourth Departmental member who will act as committee chair for the purposes of the oral examination.

Comprehensive Oral Examination

The comprehensive oral examination is usually a one to three-hour oral examination of a student's competency, based upon the student's performance on the research paper. The examination is conducted by the oral comprehensive examination committee consisting of four Department members (see above). Notice of the oral examination is sent to members of the Department and the wider University community at least one week in advance of the oral examination but their participation in the proceedings will be governed, in each instance, by rules determined by the chairperson of the examining committee in consultation with committee members and the candidate. Students who fail the oral examination are expected to attempt the oral examination within the maximum period allowed for degree completion as specified by the Faculty of Graduate Studies. Failure at a second attempt normally requires withdrawal from the program.

4.4.3 Accredited Professional Route

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) at least three (3), but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>4.5.1 Student's Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit</p>	<p>Master's Student Advisement:</p> <p>The Department's Graduate Chair will normally consult with students <u>newly</u> admitted to the M.A. program in <u>June-the summer months</u> and advise them on <u>the development of</u> their program of study.</p> <p>Students in the comprehensive stream will continue to be advised by the Graduate Chair until such time as they have identified a faculty member to serve as oral examination advisor.</p> <p>Students in the thesis stream will be <u>assigned an interim advisor on an interim basis</u> by the Graduate Chair. The interim advisor will normally only advise the student until such time as the student identifies a faculty member to act as thesis advisor, and obtains their agreement to do so. Once this agreement is reached, it must be forwarded in writing to the Graduate Chair. A thesis advisor must be in place no later than the second term of study. Any subsequent change in faculty advisor, areas of emphasis, or program of study (including course selection) must be submitted in writing in a timely manner to the Graduate Chair for approval.</p> <p><u>Students in the ASP stream will be advised by the Graduate Chair throughout their program of study.</u></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<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. 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 advisor/co-advisor is the Chair of the advisory committee. Disclosure is required if two or more committee members are in a personal relationship.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>NEW 2019-20! There is no longer a requirement for an "internal-external" advisory committee member</p> <p>The thesis advisor will submit to the Graduate Chair in writing the name of one additional departmental faculty member and one non-departmental faculty member chosen from <u>inside the department, within the University of Manitoba community (and outside the department), or outside the University of Manitoba</u> the university community to serve on the Thesis Advisory Committee. At least two members of the Advisory Committee must be members of the Faculty of Graduate Studies.</p>
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>4.7.2 Lapse of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A Department or Unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case by case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.</p> <p>In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.</p>	
<p>4.7.3 Academic Performance</p> <p>Student progress shall be reported at least annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" ratings or one (1) "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>4.7.4 Performance in Coursework</p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p>Students must achieve an overall grade point average of 3.5-0 (B+) with no grade lower than a 3.0 (B) in their course work. In cases where this requirement is not met, the Department's Graduate Committee may, at its discretion, allow a student to repeat up to 6 credit hours of course work at the 7000 level.</p>
<p>4.7.5 Performance not related to Coursework</p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and</p>	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>The student will write the thesis proposal under supervision of <u>his/her/their</u> thesis advisor. After the advisor has approved the proposal, it will be circulated by the thesis advisor to the Thesis Advisory Committee (<u>which</u> normally, has the same membership as the Advisory Committee). The candidate has the option of meeting with the Thesis Advisory Committee in the company of his/her thesis advisor to discuss the merits of the proposal. The committee can grant acceptance, conditional acceptance (which may or may not require that the proposal be re-submitted to the committee), or reject the proposal as written.</p> <p><u>To discuss feedback on the proposal, the Thesis Advisor may ask members of the Thesis Advisory Committee to 1) meet together with the student to discuss the merits of the proposal and how to proceed with the research; 2) hold an informal "defence" in which the Committee asks questions of the student and accepts or rejects the proposal as written; or 3) provide detailed feedback to the members of the Thesis Advisory Committee and the student via email.</u></p> <p>The proposal requires at least a 2/3 majority to pass. The Thesis Advisory Committee will respond in writing to the student's thesis advisor following its review of the proposal and the advisor will then notify the Graduate Chair <u>that the proposal has been accepted</u> in writing.</p>

To aid timely completion of the thesis, all thesis proposals must be approved by the Thesis Advisory Committee well in advance of the submission of the completed thesis, usually ~~before or soon~~ after completion of course work and in the ~~summer/second~~ term of the first year of the program. Later submissions may be accepted by the Thesis Advisory Committee upon application from the student, including a written explanation from the advisor.

The thesis proposal will normally contain:

1. the title of the proposed thesis project;
2. a thesis outline of approximately 2,000 to 3,000 words including:
 - a) a thesis statement;
 - b) the context in which the thesis topic will be evaluated (a brief introduction to the problem area, the purpose of the study, and a general introduction to the thesis problem);
 - c) the relevance and importance of the thesis topic; a plan for proceeding, normally including a chapter breakdown of the proposed thesis;
 - d) a description of the methodology/resources to be employed. In instances where the methodology calls for human participation (e.g. interviews, surveys), plans for obtaining ethical review should be included; and
3. a bibliography of relevant literature and secondary sources.

~~For further guidance see:~~

~~http://umanitoba.ca/faculties/arts/departments/political_studies/media/Proposing-Writing-and-Defending-a-Thesis-MA-MPA-advice.pdf~~

~~http://umanitoba.ca/faculties/arts/departments/political_studies/media/What-a-Thesis-Proposal-Should-Contain.pdf~~

The Thesis:

The thesis is expected to demonstrate the student's research skills. It normally takes the form of an answer to an empirical question or a discussion of a theoretical issue. In both cases, the thesis should also demonstrate the student's grasp of the relevant literature and ~~her or his~~their ability to set the question meaningfully in its context. It may or may not be based on original research.

An M.A. thesis shall be no more than 50,000 words in length but will normally fall within the ~~25~~20,000 to ~~3425,25000~~ words range (~~400 to 12580 to 100~~ double-spaced typed pages). A waiver of the requirement concerning length may be granted by the Department's Graduate Committee upon

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>application by the candidate and with supporting argument from the advisor. Students should refer to the Faculty of Graduate Studies guidelines regarding theses (i.e.: formatting, required specifications, footnoting, reproduction standards, etc.)</p> <p>Choice of referencing style rests with the student and their advisor. Commonly-employed referencing manuals are:</p> <p>— Kate Turabian, <i>A Manual for Writers of Term Papers, Theses and Dissertations</i> 6th edition. (Chicago: University of Chicago Press, 1996); and</p> <p>— The Chicago Manual of Style, 15th edition. (Chicago: University of Chicago Press, 2003).</p> <p>The student is expected to consult with his/her<u>their</u> advisor at regular intervals regarding progress on the thesis and the need for revision. It is also advisable that the consultation process be expanded to include other members of the thesis examining committee as early as possible.</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>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an “internal-external” examining committee member</i></p> <p>Normally the Advisory Committee serves as the thesis <u>Thesis</u> Examining Committee.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	
<p>4.8.1.3 Oral Examination</p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	<p>The oral examination has a maximum duration of three-two hours and consists of a defence of the candidate's thesis before the thesis examination committee and another departmental faculty member appointed by the Graduate Chair who will act as non-voting chair of the oral defence. Such a defence invariably requires that the student demonstrate a sound knowledge of the field in which the thesis has been submitted. The oral examination is open to members of the university community.</p> <p>The completed thesis should be delivered to the Graduate Secretary, who will arrange for its distribution to the examiners. The thesis examiners (normally the members of the Thesis Advisory Committee who passed the proposal) will read and report on its merits according to the following categories: Acceptable without modification or with minor revision(s), Acceptable subject to modification and/or revision(s), or Not acceptable <u>Approved or Not Approved</u>.</p> <p>The thesis examination should be completed within one month of the distribution of the thesis.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to</p>	<p>Candidates who fail the thesis oral examination are permitted to undertake a second oral defence within the maximum period for degree completion as specified by the Faculty of Graduate Studies.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the Pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the Pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	<p>The Master's Program:</p> <p>The five subfields of Political Studies Science covered by the Department of Political Studies are: Canadian politics, Indigenous politics, comparative politics, international relations, political theory, and public administration.</p> <p>The M.A. program consists of two three independent streams of study: the comprehensive course-based stream, and the thesis stream, and the ASP/Aerospace stream. Unless admitted directly to the ASP stream, Students are expected to select a either the course-based or thesis stream at the beginning by December of their first year of of their program of study.</p> <p>The main purpose of the course-based stream is to enhance the student's understanding of the discipline of Political Science and their chosen sub-fields. The thesis-based M.A. program stream is to provide students with a deep understanding of Political Studies Science and to develop their research skills to a level that allows them to explore a chosen topic in depth.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>The ASP (Aerospace) stream is open solely to Canadian Armed Forces members in the Air Force, studying concurrently at Barker College. Enrolment in this stream is limited. The comprehensive stream is intended to enhance the student's understanding of their chosen sub-fields.</p>
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; 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>	<p>The Master of Arts Program:</p> <p>Normally, to be considered for admission to the M.A. program in Political Studies, applicants must have successfully completed either the Department's Pre-M.A. program, as outlined below, or a B.A. (Honours) program in Political Studies. To be considered for admission, applicants holding a B.A. (Honours) degree are expected to have maintained a grade point average of 3.0-5 3.0-5 (B+) in their last 36 credit hours two years of study and in Political Studies courses, to have completed a course in Political Theory, and to have maintained an overall grade point average of 3.0 (B). Other applicants will be considered for admission to the M.A. program in Political Studies if they hold a B.A. (Advanced) with a major in Political Studies, and have a course selection pattern and performance in those courses that is comparable in quality to that of a B.A. (Honours) student. Applicants possessing a B.A. (Honours) degree in another discipline with an overall grade point average of 3.0-5 3.0-5 (B+) will also be considered for direct entry into the program, primarily on the basis of their completion of Political Studies or directly related courses.</p> <p>Students applying to the ASP stream will normally meet the above requirements, but may be admitted with a GPA that meets the FGS minimum.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a Pre-Master's program of study (Section 3).</p> <p>The Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major department/unit, and to</p>	<p>Pre-Master's Program:</p> <p>The Pre-Master's program is designed for students who do not meet the requirements for admission to the M.A. program. To be eligible for Pre-Master's study, applicants will normally possess a general Bachelor's degree with a major in Political Studies (30 credit hours including one course in Political Theory) with a minimum overall grade point</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	<p>average of 3.0-5 (B+). Applicants possessing a general Bachelor's degree in another discipline with an overall grade point average of 3.5 (B+) will also be considered for direct entry into the Pre-Master's program, primarily on the basis of their completion of Political Studies or directly related courses.</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 regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><u>The Thesis Stream:</u></p> <p>The thesis stream of the M.A. in Political Studies consists of course work, a thesis, and an oral examination.</p> <p>Students in the thesis stream of the M.A. program must complete a minimum of 42-15 credit hours at the 7000 level in Political Studies. In some cases, and with written permission of the Department's Graduate Committee, students may substitute sixthree (63) credit hours of coursework at the 7000 level in a related discipline. Students are required to complete POLS 7300 Research Methods in the Study of Politics (3ch) (or its equivalent) and POLS 7100 Study of Politics (3ch). Six (6) of these credit hours should be in a field in which the candidate is planning to write the thesis.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><u>The Course-Based/Comprehensive Stream:</u></p> <p>The comprehensive-course-based stream of the M.A. in Political Studies consists of course work and; a major research paper, and an oral comprehensive exam.</p> <p>Students in the comprehensive-course-based stream of the M.A. program must will normally complete a minimum of 24-18 credit hours at the 7000 level in Political Studies. In some cases, and with written permission of the Department's Graduate Committee, students may substitute six three (63) credit hours of course work at the 4000/7000 level in a related discipline or may be permitted to take six (6) credit hours at the 4000 level in Political Studies. Students are required to complete POLS 7300 Research Methods in the Study of Politics (3ch) (or its equivalent) and POLS 7100 Study of Politics (3ch) and the Major Research Paper (POLS 7110).</p> <p><u>The Major Research Paper (MRP) will be a piece of original writing based on research that may</u></p>

include primary sources. It will normally be 6,000 - 8,000 words in length (25-30 pages). The student will meet first with the Graduate Chair and then with their MRP advisor to develop the topic and research approach. The final paper will be assessed by the MRP advisor and a second reader. Students must achieve a minimum grade of B on the paper to pass. If that grade is not achieved, students will be permitted to submit the MRP a second time. Those who do not achieve a grade of B on the second submission will be required to withdraw from the program. If there is disagreement between the MRP advisor and second reader on the final grade, the chair of the Graduate Committee will be asked to make a decision on the final grade.

Students who have completed the Manitoba Legislative Internship can have this count as six (6) credits towards the required 24 credit hours of course work.

The ASP Stream

~~The ASP stream of the M.A. in Political Studies consists of course work, a comprehensive exam paper, and a presentation of the comprehensive exam paper. Students will normally complete the following courses: POLS 7300 Research Methods (3ch); POLS 7132 (3ch); MECH 4330 (4ch); OPM 4620 (3ch); POLS 7300 Aerospace Industry (3ch); OPER 0300 (not for credit); POLS 7130 (3ch); POLS 7300 Aerospace Policy Research and Writing (3ch); POLS 7300 Aerospace Power (3ch); GRAD 7010 (nc).~~

Research Paper

~~Students must submit a research paper on a topic approved in consultation with the advisor. The research paper must be no more than 20,000 words in length, in double-spaced typescript (roughly 80 pages). The student is expected to demonstrate a sound knowledge of the subject-matter and the major research literature on that topic; in addition, he/she is expected to analyse the available evidence cogently and critically. While the use of primary and documentary sources is not required, it is strongly encouraged.~~

~~After completing the research paper under the direction of the advisor, the student must provide a copy of the finished research paper to each member of the oral comprehensive examination committee (see below) through the Department's Graduate Chair. The oral examination will not be scheduled sooner than fourteen days after receipt of the research paper.~~

Oral Examination Committee

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>In addition to the advisor, an oral examination committee will be chosen by the advisor in consultation with the student consisting of the advisor, two members of the Department and a fourth Departmental member who will act as committee chair for the purposes of the oral examination.</p> <p><u>Comprehensive Oral Examination</u> The comprehensive oral examination is usually a one to three hour oral examination of a student's competency, based upon the student's performance on the research paper. The examination is conducted by the oral comprehensive examination committee consisting of four Department members (see above). Notice of the oral examination is sent to members of the Department and the wider University community at least one week in advance of the oral examination but their participation in the proceedings will be governed, in each instance, by rules determined by the chairperson of the examining committee in consultation with committee members and the candidate. Students who fail the oral examination are expected to attempt the oral examination within the maximum period allowed for degree completion as specified by the Faculty of Graduate Studies. Failure at a second attempt normally requires withdrawal from the program.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p>4.4.4 Language Reading Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>Not required.</p>
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see section 4.7.2 Lapse of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. 	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>4.5.1 Student's Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit; • be a member of the Faculty of Graduate Studies*; • hold at least a Master's degree or equivalent**; • be active in research; • have expertise in a discipline related to the student's program. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p>	<p>The Department's Graduate Chair will normally consult with students <u>newly</u> admitted to the M.A. program in June the summer months and advise them on the development of their program of study.</p> <p>Students in the comprehensive-course-based stream will continue to be advised by the Graduate Chair until such time as they have identified a faculty member to serve as oral examination advisor throughout their program.</p> <p>Students in the thesis stream will be assigned an interim advisor on an interim basis by the Graduate Chair. The interim advisor will normally only advise the student until such time as the student identifies a faculty member to act as thesis advisor, and obtains their agreement to do so. Once this agreement is reached, it must be forwarded in writing to the Graduate Chair. A thesis advisor must be in place no later than the second term of study. Any subsequent change in faculty advisor, areas of emphasis, or program of study (including course selection) must be submitted in writing in a timely manner to the Graduate Chair for approval.</p> <p>Students in the ASP stream will be advised by the Graduate Chair throughout their program of study.</p>
<p>4.5.2 Student's Co-advisor</p> <p>In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies*; • hold a Master's or equivalent**; • be active in research; • have expertise in a discipline related to the student's program; <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>**Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement.</p>	<p>NEW 2019-20! <i>The student's co-advisor no longer needs to be a member of the unit offering the program</i></p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	<p>minor revision(s), Acceptable subject to modification and/or revision(s), or Not acceptable <u>Approved or Not Approved.</u></p> <p>The thesis examination should be completed within one month of the distribution of the thesis.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.</p>	<p>Candidates who fail the thesis oral examination are permitted to undertake a second oral defence within the maximum period for degree completion as specified by the Faculty of Graduate Studies.</p>
<p>4.8.2 Course-based/Comprehensive Examination Route</p> <p>Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplemental</p>	<p>Students in the course-based stream will complete a Major Research Paper (POLS 7110), as outlined in section 4.4.2.</p> <p><u>For the ASP/Aerospace stream, students will complete a comprehensive exam and a</u></p>

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Preventive Dental Sciences.

Observations

1. The **Dept. of Preventive Dental Sciences** M.Dent. in Pediatric Dentistry proposes program modifications, specifically in section 4.4.1 of the supplementary regulations. The following two Senate approvals had not previously been incorporated in the supplementary regulations and in practice:
 - a. Senate approval of April 1, 2015: in reference to the original program proposal, the total revised credit hours for the M.Dent. consisted of 63 credit hours. This included the previously elective course, NATV 3240 Native Medicine and Health (3 CH) (or equivalent), in the list of core courses.
 - b. Senate approval of Oct. 4, 2017: the introduction of DDSS 7030 Advanced Radiology (1 CH).

The modifications result in a total of **64 core credit hours** in the program.

Additionally, wording in the following supplementary regulation sections has been clarified:

- Section 1.1.2: that "The Pediatric Dentistry program accepts permanent residents and Canadian citizens only. The program does not accept international applicants." (This reflects consistency in the Max Rady College of Dentistry Policy "New Resident Selection" for PGME. Students are dually registered in FGS and PGME.)
- Section 1.2.1: that the M.Sc. in Orthodontic and M.Dent in Pediatric Dentistry programs require "a Manitoba Dental Association License and a copy of CPR (Level C) certification" upon admission.
- Section 4.8.1.3: details regarding the oral defense process that affects both programs.

Recommendations

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

Dept. of Preventive Dental Sciences

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Appendix B

Master of Pediatric Dentistry Credit Hour Requirements	Supplemental Regulation Listing		Program Current Offering	
GRAD 6000 – Summer Research – 0 CH	x	0	x	0
ANAT 7060 - Advanced Human Macroscopic Gross Anatomy – 6 CH	x	6	x	6
PDSD 7101 – Preventive Programs in Pediatric Dentistry - 3 CH	x	3	x	3
PDSD 7102 - Hospital Pediatric Dentistry I - 6 CH	x	6	x	6
PDSD 7103 - Hospital Pediatric Dentistry II - 6 CH	x	6	x	6
PDSD 7104 - Management and Restorative Treatment of Pediatric Patients I - 6 CH	x	6	x	6
PDSD 7105 Management and Restorative Treatment of Pediatric Patients II – 6 CH	x	6	x	6
PDSD 7106 Preventive and Community Pediatric Dentistry – 3 CH	x	3	x	3
PDSD 7107 Special Needs and Emergency Care in Pediatric Patients– 3 CH	x	3	x	3
DDSS 7230 Advanced Oral Pathology – 6 CH	x	6	x	6
PDSD 7110 Pharmacology and Toxicology in Pediatric Dentistry – 3 CH	x	3	x	3
PDSD 7108 Growth and Development - Management of the Developing Occlusion - 3 CH	x	3	x	3
CHSC 6810 Biostatistics for Clinicians – 3 CH	x	3	x	3
DDSS 7030 – Advanced Oral Radiology – 1 CH	x	1	NOT OFFERED	0
NATV 1200 The Native Peoples of Canada – 6 CH (or equivalent)	x	6	x	6
NATV 3240 Native Medicine and Health – 3 CH (or equivalent)	x	3	NOT OFFERED	0
GRAD 7000 – Master’s Thesis – 0 CH	x	0	x	0
		64		60

Tracking History:

February 2015 - Senate Approved NATV3240 from elective to core

October 2017 - DDSS7030 approved as a new course. Senate approval lists this course as 'to be offered to' graduate programs including Pediatric Dentistry. Unsure if this constitutes Program approval for the supplemental regulations?

Fall 2019 - Meeting with FGS recognizing a credit discrepancy in the Program. Chart above represents current state versus supplemental regulations.

-noted that DDSS7030 was added to the PDS Master of Dentistry Core Courses list, but the credit hour (1) was not added to the cumulative credit hour total leading to a credit hour discrepancy of 63 (should read 64 as above)

Winter 2019 - follow up meeting with FGS, and Program would like to offer all currently listed courses (as listed in column B), with notation that currently registered students would not be held responsible for the discrepancies as listed above (row 15 and row 17)

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies, via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements of that department/unit.** Contact information for each unit can be found at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

Address: D342-780 Bannatyne Avenue
Winnipeg, MB R3E 0W2

Phone: (204) 789-3571

Pediatric Dentistry Program Email:
pediatric@umanitoba.ca

Orthodontics Program Email:
orthodontics@umanitoba.ca

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; deadlines can be found on the application program page at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

Deadlines for Applications:

Orthodontic Program:

Session	Start Date	Canadian/US/ International
Summer	last week of June	August 15

Pediatric Dentistry Program:

Session	Start Date	Canadian/US/ International
Summer	July	August 15

Orthodontics interviews: International applicants who have not received travel visas to enter Canada at the time of the scheduled interview ([see Section 4.3.1](#)) will not be considered.

[The Pediatric Dentistry program accepts permanent residents and Canadian citizens only. The program does not accept international applicants.](#)

1.1.3 Application Fee

Orthodontic program:
There is a supplemental application fee of \$50.

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	
<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below:</p> <ul style="list-style-type: none"> Undergraduate students must obtain permission from the department/unit head and course instructor before registering for a graduate course. Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. Undergraduate students are not eligible for admission to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program. <p>On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below.</p> <ul style="list-style-type: none"> No more than 50% of the coursework required in a graduate program may be imported. Only courses in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, is achieved are eligible to be considered to be used toward may be applied to meeting the requirements of any graduate program. Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program. Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., C+ or higher) may not be repeated should the student later gain admission to a graduate program. 	<p>Any student who does not register by the required start date of the program will not be accepted into the program, and will be required to re-apply for consideration in a subsequent year. Acceptance in a subsequent year is <u>not</u> guaranteed.</p> <p>The graduate programs in the Department of Preventive Dental Science do not permit deferral of admission. Successful applicants who cannot register and start the program on the normal start date will lose their deposit and will be required to re-apply for a subsequent year. Acceptance in a subsequent year is <u>not</u> guaranteed.</p> <p>All candidates who are offered a position in the graduate programs in the Department of Preventive Dental Science must provide an up to date immunization record in order to register and attend classes. Failure to do so will result in the withdrawal of the offer. The deposit will not be refunded.</p> <p>All candidates who are offered a position in the graduate programs in the Department of Preventive Dental Science must provide a copy of their current license with the Manitoba Dental Association (MDA). New 1st year students MUST be licensed prior to any patient contact. Students not having a current MDA license will not be allowed to treat patients, causing a delay in their program, and therefore may have their program extended. Incoming students are responsible for ensuring that they attain a license with the MDA within the first 3 days prior to the program start date. In order to be licensable, incoming 1st year students require up-to-date CPR certification and a letter of good standing from their current licensing jurisdiction.</p> <p>Orthodontic Program applicants require: a Manitoba Dental Association License (Annual-Student License); and a copy of CPR (Level C) Basic-Rescuer certification.</p> <p>Pediatric Dentistry Program applicants require: a Manitoba Dental Association License (Annual-Student Practitioner-License); and a copy of CPR (Level C) certification for Health-Care Providers</p> <p><u>The Graduate Program Office will register students in all of their courses.</u></p> <p>Concurrent registration in another program is not permitted.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
	<p>to continue clinical work until research completion, dependent on remaining case load. Re-registration may be required and applicable tuition fees assessed.</p> <p><u>Pediatric Dentistry Program:</u></p> <p>The Pediatric Dentistry program requires a total of 6463 core credit hours (CH):</p> <p><u>GRAD 6000</u> – Summer Research – 0 CH <u>ANAT 7060</u> - Advanced Human Macroscopic Gross Anatomy – 6 CH <u>PDSD 7101</u> – Preventive Programs in Pediatric Dentistry - 3 CH <u>PDSD 7102</u> - Hospital Pediatric Dentistry I - 6 CH <u>PDSD 7103</u> - Hospital Pediatric Dentistry II - 6 CH <u>PDSD 7104</u> - Management and Restorative Treatment of Pediatric Patients I - 6 CH <u>PDSD 7105</u> Management and Restorative Treatment of Pediatric Patients II – 6 CH <u>PDSD 7106</u> Preventive and Community Pediatric Dentistry – 3 CH <u>PDSD 7107</u> Special Needs and Emergency Care in Pediatric Patients– 3 CH <u>DDSS 7230</u> Advanced Oral Pathology – 6 CH <u>PDSD 7110</u> Pharmacology and Toxicology in Pediatric Dentistry – 3 CH <u>PDSD 7108</u> Growth and Development - Management of the Developing Occlusion - 3 CH <u>CHSC 6810</u> Biostatistics for Clinicians – 3 CH <u>DDSS 7030 – Advanced Oral Radiology – 1 CH</u> <u>NATV 1200 (or equivalent)</u> The Native Peoples of Canada – 6 CH <u>(or equivalent)</u> <u>NATV 3240 Native Medicine and Health – 3 CH (or equivalent)</u> <u>GRAD 7000</u> – Master's Thesis – 0 CH</p> <p><u>Effective July 1, 2020: All students are required to take NATV 3240 – Native Medicine and Health (or equivalent) and DDSS 7030 – Advanced Oral Radiology for a total of 64 credit hours.</u></p> <p><u>All students admitted prior to July 1, 2020 will complete all requirements above EXCEPT DDSS 7030 AND NATV 3420 for a total credit hour count of 60 hours.</u></p> <p>Comprehensive Examination Requirements:</p> <p>At the end of the second year, Pediatric Dentistry students have to undertake a comprehensive oral clinical exam conducted by a full-time academic faculty member from an accredited North American graduate pediatric dentistry program external to the University of Manitoba. A student who fails a final exam and/or the exam conducted by the external examiner, will be offered a supplemental exam. A student who fails the supplemental exam will be required to withdraw from the program by the Faculty of Graduate Studies.</p>
4.4.2 Course-based/Comprehensive Examination Route	

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	
<p>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>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</p> <p>Normally the advisory committee serves as the thesis examining committee. The Associate Dean (Research) of the College of Dentistry will be the chair of the thesis examining committee for the final oral examination.</p>
<p>4.8.1.3 Oral Examination</p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk</p>	<p>Orthodontics Program:</p> <p>A student has the right to an examination of the thesis if he/she believes it is ready for examination. However, it is recommended that, once the entire committee has approved the final draft of the thesis including the article in 'ready to submit' format, the student proceed with establishing the oral defence date.</p> <p>No thesis defences are permitted during the time period July 1st to August 15th. Normally, no thesis supervision will be available during this time period.</p>

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either the University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Research Centre during normal business hours.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplemental regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p>	<p><u>The oral defence is open to all and the student has 20 to 25 minutes for a presentation. Typically, 5 minutes is permitted per examiner in a first round of questions, then a second round with an opportunity for follow-up questions from each examiner. Questions may be permitted from the audience should time permit. The entire oral examination should not exceed 1 hour, following which the committee will deliberate on whether the candidate passes, passes subject to revision of the thesis or fails.</u></p> <p>Pediatric Dentistry Program:</p> <p>A student has the right to an examination of the thesis if he/she believes it is ready for examination. However, it is recommended that, once the entire committee has approved the final draft of the thesis, the student proceed with establishing the oral defence date. A draft article for peer-review is not required.</p> <p>The oral defence is open to all and the student has 20 to 25 minutes for a presentation, Typically, 5 minutes is permitted per examiner in a first round of questions, then a second round with an opportunity for follow-up questions from each examiner. Questions may be permitted from the audience should time permit. The entire oral examination should not exceed 1 hour, following which the committee will deliberate on whether the candidate passes, passes subject to revision of the thesis or fails.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. 	

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 program modifications, specifically, changes to its supplementary regulations concerning admission to the M.A. The department proposes to alter the wording to make it easier to admit students into the M.A. program who do not have an “honours” degree when the area feels that the student has the appropriate training to proceed directly to the M.A. The rationale is that many of the department’s high quality applicants come from institutions (e.g., from the U.S.) where a Canadian-style “honours” degree is not available. These applicants are nonetheless well prepared for the M.A program. Requiring such students to take an unfunded pre-Master’s year puts the U of M at a significant disadvantage in recruitment.

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

Faculty of Graduate Studies Regulation 2019/20	Supplemental Regulation
<p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	<p>Students apply to one of the follow admissions areas:</p> <ul style="list-style-type: none"> • Applied Behaviour Analysis (ABA) • Clinical Psychology • School Psychology • Brain and Cognitive Sciences • Developmental Psychology • Quantitative Psychology • Social/Personality Psychology <p>The school psychology program has two streams, a 2-year comprehensive (non-thesis) stream, and a 3-year thesis stream.</p>
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. 	<p>General</p> <p>Applications for graduate study are accepted from students holding at least a general either a B.A. (Honours) or B.Sc. (Honours) degree in Psychology from the University of Manitoba or its equivalent from another university. Students holding a general B.A. or B.Sc. are normally accepted into the pre-M.A. program. Students holding a four year B.A. (Advanced Major) or B.Sc. (Honours Major) from the University of Manitoba, or a four year honours B.A. or honours B.Sc. from another Canadian university, are normally accepted into the pre-M.A. program. Students holding a general B.A. or B.Sc. are normally accepted into the pre-M.A. program. However, program areas can recommend such</p>

- Graduates from first-cycle Bologna compliant degrees.
- Students who have completed a Pre-Master's program from:
 - 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.

All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

~~applicants for admission to the M.A. program, notwithstanding, if they hold a four-year B.A. or B.Sc. degree in Psychology from a program at any university recognized by the Faculty of Graduate Studies, that does not provide an opportunity to complete an honours degree and/or an honours thesis.~~

Applications for graduate study are accepted from students holding either a B.A. (Honours) or B.Sc. (Honours) degree from the University of Manitoba or its equivalent from another university. Students holding a four-year B.A. (Advanced Major) or B.Sc. (Major) from the University of Manitoba, or another Canadian university, are normally accepted into the pre-M.A. program. However, program areas can recommend applicants for admission to the M.A. program, notwithstanding, if they hold a four-year B.A. or B.Sc. degree from a program at any university recognized by the Faculty of Graduate Studies, that does not provide an opportunity to complete an honours degree and/or an honours thesis.

Applicants for the Ph.D. program should hold an M.A. degree from the University of Manitoba or its equivalent from another university.

Applicants for all graduate programs must have a minimum 3.0 grade point average (on a 4.5 grade point system) for the most recent 60 credit hours of study at the university level. Information pertaining to applying for admission to the graduate program will be made available to prospective students on the Psychology Department web page.

Admissions Process and Criteria

A. Overview of Admissions Process for External Applicants

External applicants include all students applying to the Pre-M.A., M.A. or Ph.D. programs who are not currently registered in the Department in the area of graduate study to which they are applying. The application deadline is December 15th.

Applicants are assigned admissions points in a two-stage process:

In the first stage, admission points are assigned on the basis of the applicant's grade point average (GPA). Graduate Record Examination (GRE) scores are also considered for applicants to all areas except Brain and Cognitive Sciences. Applicants to the Brain and Cognitive Sciences will instead be evaluated as to their preparedness to the program via a separate assessment in lieu of the GRE. A Department-wide minimum of 20 admission points from the first stage is needed by

Report of the Senate Committee on Academic Review RE: Revised Mission Statement, Centre for Engineering Professional Practice and Engineering Education, Price Faculty of Engineering

Preamble:

1. The [terms of reference](#) for the Senate Committee on Academic Review (SCAR) are found on the University Governance website.
2. The University's procedure on [Academic Centres and Institutes](#) specifies in section 3.0 that:

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years.
3. The Centre for Engineering Professional Practice and Engineering Education, in the Price Faculty of Engineering, was established in 2014, for an initial term of five-years. More recently, the Centre was granted a twelve-month extension, to June 23, 2020 (Senate, June 26, 2019), to facilitate a review that would seek clarity on the role of the Centre within the Faculty and the Centre's five-year plan. Based on the results of that review, Senate (March 4, 2020) approved a recommendation from SCAR, that the Centre be renewed for a period of three years, ending June 23, 2023 (Senate, March 4, 2020).
4. The Review Committee had identified several issues, including (i) mission drift, including the development and adoption of new mission, vision, and value statements in 2017, which had not been approved by Senate, (ii) concerns included that some academic roles of the Faculty might eventually be supplanted by the Centre, which was suggested by the mission drift, the appointment of academic staff to the Centre, the delivery of core undergraduate degree courses through the Centre, and inquiries into the possibility of forming an academic department, and (iii) the lack of external oversight on the advisory board, which does not include individuals at arm's length from either the Faculty or the engineering profession.
5. The Senate Committee on Academic Review had recommended that the Centre be renewed for three years, during which time the Centre would take steps to seek Senate and Board approval of its mission to transition and establish the Centre an academic department or to bring the activities of the Centre, including teaching activities, into alignment with the policy on *Academic Centres and Institutes*.
6. At its meeting on May 12, 2020, SCAR considered a revised mission statement for the Centre.
7. Based on the revised mission statement and the discussion that occurred with the Director, Dr. Friesen, and Dean Beddoes, at the meeting, the committee also reconsidered its previous decision to renew the Centre for three years.

Observations:

1. The proposed mission statement for the Centre for Engineering Professional Practice and Engineering Education, including the vision, values, and goals for the Centre, as detailed in the attachment to this Report, was developed based upon identified areas and activities where the Centre has made the most impact within the Faculty of Engineering. More substantive and specific than the original mission statement, it reflects the evolution of the Centre and its role within the Faculty, since its establishment as the University's inaugural academic centre, in 2014.
2. The Appendix to the proposal shows how the proposed mission and goals align with previous mission statement and with University's strategic priorities, as well as the current and planned activities that support the goals.
3. Consistent with the policy on *Academic Centre and Institutes*, which specifies that, "academic centres/institutes normally provide for the strengthening, coordination or facilitation of educational activities not readily undertaken within the University's department structure, building upon the expertise, competence and staff interest existing at the University," the Centre's activities contribute to initiatives that are either not the primary focus of any given Engineering department or fall outside of the mandate of the departments.

Examples given in the proposal and highlighted at the meeting include, first, the development and delivery of core courses common to the curricula of the Biosystems, Electrical and Computer, Civil, and Mechanical Engineering degrees that do not relate to the disciplinary focus of any department, which has increased the quality of the courses and students' and instructors' experience of these. Second, the Centre's activities support the development of, and strengthen departmental design courses and curricula, including by providing professional development opportunities for faculty in design teaching and engineering education.
4. The Committee raised the possibility that the Centre's role in advancing Indigenous Knowledge and sustainable design in Engineering education should be specifically referenced in the revised mission, vision, and goals. The Committee was satisfied with Faculty representatives' response that the importance of, and responsibility for, equity, diversity, and inclusion was not limited to the Centre but applied to the whole Faculty, as reflected in the Faculty's [vision statement](#).
5. The Committee was satisfied, based on the revised mission statement, including the vision and goals, and the discussion that occurred at the meeting, that the Centre had taken seriously and had responded to questions and concerns previously raised relating to the Centre's mandate. The Committee had also been reassured by clarifications that had been given with respect to the Centre's role in working with departments to develop curriculum, which was separate from the delivery of programs and discipline-specific courses by the departments.
6. On the basis of the revised mission statement and the discussion that occurred with the Director, Dr. Friesen, and Dean Beddoes, at the meeting, and with the understanding that the Office of the Provost would continue to work the Faculty to address concerns related to the appointment of academic staff to the Centre, the committee reconsidered its previous decision to renew the Centre for three

years and is recommending that the Centre be renewed for a period of five years, ending June 23, 2025.

Recommendation:

The Senate Committee on Academic review recommends:

THAT Senate approve (i) the revised mission statement, including vision, values, and goals, for the Centre for Engineering Professional Practice and Engineering Education, effective upon Senate approval, and (ii) the renewal of the Centre for a period of five years, ending June 23, 2025.

Respectfully submitted,

Dr. Todd Mondor, Chair
Senate Committee on Academic Review

**Centre for Engineering Professional Practice & Engineering Education
Mission Statement**

Submitted by

Marcia Friesen, Director, Centre for Engineering Professional Practice & Engineering Education
Jonathan Beddoes, Dean, Price Faculty of Engineering

To the Senate Committee on Academic Review (SCAR)

May 12, 2020

Request: The mission statement of the Centre for Engineering Professional Practice & Engineering Education (Centre) has evolved, and we seek formal approval for the new mission statement.

History: In 2001, an informal Design Group was formed in the Price Faculty of Engineering, directly associated with initiatives within a NSERC Chair in Design Engineering (CDE) was awarded to Dr. Ron Britton. As per the NSERC terms of reference, CDEs are not a typical research chair, but are intended to improve the level and quality of design engineering activity within Canadian universities. They require a multidisciplinary view of design engineering and are focussed on training of undergraduate engineering students. To facilitate the activities of the CDE, Dr. Britton established the Design Group, an informal collective of faculty and staff bound through an interest in design and professional practice teaching and learning. The CDE was renewed for a second term to 2011, and a new CDE was subsequently awarded to Dr. Doug Ruth for 2012-2017. Over this extended period, the activities of the informal Design Group evolved to reflect priorities of the CDEs and the needs of the Price Faculty of Engineering.

During Dr. Ruth's CDE term (2012—2017), an explicit objective was to transition the informal Design Group to an academic centre at the University of Manitoba, and this was completed in 2014. Major focus areas of the Design Group since 2001 included redevelopment of the Engineering preliminary year program (new courses and revised curricula), facilitating enhanced design courses in all departments (new design courses and revised curricula), supporting the growth of extra-curricular student design teams, and establishing the Engineers-in-Residence program.

The original Mission statement, approved in 2014 at the inception of the Centre for Engineering Professional Practice & Engineering Education (Dr. Doug Ruth, Director), reads:

- *To ensure that graduating students, both at the undergraduate and graduate levels, have not only the academic knowledge but also the professional skills to pursue careers in the Profession of Engineering.*
- *To provide a support system whereby academics can both improve their skills as engineering educators and further the scholarship of engineering education and engineering practice.*

The proposed Mission statement, including vision, values, and goals statements reads:

MISSION

The Centre views student learning in professional skills and design abilities as core technical and leadership competencies essential for their diverse future roles in the engineering profession and the community. Accordingly, the Centre collaborates with departments in the Price Faculty of Engineering

and develops and delivers professional practice and design curricula, drawing on the scholarship of teaching & learning in engineering and educational collaboration with industry partners.

VISION

The Centre will be a community recognized for leadership, innovation, expertise, and partnerships in the pursuit of engineering education excellence.

VALUES

- *To view design as a set of knowledge, skills and values that are mutually technical and practical, and which encompass professional values, including leadership and ethics. Design knowledge and skills are not confined to a single engineering discipline, but rather are at the core of all engineering disciplines.*
- *To recognize that the knowledge and skills required for professional engineering practice are always changing as the world changes, and to reflect this evolution in the curriculum.*
- *To focus on strengths and impact of the Centre while maintaining its history of agility and a willingness to incubate new ideas and approaches.*
- *To be a community that values and connects members with diverse educational and professional backgrounds, contributions, and goals.*

GOALS

- *To serve as a focal point in the Price Faculty of Engineering in the ongoing innovation of professional practice teaching & learning, and to enhance the capacity of the departments in design teaching & learning.*
- *To partner with the departments and programs in the Price Faculty of Engineering toward mutual goals in design and professional practice learning, including innovation through new opportunities and support for interdisciplinary or interdepartmental efforts.*
- *To nurture existing and grow new industry partnerships to enhance the undergraduate educational experience.*
- *To develop opportunities for graduate-level study in engineering education in the Price Faculty of Engineering and produce rigorous engineering education research that drives the scholarship of engineering teaching & learning in Canada.*

Motivation: Our motivation for an updated Mission statement is as follows.

We used the first three years of the Centre (2014 inception to 2017) to discern how & where the Centre can contribute with the most beneficial impact in the Faculty, and then focus the mission statement in those areas. The activities of the informal Design Group had evolved over an extended period and provided instructive precedents for the Centre. At the same time, the formal structure of an academic centre offered both new opportunities to be tested and responsibilities to fulfill.

The updated statement creates greater clarity and specificity in relation to the original 2014 mission statement. While the proposal to establish the Centre certainly anticipated the Centre's activities, this was to some extent a best estimate as to how an academic Centre could function (first academic Centre on campus at the time, so there was little precedent). The first three years allowed us to fine-tune this direction.

Alignment: The Appendix at the end of this document demonstrates how the previous and current proposed Mission statements align to one another, to the University's Strategic Priorities, and to the Centre's activities.

The updated mission statement supports the mandate of the Centre to go beyond the delivery of a specific initiative and rather, to create Faculty- and faculty-wide buy-in and impact. This mandate also extends beyond the individual mandates, capacity, and interest of any given department.

As an example, in delivering common core courses, the Centre creates cohesion across multi-section courses and between the common core courses, and advocates / resources new curriculum initiatives across the common core. Currently this includes the Centre's role in advancing Indigenous Knowledge and sustainable design within and between multiple core courses.

Further, the Centre supports departmental design courses and creates collaboration and knowledge-sharing across departments, and in some instances across Faculties (with Architecture). Examples include advocating and resourcing design spines in all departments, managing Faculty-wide design spaces (curricular and extra-curricular), and managing Faculty-wide design project recruitment (IDEAS Program).

The Centre is able to do things that go beyond any single departmental mandate, supporting Faculty-wide scholarship in design and in engineering education regardless of discipline. For example, the Centre worked with Biosystems Engineering to submit a graduate program option to FGS, with other departments watching the proposal process as a framework to replicate with the Centre's guidance. The Centre offers professional development opportunities for faculty in design teaching and in engineering education. It hosts Canadian Engineering Education Association (CEEAA-ACEG) office. It works with individual faculty members looking for support in engineering education projects, regardless of department. The Centre delivers an Engineer-in-Residence (EIR) program and the associated technical electives delivered by EIRs; moreover, the Centre ensures ensure a cohesive vision for the EIR program.

Benefits & Impact: In positioning the Centre in the Price Faculty of Engineering in this way, we have seen clear benefits to students, curriculum, and faculty members.

In the past, common core courses were orphaned (even by section) into individual departments. Due to this positioning, courses were stereotyped as non-critical and viewed with disinterest in the minds of many faculty and students. Presently, we have better control and refinement of the courses for a better student experience. The Centre facilitates a concerted effort to provide a consistent experience in multi-section courses. More importantly, it allows us to look for cohesion between the common core courses as they all emphasize professional skills and knowledge alongside their respective content areas. This has become increasingly vital with outcomes-based accreditation of engineering programs, and is a benefit to students and the curriculum.

In the past, faculty members assigned to teach common core courses were likewise orphaned into individual departments with the same negative stereotyping as non-critical faculty. Faculty members reported feeling isolated and found it challenging to engage other faculty members in collaborations. Presently, faculty are aligned with the Centre and often physically located together, with shared or allied teaching assignments. This has led to a sense of professional community, vibrant collaboration and collegiality, and positive impacts on career opportunities.

Summary:

The new Mission statement reflects six years' experience of how the Centre for Engineering Professional Practice & Engineering Education contributes most effectively within the structure and culture of the Price Faculty of Engineering.

It supports a richer curriculum for students with better refinement, cohesion, and control across courses. It affords greater visibility and regard to the core courses in the curriculum by students and faculty, with positive impacts for accreditation. It creates a sense of academic home & collaborative community for faculty members involved in Centre mandate, positively impacting career opportunities.

Appendix: (see next page)

APPENDIX: Mapping of the Centre's Mission, Goals, and Scope

2014 Mission	2017 Mission & Goals	UManitoba Strategic Priorities ¹	How goals will be met:
<p>To ensure that graduating students, both at the undergraduate and graduate levels, have not only the academic knowledge but also the professional skills to pursue careers in the Profession of Engineering.</p>	<p><i>The Centre views student learning in professional skills and design abilities as core technical and leadership competencies essential for their diverse future roles in the engineering profession and the community. Accordingly, the Centre collaborates with departments in the Faculty of Engineering and develops and delivers professional practice and design curricula [...]</i></p> <p>To serve as a focal point in the Faculty of Engineering in the ongoing innovation of professional practice teaching & learning, and to enhance the capacity of the departments in design teaching & learning.</p> <p>To partner with the departments and programs in the Faculty of Engineering toward mutual goals in design and professional practice learning, including innovation through new opportunities and support for interdisciplinary or interdepartmental efforts.</p>	<ul style="list-style-type: none"> • IM(h): Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada. • CP(a): Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff. • BC(i): Enhance and support meaningful connections between faculties and units within the University. • BC(d): Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs. • FC(d): Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings. 	<p>Develop & deliver professional practice curricula</p> <ul style="list-style-type: none"> • Develop & deliver professional practice courses required of all undergraduate Engineering students (ENG 2030, ENG 2040, ENG 3000, ENG 3020, ENG 4100, ENG 7010) • Develop and offer professional development opportunities to the Faculty of Engineering related to engineering professional skills in the curriculum. • Planned activity (underway): In collaboration with the Engineering Access Program (ENGAP) and other campus units, continue to develop knowledge and understanding of Indigenous Knowledge, perspectives, and design principles among faculty members (capacity-building) alongside developing resources to assist faculty members to integrate this into their individual courses and collaborate across courses. <p>Develop & deliver design curricula:</p> <ul style="list-style-type: none"> • Develop and support delivery of design courses across the Faculty (ENG 2022, CIVL 2830, MECH 2112, Capstone design in all departments, managing a fabrication lab space) • Host the NSERC Chair in Design Engineering and serve as a focus point for the Chair's efforts. • Oversee the IDEAS program which recruits industry-based projects for capstone design courses in all Departments. • Develop and offer professional development opportunities to the Faculty of Engineering related to engineering design in the curriculum. • Planned activity (underway): Develop a design spine of courses in each of the five undergraduate engineering programs.

¹ ¹ IM – Inspiring Minds; DD&I – Driving Discover & Insight; CP – Creating Pathways; BC – Building Community; FC - Forging Connections

2014 Mission	2017 Mission & Goals	UManitoba Strategic Priorities ¹	How goals will be met:
<p>To provide a support system whereby academics can both improve their skills as engineering educators and further the scholarship of engineering education and engineering practice.</p>	<p><i>[...] drawing on the scholarship of teaching & learning in engineering [...]</i></p> <p>To develop opportunities for graduate-level study in engineering education in the Faculty of Engineering and produce rigorous engineering education research that drives the scholarship of engineering teaching & learning in Canada.</p>	<ul style="list-style-type: none"> • DD&I(b): Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners. • DD&I(d): Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities. • BC(i): Enhance and support meaningful connections between faculties and units within the University. 	<p>Advance the scholarship of teaching and learning in engineering:</p> <ul style="list-style-type: none"> • Host the Canadian Engineering Education Association (CEEA-ACEG) administrative office. • Develop and offer professional development opportunities to the Faculty of Engineering related to engineering pedagogy and engineering education research. • Planned activity (underway): Develop graduate courses in engineering education toward the advancement of a formal proposal for a graduate option in Engineering Education in the Faculty of Engineering. Although the Centre cannot deliver a stand-alone academic program, the Centre will create and shepherd the program proposal through the approvals process for a graduate specialization in engineering education in at least one Engineering Department.
	<p><i>[...] and educational collaboration with industry partners.</i></p> <p>To nurture existing and grow new industry partnerships to enhance the undergraduate educational experience.</p>	<ul style="list-style-type: none"> • FC(a): Establish, strengthen and support meaningful connections between the University community and key stakeholders. 	<p>Advance educational collaboration with industry partners:</p> <ul style="list-style-type: none"> • Host and administer the Engineer-in-Residence program, including delivering technical electives led by Engineers-in-Residence (ENG 4110/ENG 7510, MECH 4322, MECH 4310). • Build and nurture relationships with multiple sector-specific liaison groups on behalf of the Faculty of Engineering. • Develop and offer professional development opportunities and events that engage industry partners with the Faculty.

Report of the Senate Committee on Admissions concerning a proposal from the Dr. Gerald Niznick College of Dentistry to modify the admission requirements for the International Dentist Degree Program (2020.05.19)

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 Dr. Gerald Niznick College of Dentistry is proposing a modification to the admission requirements to the International Dentist Degree Program (IDDP). The proposed change involves the addition of a second option to the track A requirements; more specifically the proposed modification provides an option for applicants who have achieved a score of 75% or higher in the Assessment of Fundamental Knowledge examination.
3. The proposal was approved by the Dental College Council, and was endorsed by SCADM on May 19th, 2020.

Observations:

1. The Assessment of Fundamental Knowledge (AFK) is an extremely rigorous exam with a 44.6% pass rate. Those who achieve the grade of 75% or higher are deemed to be well-prepared to be able to progress.
2. The application cycle for this program can be quite long; given this, the current model could require students who achieve a score of 75% to re-write the AFK exam after two years. The College does not feel this is appropriate for students who meet the 75% threshold.
3. The cost to write the AFK is \$800 and this option will allow students who perform well on the exam to not have to re-write which would cause an unnecessary financial burden.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the International Dentist Degree Program be approved effective for the Fall 2022 intake.

Respectfully submitted

Laurie Schnarr, Chair, Senate Committee on Admissions

Senate Committee on Admissions

Rady Faculty of Health Sciences: Dr Gerald Niznick College of Dentistry International Dentist Degree Program (IDDP)

Section I – Proposed Change

The application bulletin Page 2, para 1-3, describes the eligibility requirements with respect to the academic portion for potential applicants to the IDDP. Currently, the following academic requirements are presented in the application bulletin (page 1-2 para 1-3):

A. Academic Requirements

Applicants to the IDDP program will submit their application under Track A or Track B. In order to be eligible to apply to the International Dentist Degree Program, applicants must:

Track A

- 1. Be a graduate of a minimum four-year university dental degree program, not recognized by the Commission on Dental Accreditation of Canada.*
- 2. Have completed the Assessment of Fundamental Knowledge examination in English sponsored by the National Dental Examining Board of Canada (NDEB) within two years prior to the application deadline with a minimum score of 55 and DO NOT intend to participate in the Assessment of Clinical Skills and Assessment of Clinical Judgement examinations through NDEB in the year of application (the AFK must be written no later than February in the year of application).*
- 3. Will not participate in the Assessment of Clinical Skills (ACS) and/or Assessment of Clinical Judgement (ACJ) examinations through NDEB in the year of application.*

Track B

- 1. Be a graduate of a minimum four-year university dental degree program, not recognized by the Commission on Dental Accreditation of Canada.*
- 2. Have written and passed the Assessment of Fundamental Knowledge; may have written the Assessment of Clinical Judgment examinations sponsored by the National Dental Examining Board of Canada (NDEB) within three years prior to the Track B application deadline, AND **in the year of application have taken the Assessment of Clinical Skills** examinations sponsored by the National Dental Examining Board of Canada (NDEB) prior to the Track B application deadline (the ACS must be taken in December of the calendar year prior to application or June in the year of application).*

The NDEB's direct pathway to dental licensure for internationally-trained dentists involves three examinations, the AFK, the ACJ, and the ACS, with a candidate being allowed to take each of the examinations up to three times to successfully pass each of them. Each of the examinations are offered twice a year, and a candidate usually will take time between each of the examinations to prepare. If a candidate is unsuccessful in passing the ACJ and/or the ACS after three attempts, the candidate can now only apply to an IDDP or Qualifying Program in North America, in order to practice as a dentist in Canada. In most cases, the time period between application to the IDDP and the date of the AFK examination is well-beyond two years. Therefore, a candidate who then applies to the IDDP may not meet the academic requirement for a Track A applicant, as the date of the last AFK examination is not within two years prior to the application deadline. If this is the case, in order to apply to the IDDP, the candidate must re-take the AFK examination and pay an additional \$800.00, in order to satisfy the academic requirements for Track A application.

The Selection Committee for the IDDP has proposed the following change to the Application Bulletin to allow for a candidate who has challenged the NDEB's direct licensure Equivalency Process and is unsuccessful, to not have to go back to re-write the AFK Examination in order to be eligible to apply under the Track A academic requirements.

Proposed Change:

Track A

2. Have completed the Assessment of Fundamental Knowledge (AFK) examination in English sponsored by the National Dental Examining Board of Canada (NDEB) within two years prior to the application deadline with a minimum score of 55 and DO NOT intend to participate in the Assessment of Clinical Skills and Assessment of Clinical Judgement examinations through NDEB in the year of application (the AFK must be written no later than February in the year of application).

Or

Have passed the Assessment of Fundamental Knowledge (AFK) examination by achieving a score of 75 or higher in English, sponsored by the National Dental Examining Board of Canada (NDEB), and have taken the Assessment of Clinical Skills (ACS) examination within the past two years prior to December the year prior to the application deadline of April 15, the year of application.

Section II

The proposed changes to the eligibility requirements for the IDDP Bulletin will have no impact to other faculties as this proposed change only impacts internationally-trained dentists who take the AFK examination through the NDEB of Canada, which is separate from the University of Manitoba.

Section III - Recommendation

The Selection Committee for the IDDP has proposed the following change to the Application Bulletin:

Track A

2. Have completed the Assessment of Fundamental Knowledge (AFK) examination in English sponsored by the National Dental Examining Board of Canada (NDEB) within two years prior to the application deadline with a minimum score of 55 and DO NOT intend to participate in the Assessment of Clinical Skills and Assessment of Clinical Judgement examinations through NDEB in the year of application (the AFK must be written no later than February in the year of application).

Or

Have passed the Assessment of Fundamental Knowledge (AFK) examination by achieving a score of 75 or higher in English, sponsored by the National Dental Examining Board of Canada (NDEB), and have taken the Assessment of Clinical Skills (ACS) examination within the past two years prior to December the year prior to the application deadline of April 15, the year of application.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Science to modify their direct entry admission requirements (2020.05.19)

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 Science is proposing a modification to their direct entry admission requirements to align with the institutional direct entry framework.
3. The proposal was approved by the Faculty of Science Faculty Council on April 3rd, 2020 and was endorsed by SCADM on May 19th, 2020.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.
2. The proposed modifications in this proposal align with the direct entry framework.
3. The minimum eligibility for admission will be an 80% 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 Faculty of Science be approved effective for the Fall 2022 intake.

Respectfully submitted

Laurie Schnarr, Chair, Senate Committee on Admissions

University of Manitoba

Faculty of Science

Proposed Modification to the Faculty of Science Direct Entry Admissions Criteria

Background

In 2013, a pathway for high school students to directly enter the Faculty of Science was introduced. The admissions criteria for Direct Entry to the Faculty of Science has been:

A minimum 85% average over the following, with no less than 60% in each course:

1. English 40S
2. Applied Mathematics 40S or Pre-Calculus Mathematics 40S
3. One of Biology, Chemistry, Physics or Computer Science 40S

Direct Entry was introduced to recognize that there is a segment of high school students who know what they want to major in at the University of Manitoba. Instead of spending their first year in University 1, direct entry provides students with the opportunity of entering the Faculty of Science directly from high school.

Proposed Direct Entry Requirements

On May 16, 2018 Senate approved a new Direct Entry Admissions template proposed by the Admissions Office; all Direct Entry Faculties have been asked to adopt this template. 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)

Based on the new template, the Faculty of Science is proposing the following model for its direct entry requirements:

A minimum 80% average over the following, with no less than 60% in each course:

1. English 40S
2. Pre-Calculus Mathematics 40S or Applied Mathematics 40S
3. One of Biology, Chemistry, Physics or Computer Science 40S
4. One additional (academic) 40S course

Based on our analysis of data for U1 students transiting to Science, we concluded that students with HS grades satisfying the proposed model are very likely to succeed in the Faculty of Science.

Proposed modification to the Faculty of Science section of the Academic Calendar

2.1 Direct Entry Admissions Requirements

To enter the Faculty of Science directly from high school, a student must have:

1. Manitoba high school graduation with five full credits at the Grade 12 level in courses designated S, G, or U.
2. A minimum ~~85%~~ 80% average over the following, with no less than 60% in each course:
 - a. English 40S
 - b. Pre-Calculus Mathematics 40S (recommended) or Applied Mathematics 40S
 - c. One of Biology 40S, Chemistry 40S, Computer Science 40S, or Physics 40S
 - d. One additional (academic) 40S course

Students admitted as a Direct Entry student will be assigned to the 4-Year undeclared Major Program
~~admitted Direct Entry, enter a 4-Year undeclared Major~~. See Section 3.3 for details.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Social Work to modify the admission requirements for the Bachelor of Social Work degree program (2020.05.19)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Social Work is proposing a modification to the admission requirements for the Bachelor of Social Work degree program. The proposed modification focuses on incoming grades, either external transfer grades or University of Manitoba grades, and how these grades will be applied to the degree program.
3. The proposal was approved by the Faculty of Social Work Faculty Council on March 27th, 2020 and was endorsed by SCADM on May 19th, 2020.

Observations:

1. Under the proposed model only incoming grades of C or higher can be applied to the Bachelor of Social Work degree program; the only exception is for courses that satisfy the institutional mathematics requirement.
2. Since the passing grade for all Social Work courses is a grade of C or higher this modification ensures alignment with other academic requirements within the Faculty.

Recommendation:

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

Respectfully submitted

Laurie Schnarr, Chair, Senate Committee on Admissions



University
of Manitoba

Faculty of Social Work

522 Tier Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 9869
F: 204 474 7594
Michael.YellowBird@umanitoba.ca

April 27, 2020

Laurie Schnarr
Chair, Senate Committee on Admissions (SCADM)
University of Manitoba

Re: Faculty of Social Work BSW Admission Regulation Submission

Dear Ms. Schnarr,

Please find attached our proposal for submission to the Senate Committee on Admissions. The admission regulation we are seeking approval on has been endorsed by the Faculty of Social Work Faculty Council on March 27, 2020. The regulation is as follows:

Upon admission to the BSW program, incoming students will only be allowed to apply courses from University of Manitoba and any other partner post-secondary institution with a mark of C or higher, with the exception of courses satisfying the math requirement to their degree plan.

The desired effective date for this regulation is September 1, 2020.

If you have any questions please feel to contact me or Maria Cheung, Associate Dean Undergraduate.

Sincerely,

Michael Yellow Bird
Dean

Cc: Olga Kuznetsova
Jeff Adams
Maria Cheung
Shannon Coyston

Faculty of Social Work
Admission Regulation Submission to the Senate Committee on Admissions
April 27, 2020

All submissions should contain a covering memo from the faculty, college, or school submitting the proposal. Please include the date the proposal was approved by faculty council and the desired effective date of the regulation.

Section I – Description of the change:

The Faculty of Social Work seeks endorsement of the following admission regulation from SCADM:

Upon admission to the BSW program, incoming students will only be allowed to apply courses from University of Manitoba and any other partner post-secondary institution with a mark of C or higher, with the exception of courses satisfying the math requirement to their degree plan.

Desired effective date: September 1, 2020.

Context/Background:

Motion was passed at the BSW Program Committee in 2018, but was not endorsed by Faculty Council. Hence this admission regulation is not listed in the Academic Calendar, Student Handbook, or Applicant Information Bulletin.

Section II - Consultation with other faculties

If the proposed change will have an impact on other faculties the proposal should include documentation or letters of support from the faculties. As an example, if a required course taught by another faculty is being added to a set of admission requirements a letter of support would be appropriate to assure the committee that there are no capacity issues

N/A for our submission

Section III - Recommendation

This should be a clear statement of what SCADM is being asked to endorse.

The Faculty of Social Work BSW Program has been following the above academic regulation since it was passed in 2018. SCADM is asked for endorsement to ensure compliance at all levels and clarity surrounding this academic regulation for both students and faculty.

May 14, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Revisions to Requisite Skills and Abilities, Bachelor of Nursing, College of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 14, 2020 SCIE considered a proposal from the College of Nursing regarding proposed revisions to its policy on *Requisite Skills and Abilities* for the Bachelor of Nursing program.

Observations:

1. The proposed revisions are based on and in accordance with the College of Registered Nurses of Manitoba's *Requisite Skills and Abilities* document.
2. Students would be required to meet and demonstrate progression of the requisite skills and abilities, which are categorized as follows:
 - Cognitive
 - Communication
 - Behavioural
 - Sensory
 - Physical
3. Students who cannot attain the requisite skills and abilities may be required to withdraw from the program.
4. Students requesting reasonable accommodations would be required to register with Student Accessibility Services and follow the University Student Accessibility Procedure.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revisions to the policy on Requisite Skills and Abilities, Bachelor of Nursing, College of Nursing, effective September, 1, 2020.

Respectfully submitted,

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

April 30, 2020

To: Chair, Senate Committee on Instruction and Evaluation
Office of the University Secretary
312 Administration Building

From: Dr. Netha Dyck, RN, EdD, CHE, I-FCNEI
Dean, College of Nursing, Rady Faculty of Health Sciences

Re: Revised Policies – Requisite Skills and Abilities and Criminal Record Checks

Please see the attached policies and regulations for consideration and approval.

1. Requisite Skills and Abilities for the Bachelor of Nursing Program:
The College of Nursing created a *Representative Skills, Abilities and Capacities* document for the Bachelor of Nursing Program in 2010. The College of Registered Nurses of Manitoba (CRNM), our regulatory body, revised its document entitled *Requisites Skills and Abilities* in 2018. Our policy has been revised to reflect the changes to the CRNM document. The revised policy was reviewed and approved by the College of Nursing Accommodations Team, which includes a representative from Student Accessibility Services, the Undergraduate Curriculum and Governance Committee, and College Council on September 30, 2019.
2. Regulation on Criminal Record Checks and Child Abuse Registry and Adult Abuse Registry Checks:
Students entering the Bachelor of Nursing Program are required to submit current criminal record, child abuse registry, and adult abuse registry checks upon admission. Increasing numbers of our clinical sites in NURS 4570: Nursing Practice 6 (e.g., corrections, school divisions, and agencies serving children) are requesting that students complete current criminal record and abuse registries checks prior to starting their community clinical rotation in Year 4 Term 2 of the program. Given the time involved in obtaining these checks (four to six weeks), the College of Nursing will lose these clinical sites if students do not start this course with checks completed. We are proposing adding an additional set of checks in Year 4 Term 2 of the program to address this issue. The proposed regulation was approved by College Council on November 27, 2019.

Thank you for your consideration of this policy and regulation.



Item 1
Clean Copy

Bachelor of Nursing Program Policy

Policy Name:	Requisite Skills and Abilities for the Bachelor of Nursing Program
Application/Scope:	Students of the Bachelor of Nursing Program, College of Nursing
Approved (Date):	
Review Date:	[5] years from approval/revised date
Revised (Date):	
Approved By:	College Council/College Executive Council, College of Nursing: [September 30, 2020] Senate Committee on Instruction and Evaluation: [xx date] Senate: [xx date]

1. BACKGROUND

- 1.1 The Bachelor of Nursing Program, College of Nursing, is responsible to provide a program of study so that graduates are able to provide safe, compassionate and ethical nursing care consistent with entry-level competencies as defined by the College of Registered Nurses of Manitoba (CRNM).
- 1.2 Graduates of the Bachelor of Nursing Program must be able to serve the public by demonstrating accountable, ethical, and knowledge-based nursing practice. To achieve this goal, students in the Bachelor of Nursing Program will require appropriate knowledge, as well as cognitive, communication, social, motor and sensory skills to assess clients and to plan, implement and evaluate the necessary nursing care. Prospective candidates should be aware that cognitive, physical examination, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters.
- 1.3 By the completion of the Bachelor of Nursing Program, all graduates must demonstrate the capacity to meet the CRNM's Entry-Level Competencies for Registered Nurses in Manitoba and be able to practice within the context of the CRNM's Practice Expectations for RNs and the Canadian Nurses Association *Code of Ethics for Registered Nurses*.

2. REASON FOR POLICY

- 2.1 To set out the requisite skills and abilities for the Bachelor of Nursing Program.

3. POLICY AND PROCEDURE STATEMENTS

- 3.1 All students must have the ability to meet and demonstrate progression of the following requisite skills and abilities. The requisite skills and abilities are organized in five categories with examples of entry-level registered nursing activities to illustrate the requisite. The examples do not constitute the requisite skills and abilities in their entirety. They are included to provide a snapshot of the nature and kinds of activities involved in typical entry level registered nursing practice. Note: The examples are intended to mean “including, but not limited to” the particular examples provided.²

Requisite Skill And Ability

Cognitive

Ability to perform skills which demonstrate thinking capacity:

- Recall information over time
- Demonstrate complex computation skills
- Demonstrate critical inquiry skills
- Prioritize tasks
- Demonstrate concentration skills
- Demonstrate problem-solving skills

Communication

Ability to express and receive written, verbal or non-verbal information and the ability to interact with others in a clear, respectful and professional manner. This includes:

- English language proficiency (reading, writing, listening and speaking)
- Recognizing own non-verbal communication and the ability to interpret non-verbal communication of others
- Ability to document and understand information, in writing as well as electronically, in the patient’s chart/health record

Examples

In administering a pain medication, critically analyzes patient assessment data (observation of the patient, recall from the past, recalls information from colleagues), chooses from possible interventions (amount of pain medication), calculates correct dosage, safely administers the medication, recognizes untoward effects and intervenes as necessary. Manage university level courses in nursing, the humanities, the physical, social, biological sciences and mathematics.

Able to elicit and attend to information from a client during an assessment (both verbal and nonverbal communication) and communicate findings both verbally and in writing to other health-care providers.

Behavioural

Ability to conduct oneself in a professional manner:

- Accept individual differences
- Take direction
- Behave in a professional manner
- Practise in a manner consistent with established client safety policies and procedures
- Provide care in an unpredictable environment
- Manage time and establishes timelines

Sensory

Ability to perceive with each of the following senses well enough to provide care and participate in educational activities:

- Sight
- Touch
- Hearing
- Smell
- Hand-eye coordination (manual dexterity)

Physical

Ability to perform each of the following requisites well enough to provide client care and participate in educational activities:

- Lift
- Carry
- Stand and maintain balance
- Perform repetitive actions
- Push and pull
- Climb
- Bend
- Reach
- Walk
- Move within confined spaces

Sets priorities in the face of multiple demands. Maintains a calm presence with clients regardless of the clients' behaviour. Behaviour demonstrates understanding of professional boundaries.

See well enough to read numbers and lines of demarcation on a syringe. Feel a pulse. Perceive differences in temperature with hand touch. Hear alarms on equipment, client call systems, hear through a stethoscope to note heart rate and breath sounds. Able to hear client's voice without looking directly at them. Able to recognize abnormal odours. Able to prepare and administer a medication for injection.

Able to provide CPR to a client. Able to carry a baby scale up a flight of stairs for a post-natal home visit. Able to reposition a patient in bed. Able to move between a client's bed and equipment or in a small space such as a client's bathroom.

- 3.2 All applicants to the Bachelor of Nursing Program are required to review this document to assess their ability to meet these requisite skills and abilities. All applicants offered admission will be required to acknowledge such review and assessment.
- 3.3 Any student in the Bachelor of Nursing Program who cannot attain the requisite skills and abilities through their course of study may be required to withdraw from the program.
- 3.4 On occasion, reasonable accommodations may be required by individual students to meet these requisite skills and abilities. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alternation of the Bachelor of Nursing program, do not cause an undue hardship on the University, are consistent with the standards of the nursing profession, and are recommended by Student Accessibility Services of the University of Manitoba. The College of Nursing is required to follow the Accessibility Policy and Student Accessibility Procedure.
- 3.5 Students requesting accommodation shall register with Student Accessibility Services and follow the process in accordance with the University of Manitoba Student Accessibility Procedure. The College of Nursing will consider each student's accommodation request in accordance with the University of Manitoba Student Accessibility Procedure. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

4. **REFERENCES**

- 4.1 Accessibility Policy, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Accessibility_Policy_-_2017_09_01.pdf
- 4.2 Entry-Level Competencies for Registered Nurses in Manitoba, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_92.pdf
- 4.3 Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduate in Medicine Policy, Max Rady College of Medicine:
[insert link, once available]
- 4.4 Practice Expectations for RNs, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_239.pdf?t=1527175406
- 4.5 Requisite Skills and Abilities, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_201.pdf?t=1537975564
- 4.6 Student Accessibility Procedure, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf
- 4.7 Student Accessibility Services, University of Manitoba:
<http://umanitoba.ca/student/accessibility/>

5. POLICY CONTACT

Please contact the Associate Dean, Undergraduate Programs, with questions regarding this document.

Item 1: Policy Track Changes

Representative Requisite Skills, and Abilities, and Capacities for the Bachelor of Nursing Program

Preamble **1. BACKGROUND**

1.1 The central goal of the College of Nursing Bachelor of Nursing Program, College of Nursing, is to prepare graduates who are able responsible to provide a program of study so that graduates are able to provide safe, compassionate, competent, and ethical nursing care consistent with entry-level competencies as defined by the College of Registered Nurses of Manitoba (CRNM).

1.2 Graduates of the Bachelor of Nursing Program, College of Nursing, must be able to serve the public by demonstrating accountable, ethical, and knowledge-based nursing practice. To achieve this goal, students in the College of Nursing will require appropriate knowledge, as well as cognitive, communication, social, motor, and sensory skills to assess clients and to plan, implement, and evaluate the necessary nursing care.

1.3 By the completion of the Bachelor of Nursing Program, all graduates must demonstrate the capacity to meet the CRNM's Entry-Level Competencies for Registered Nurses in Manitoba and be able to practice within the context of the CRNM's Practice Expectations for RNs.

Admission criteria are designed to select academically qualified students with the potential to be successful in the programs and ultimately the profession. The student population should reflect the diversity of Canadian society, including people with disabilities.

Students with disabilities are expected to understand how their own disability requires accommodation in the clinical and classroom settings. This expectation for students is consistent with the ethical principle of providing safe, compassionate, competent, ethical nursing care, a standard which nursing students are expected to attain (Canadian Nurses Association, 2008). The student with a disability may demonstrate representative skills, abilities and capacities using reasonable accommodations as determined by the Accommodations Team. The purpose of the Accommodations Team is to provide a systematic, preplanned, collaborative effort to develop reasonable accommodation strategies for courses in the Bachelor of Nursing Program, with a particular focus on clinical courses. When appropriate, the Accommodations Team develops an Individualized Accommodation Plan (the "IAP"), designed to implement reasonable accommodation and reduce barriers. While the student with a disability must be able to demonstrate representative skills, abilities and capacities independently, there are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment.

In order to have graduates who meet the CRNM Entry Level Competencies, the College of Nursing selects academically qualified students with the potential to successfully meet the program requirements and to ultimately achieve success in the profession. Graduates must be able to serve the public by demonstrating accountable, ethical, and knowledge-based nursing practice. To achieve this goal, students in the College of Nursing will require appropriate knowledge, as well as cognitive, communication, social, motor and sensory skills to assess clients and to plan, implement and evaluate the necessary nursing care.

2. REASON FOR POLICY

2.1 To set out the requisite skills and abilities for the Bachelor of Nursing Program.

3.0 POLICY AND PROCEDURE STATEMENTS

3.1

All students must have the ability to meet and demonstrate progression of the following requisite skills and abilities. The requisite skills and abilities are organized in five categories with examples of entry-level registered nursing activities to illustrate the requisite. The examples do not constitute the requisite skills and abilities in their entirety. They are included to provide a snapshot of the nature and kinds of activities involved in typical entry level

registered nursing practice. Note: The examples are intended to mean “including, but not limited to” the particular examples provided.¹

<u>Requisite Skill And Ability</u>	<u>Examples</u>
<u>Cognitive</u> Ability to perform skills which demonstrate thinking capacity: <ul style="list-style-type: none">• <u>Recall information over time</u>• <u>Demonstrate complex computation skills</u>• <u>Demonstrate critical inquiry skills</u>• <u>Prioritize tasks</u>• <u>Demonstrate concentration skills</u>• <u>Demonstrate problem-solving skills</u>	<u>In administering a pain medication, critically analyzes patient assessment data (observation of the patient, recall from the past, recalls information from colleagues), chooses from possible interventions (amount of pain medication), calculates correct dosage, safely administers the medication, recognizes untoward effects and intervenes as necessary. Manage university level courses in nursing, the humanities, the physical, social, biological sciences and mathematics.</u>
<u>Communication</u> Ability to express and receive written, verbal or non-verbal information and the ability to interact with others in a clear, respectful and professional manner. This includes: <ul style="list-style-type: none">• <u>English language proficiency (reading, writing, listening and speaking)</u>• <u>Recognizing own non-verbal communication and the ability to interpret non-verbal communication of others</u>• <u>Ability to document and understand information, in writing as well as electronically, in the patient’s chart/health record</u>	<u>Able to elicit and attend to information from a client during an assessment (both verbal and nonverbal communication) and communicate findings both verbally and in writing to other health-care providers.</u>
<u>Behavioural</u> Ability to conduct oneself in a professional manner: <ul style="list-style-type: none">• <u>Accept individual differences</u>• <u>Take direction</u>• <u>Behave in a professional manner</u>• <u>Practise in a manner consistent with established client safety policies and procedures</u>	<u>Sets priorities in the face of multiple demands. Maintains a calm presence with clients regardless of the clients’ behaviour. Behaviour demonstrates understanding of professional boundaries.</u>

¹ Reproduced, with permission [we will need permission], from the CRNM’s Requisite Skills and Abilities document: https://www.crnmb.ca/uploads/document/document_file_201.pdf?t=1537975564

- Provide care in an unpredictable environment
- Manage time and establishes timelines

Sensory

Ability to perceive with each of the following senses well enough to provide care and participate in educational activities:

- Sight
- Touch
- Hearing
- Smell
- Hand-eye coordination (manual dexterity)

Physical

Ability to perform each of the following requisites well enough to provide client care and participate in educational activities:

- Lift
- Carry
- Stand and maintain balance
- Perform repetitive actions
- Push and pull
- Climb
- Bend
- Reach
- Walk
- Move within confined spaces

See well enough to read numbers and lines of demarcation on a syringe. Feel a pulse. Perceive differences in temperature with hand touch. Hear alarms on equipment, client call systems, hear through a stethoscope to note heart rate and breath sounds. Able to hear client's voice without looking directly at them. Able to recognize abnormal odours. Able to prepare and administer a medication for injection.

Able to provide CPR to a client. Able to carry a baby scale up a flight of stairs for a post-natal home visit. Able to reposition a patient in bed. Able to move between a client's bed and equipment or in a small space such as a client's bathroom.

- 3.2 All applicants to the Bachelor of Nursing Program are required to review this document to assess their ability to meet these requisite skills and abilities. All applicants offered admissions will be required to acknowledge such review and assessment.
- 3.3 Any student in the Bachelor of Nursing Program who cannot attain the requisite skills and abilities through their course of study may be requested to withdraw from the program.
- 3.4 On occasion, reasonable accommodations may be required by individual students to meet these requisite skills and abilities. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alternation of the Bachelor of Nursing program, do not cause an undue hardship on the University, are consistent with the standards of the nursing profession, and are recommended by Student Accessibility Services of the University of Manitoba. The College of Nursing is required to follow the Accessibility Policy and Student Accessibility Procedure.
- 3.5 Students requesting accommodation shall register with Student Accessibility Services and follow the process in accordance with the University of Manitoba Student Accessibility Procedure. The College of Nursing will consider each student's accommodation request in accordance with the University of Manitoba Student Accessibility Procedure. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

4. REFERENCES

- 4.1 Accessibility Policy, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Accessibility_Policy_-_2017_09_01.pdf
- 4.2 Entry-Level Competencies for Registered Nurses in Manitoba, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_92.pdf
- 4.3 Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduate in Medicine Policy, Max Rady College of Medicine:
[\[insert link, once available\]](#)
- 4.4 Practice Expectations for RNs, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_239.pdf?t=1527175406
- 4.5 Requisite Skills and Abilities, College of Registered Nurses of Manitoba:
https://www.crnmb.ca/uploads/document/document_file_201.pdf?t=1537975564
- 4.6 Student Accessibility Procedure, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf
- 4.7 Student Accessibility Services, University of Manitoba:
<http://umanitoba.ca/student/accessibility/>

5. POLICY CONTACT

Please contact the Associate Dean, Undergraduate Programs, with questions regarding this document.

Representative Skills, Abilities and Capacities Necessary to Successfully Complete the Bachelor of Nursing Program

While this is not an exhaustive list, the following skills, abilities and capacities reflect a picture of the nature of nursing work. This list is not a screening tool for admission to the Bachelor of Nursing Program. The Representative Skills, Abilities and Capacities list was developed by the College of Nursing, University of Manitoba, based on similar work by the College of Registered Nurses of British Columbia (2007) and The National Council of State Boards of Nursing (1997). If you believe you require accommodations to reduce barriers to performing the items on this list, please contact Disability Services at (204)474-9251.

1. Cognitive Skills and Abilities

Analytical Thinking

- Gather data
- Transfer knowledge from one situation to another situation
- Assess and respond to changes in the patient's condition
- Integrate information
- Evaluate outcomes/effectiveness of care
- Problem solving ability
- Critical inquiry
- Memory to retain facts

Reading

- Read and comprehend written documents
- Use anatomical diagrams

Mathematical Competence

- Read and understand columns of numbers such as those recorded on flow charts
- Read digital displays
- Read graphic printouts such as vital signs, EKG strips, fetal monitor strips
- Tell time
- Count rates such as pulse
- Add, subtract, multiply & divide
- Compute fractions
- Use a calculator
- Write numbers in records

2. Communication Skills and Abilities

- Hear, speak, write and comprehend English to a level to avoid confusion of words and meaning and to effectively elicit and convey information
- Acquire and use clinical terminology
- Recognize own non-verbal cues and interpret those received from others while considering individual differences in expression and associated meaning

3. Social/Behavioral Skills and Abilities

- Record data accurately
- Differentiate and establish
- Provide patients with appropriate psychosocial support
- Deal with unexpected situations
- Perform multiple responsibilities concurrently
- Work in a stressful, changing environment
- Manage own behaviour to provide safe, compassionate, competent, ethical nursing care
- Engage with others to create a quality practice environment
- Work collaboratively to develop a moral community
- Work responsibly as a team member
- Manage time appropriately
- Demonstrate integrity, compassion and concern for others regardless of race, ethnicity, culture, political or spiritual beliefs, social or marital status, gender, sexual orientation, age, health status, place of origin, lifestyle, mental or physical ability or socioeconomic status or any other attribute.
- Recognize the needs of patients
- React appropriately to giving and receiving physical touch and working in close proximity with a full range of patients
- Ability to function in the presence of noxious odors, noise, distraction and unpredictable behaviors of others

4. Motor/Physical Skills and Abilities

Mobility

- Move within confined spaces (around patient's bed)
- Provide support to standing patient
- Manipulate equipment above shoulders (IV's)
- Reach below waist
- Assist transfer of patient from bed to chair or bed to bed
- Reach across patient's bed
- Climb stairs

Fine Motor Skills

- Pick up small objects such as syringes, tubing and cannulae
- Grasp small objects such as needles
- Write legibly
- Use a computer
- Pick up or otherwise work with fingers in gloves
- Manual dexterity
- Put on a gown and mask
- Apply pressure to a wound
- Perform complex sequences of hand/eye coordination

Physical Endurance

- Correctly sustain repetitive movements (CPR)
- Work entire shift (8–12 hours)
- Stand and maintain balance
- Attend three-hour classes and labs
- Complete assignments in a timely fashion

Physical Strength

- Push and pull 25 pounds (11 kg) to position patient

- ~~Support 25 pounds (11 kg) to transfer patient~~
- ~~Move objects that weigh more than 45 pounds (20 kg)~~
- ~~Use upper body strength for CPR~~

5. Sensory Perceptual Skill and Ability

~~Vision~~

- ~~See objects up to 20 feet (6 m) away~~
- ~~See objects up to 20 inches (60 cm) away~~
- ~~Use depth perception (injections, assess wound depth)~~
- ~~Use peripheral vision~~
- ~~Distinguish colour (cyanosis, wound secretions, colour coded records)~~

~~Hearing~~

- ~~Hear average speaking level sound to communicate with patient and other health care professionals~~
- ~~Hear faint body sound such as blood pressure and lung sounds~~
- ~~Hear in situations where one is not able to see lips such as when wearing masks~~
- ~~Hear high and low frequency alarms~~

~~Tactile~~

- ~~Feel vibrations such as pulses~~
- ~~Detect temperature of room, skin~~
- ~~Feel differences in surface characteristics such as skin texture~~
- ~~Feel differences in sizes and shapes such as palpating veins~~

~~Olfactory~~

- ~~Ability to detect odours from patients~~
- ~~Ability to detect smoke, gases or noxious odours~~

Approved by the Council of the Faculty of Nursing: September 18, 2009

Approved by the Senate Committee for Instruction and Evaluation: February 10, 2010

Approved by University of Manitoba Senate: April, 2010

Bibliography

Canadian Nurses Association (2008). Code of Ethics for Registered Nurses. Ottawa: Author.

College of Registered Nurses of British Columbia (2007). Becoming a Registered Nurse in British Columbia: Requisite Skills and Abilities. Retrieved from: <http://www.crnbc.ca/downloads/464.pdf>

National Council of State Boards of Nursing, Inc. (1997). Guidelines for Using Results of Functional Abilities Studies and Other Resources. Chicago: Author.

Cross Reference

University of Manitoba Policy Accessibility for Students with Disabilities

Nursing Students with Disabilities: Admission and Progression in the Four Year Baccalaureate Program and the Baccalaureate Program for Registered Nurses

Note: Reporting to the Council of the College of Nursing, the Accommodations Team consists of a Chair (appointed by the Dean of the College of Nursing), the Coordinator of the University of Manitoba Disability Services (or designate) and two full time faculty members:

October 2014



College of
Registered Nurses
of Manitoba

Requisite Skills and Abilities

Certain basic skills and abilities are required for a student to attain the *Entry-Level Competencies for Registered Nurses in Manitoba*. The College, in partnership with all nursing education programs in Manitoba, identified these requirements. They are called the requisite skills and abilities for registered nurses in Manitoba and are set out in this document.

The requisite skills and abilities provide both the public and potential nursing students with information about the types of activities that nursing students need to perform and the general demands of a registered nurse education. This information may be used by potential nursing students to identify their personal fit with the requirements for registered nursing as a career choice. Counsellors, parents, friends and others may find the requisite skills and abilities informative.

Manitobans expect their health-care system to provide safe, competent and ethical service. This includes ensuring that RNs demonstrate the application of knowledge, skills, judgment and personal attributes required for the delivery of safe, competent and ethical registered nursing care.

RNs facilitate individuals, families and groups to determine and achieve their physical, mental and social potential, and to do so within the challenging context of the environment in which they live, work, play and are educated. This requires an understanding and application of specific knowledge, skill and judgment and it draws on experience, research and education derived from nursing, the humanities and the physical, social and biological sciences.

By the completion of their education programs, all student

nurses must **demonstrate the capacity to meet the College's Entry-Level Competencies for Registered Nurses in Manitoba** set by the College and be able to practise within **the context of the College's Practice Expectations for RNs**.

Anyone who has concerns about whether or not they have the required skills and abilities for admission to or progression through a RN education program should contact the education program to which they intend to apply. The applicant may disclose and provide evidence of their needs to explore the kinds of supports they may require. In accordance with Manitoba human rights legislation, if there is a human rights case based on grounds of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, the education institution would then engage with students in an attempt to negotiate reasonable accommodation of their needs such that they may be able to meet the requisite skills and abilities.

Individuals who decide to pursue a career as an RN need to meet certain formal requirements for registration with the College, including:

- Successful completion of a recognized RN education program;
- Passing the entry-to-practice exam; and
- Consent to a criminal record check.

The complete list of the College's registration requirements can be found in the application information packages available in the applicant section of the College website www.crnmb.mb.ca.

Acknowledgements

This document was produced in partnership with Manitoba entry-level registered nursing programs and a representative from the Human Rights Commission.

- The University of Manitoba Faculty of Nursing
- University College of the North Faculty of Nursing
- Brandon University Faculty of Nursing
- Red River College Health Sciences Nursing Faculty
- Université de Saint-Boniface Nursing Education Program
- The Manitoba Human Rights Commission

Published: 03/2011

Revised: 09/2018

For more information please contact one of our practice and standards consultants at

204-774-3477

800-665-2027 (Manitoba toll-free)

Our publications are available on our website at www.cnm.mb.ca

Examples

The requisite skills and abilities are organized in five categories with examples of entry-level registered nursing activities to illustrate the requisite. The examples do not constitute the requisite skills and abilities in their entirety. They are included to provide a snapshot of

the nature and kinds of activities involved in typical entrylevel registered nursing practice. Note: The examples **are intended to mean “including, but not limited to”** the particular examples provided.

Requisite Skill And Ability	Examples
<p>Cognitive</p> <p>Ability to perform skills which demonstrate thinking capacity:</p> <ul style="list-style-type: none"> Recall information over time Demonstrate complex computation skills Demonstrate critical inquiry skills Prioritize tasks Demonstrate concentration skills Demonstrate problem-solving skills 	<p>In administering a pain medication, critically analyzes patient assessment data (observation of the patient, recall from the past, recalls information from colleagues), chooses from possible interventions (amount of pain medication), calculates correct dosage, safely administers the medication, recognizes untoward effects and intervenes as necessary. Manage university level courses in nursing, the humanities, the physical, social, biological sciences and mathematics.</p>
<p>Communication</p> <p>Ability to express and receive written, verbal or non-verbal information and the ability to interact with others in a clear, respectful and professional manner. This includes:</p> <ul style="list-style-type: none"> English language proficiency (reading, writing, listening and speaking) Recognizing own non-verbal communication and the ability to interpret non-verbal communication of others Ability to document and understand information, in writing as well as electronically, in the patient's chart/health record 	<p>Able to elicit and attend to information from a client during an assessment (both verbal and nonverbal communication) and communicate findings both verbally and in writing to other health-care providers.</p>
<p>Behavioural</p> <p>Ability to conduct oneself in a professional manner:</p> <ul style="list-style-type: none"> Accept individual differences Take direction Behave in a professional manner Practise in a manner consistent with established client safety policies and procedures Provide care in an unpredictable environment Manage time and establishes timelines 	<p>Sets priorities in the face of multiple demands. Maintains a calm presence with clients regardless of the clients' behaviour. Behaviour demonstrates understanding of professional boundaries.</p>

<p>Sensory</p> <p>Ability to perceive with each of the following senses well enough to provide care and participate in educational activities:</p> <ul style="list-style-type: none"> • Sight • Touch • Hearing • Smell • Hand-eye coordination (manual dexterity) 	<p>See well enough to read numbers and lines of demarcation on a syringe. Feel a pulse. Perceive differences in temperature with hand touch. Hear alarms on equipment, client call systems, hear through a stethoscope to note heart rate and breath sounds. Able to hear client's voice without looking directly at them. Able to recognize abnormal odours. Able to prepare and administer a medication for injection.</p>
<p>Physical</p> <p>Ability to perform each of the following requisites well enough to provide client care and participate in educational activities:</p> <ul style="list-style-type: none"> • Lift • Carry • Stand and maintain balance • Perform repetitive actions • Push and pull • Climb • Bend • Reach • Walk • Move within confined spaces 	<p>Able to provide CPR to a client. Able to carry a baby scale up a flight of stairs for a post-natal home visit. Able to reposition a patient in bed. Able to move between a client's bed and equipment or in a small space such as a client's bathroom.</p>

May 14, 2020

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Revisions to Criminal Record Check, Child Abuse Registry and Adult Abuse Registry Regulations, Bachelor of Nursing, College of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 14, 2020 SCIE considered a proposal from the College of Nursing regarding proposed revisions to its *Criminal Record Check, Child Abuse Registry* and *Adult Abuse Registry* regulations for the Bachelor of Nursing program.

Observations:

1. Currently, students in the Bachelor of Nursing program are required to obtain current criminal record, child abuse registry and adult abuse registry checks upon admission. The College is proposing that students also be required to obtain these checks prior to beginning their community clinical rotation in Year 4, Term 2, as many sites require up to date checks prior to the start of a student's rotation.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revisions to Criminal Record Check, Child Abuse Registry and Adult Abuse Registry regulations, College of Nursing, effective September, 1, 2020.

Respectfully submitted,

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

April 30, 2020

To: Chair, Senate Committee on Instruction and Evaluation
Office of the University Secretary
312 Administration Building

From: Dr. Netha Dyck, RN, EdD, CHE, I-FCNEI
Dean, College of Nursing, Rady Faculty of Health Sciences

Re: Revised Policies – Requisite Skills and Abilities and Criminal Record Checks

Please see the attached policies and regulations for consideration and approval.

1. Requisite Skills and Abilities for the Bachelor of Nursing Program:
The College of Nursing created a *Representative Skills, Abilities and Capacities* document for the Bachelor of Nursing Program in 2010. The College of Registered Nurses of Manitoba (CRNM), our regulatory body, revised its document entitled *Requisites Skills and Abilities* in 2018. Our policy has been revised to reflect the changes to the CRNM document. The revised policy was reviewed and approved by the College of Nursing Accommodations Team, which includes a representative from Student Accessibility Services, the Undergraduate Curriculum and Governance Committee, and College Council on September 30, 2019.
2. Regulation on Criminal Record Checks and Child Abuse Registry and Adult Abuse Registry Checks:
Students entering the Bachelor of Nursing Program are required to submit current criminal record, child abuse registry, and adult abuse registry checks upon admission. Increasing numbers of our clinical sites in NURS 4570: Nursing Practice 6 (e.g., corrections, school divisions, and agencies serving children) are requesting that students complete current criminal record and abuse registries checks prior to starting their community clinical rotation in Year 4 Term 2 of the program. Given the time involved in obtaining these checks (four to six weeks), the College of Nursing will lose these clinical sites if students do not start this course with checks completed. We are proposing adding an additional set of checks in Year 4 Term 2 of the program to address this issue. The proposed regulation was approved by College Council on November 27, 2019.

Thank you for your consideration of this policy and regulation.



Item 2 – Criminal Record Check and Child Abuse and Adult Abuse Registry Checks

Current Regulations with Track Changes

6. Criminal Record Check

Some clinical practice sites require that students complete a current or additional Criminal Record Check prior to the first clinical practice day.

Prior to starting Year 4 Term 2 of the Bachelor of Nursing Program, all students must complete a current Criminal Record Check (deadline of July 15 for fall term and November 15 for winter term).

Students charged with or convicted of a criminal offence are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report a criminal offence may result in dismissal from the program. Criminal offences will be reviewed by the College of Nursing Professional Unsuitability Committee for the implications of the conviction in view of the professional mandate to protect the public.

7. Child Abuse Registry

Some clinical practice sites require that students complete a current or additional Child Abuse Registry check prior to the first clinical practice day.

Prior to starting Year 4 Term 2 of the Bachelor of Nursing Program, all students must complete a current Child Abuse Registry check (deadline of July 15 for fall term and November 15 for winter term).

Students listed on the Child Abuse Registry are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. A listing on the Child Abuse Registry or failure to report the listing will result in dismissal from the program.

8. Adult Abuse Registry

Some clinical practice sites require that students complete a current or additional Adult Abuse Registry check prior to the first clinical practice day.

Prior to starting Year 4 Term 2 of the Bachelor of Nursing Program, all students must complete a current Adult Abuse Registry check (deadline of July 15 for fall term and November 15 for winter term).

Students listed on the Adult Abuse Registry are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing.

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Requisite Skills, Abilities and Standards for Capacity, Bachelor of Midwifery, College of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 14, 2020 SCIE considered a proposal from the College of Nursing regarding its proposed policy on *Requisite Skills, Abilities and Standards for Capacity, Bachelor of Midwifery*.

Observations:

1. The proposed policy on *Requisite Skills, Abilities and Standards for Capacity* are based on and in accordance with the Canadian Midwifery Regulators Council's *Canadian Competencies for Midwives*.
2. Graduates of the Bachelor of Midwifery program would be required to have eight areas of core competency:
 - i) Education and Counselling
 - ii) Antepartum care
 - iii) Care during labour, birth and the immediate postpartum period
 - iv) Care of the client during the postpartum period, including breast/chest feeding
 - v) Care of the newborn and young infant
 - vi) Well-client care, sexuality and gynecology
 - vii) Professional, inter-professional, legal and other aspects of the profession
 - viii) Professional development
3. Students in the program would be required to meet the Standards for Capacity in five areas:
 - i) Perception/Observation
 - ii) Communication
 - iii) Motor/Tactile function
 - iv) Cognition
 - v) Professionalism (Mature and Ethical Conduct)
4. Students who cannot meet the Standards for Capacity may be required to withdraw from the program.
5. Students who require accommodations to meet the Standards for Capacity would register with Student Accessibility Services and follow the University of Manitoba Student Accessibility Procedure. Requests for accommodation cannot be retroactive.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed policy on Requisite Skills, Abilities and Standards for Capacity, Bachelor of Midwifery, College of Nursing, effective September, 1, 2020.

Respectfully submitted,

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



April 30, 2020

To: Chair, Senate Committee on Instruction and Evaluation
Office of the University Secretary
312 Administration Building

From: Dr. Netha Dyck, RN, EdD, CHE, I-FCNEI
Dean, College of Nursing, Rady Faculty of Health Sciences

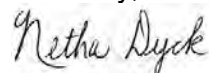
Re: Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery Program

Please find attached the newly created policy on *Requisite Skills, Abilities and Standards for Capacity* for the new Bachelor of Midwifery Program. The College of Nursing is seeking the endorsement of the policy by the Senate Committee on Instruction and Evaluation.

The policy was approved at the College of Nursing Council meeting on April 29, 2020.

Thank you for your consideration of this policy.

Sincerely,



Dr. Netha Dyck, RN, EdD, CHE, I-FCNEI
Dean, College of Nursing, Rady Faculty of Health Sciences

cc. Dr. Kellie Thiessen, Director, Bachelor of Midwifery Program



Bachelor of Midwifery Program Policy

Policy Name:	Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery Program
Application/Scope:	Staff, Faculty Members and Students of the Bachelor of Midwifery Program, College of Nursing
Approved (Date):	
Review Date:	5 years from approval/revised date
Revised (Date):	
Approved By:	College Executive Council/College Council, College of Nursing: [April 17, 2020,] Cooper Commission Implementation Working Group: [NA] Senate Committee on Instruction and Evaluation: [xx date] Senate: [xx date]

1. BACKGROUND

- 1.1 Midwifery education requires that the accumulation of scientific knowledge be accompanied by the simultaneous development of specific skills and other competencies.
- 1.2 All graduates of the Bachelor of Midwifery Program (“Program”) must have the knowledge, skills and other competencies to function in a wide variety of clinical situations and to render a wide spectrum of client care. The Program has been structured as a broad general professional education. The academic standards and standards for capacity are based on that model and the standards are set to insure capable, well-rounded future clinicians that will meet the requirements for entry to practice as established by the midwifery regulatory body in Manitoba, the College of Midwives of Manitoba (“CMM”). All midwifery practitioners must be registered with the CMM in order to practice in the province.
- 1.3 All students of the Program must meet both academic standards and standards for capacity in order to progress through the Program and graduate.
- 1.4 Without meeting the standards for capacity, students cannot fulfill the requirements of all the courses and clerkships in the Program. Meeting the Standards for Capacity is, therefore, required for 1) matriculation (insomuch as the abilities can reasonably be determined before matriculation), 2) subsequent promotion from term to term, and 3) graduation from the Program.

2. **REASON FOR POLICY**

- 2.1 To set out the requisite skills, abilities and standards for capacity for the Bachelor of Midwifery Program.

3. **DEFINITIONS**

- 3.1 **Academic Standards:** the acceptable demonstrations of mastery in the Program in various disciplines, before matriculation and after, as judged by faculty members, examinations, and other measurements of performance. Acceptable levels of mastery are required and based on the Canadian Midwifery Regulators Council (CMRC), [*Canadian Competencies for Midwives*](#) document. The following are the required eight specific areas of core competency once a student matriculates in the Program:

- Education and Counselling
- Antepartum care
- Care during labour, birth and the immediate postpartum period
- Care of the client during the postpartum period, including breast/chest feeding
- Care of the newborn and the young infant
- Well-client care, sexuality and gynecology
- Professional, inter-professional, legal and other aspects of the profession
- Professional development

Academic Standards, and related grading systems, are addressed in detail during each academic and clinical course. Any student, who has specific questions about performance requirements, may speak with tutors or course coordinators.

- 3.2 **Standards for Capacity:** also known as technical standards or requisite skills and abilities, they are the essential aptitudes and abilities that allow midwifery students (and midwives) to perform in the vast array of requisite ways summarized by the eight areas of competency above. These abilities are the foundation for academic success in the Program, and for the eventual practice of midwifery itself. The Standards for Capacity are further detailed in 4.1.

4. **POLICY AND PROCEDURE STATEMENTS**

- 4.1 Students in the Program must have the requisite Standards for Capacity in five broad areas:
- A. Perception/Observation
 - B. Communication
 - C. Motor/Tactile function
 - D. Cognition
 - E. Professionalism (Mature and Ethical Conduct)

Students must be able to demonstrate competence where required in both classroom and in clinical practice settings, including critical and complex situations, in order to ensure the safety, health and well-being of the women and infants in their care.

A. Perception/Observation

Students must be able to accurately perceive, by the use of senses and mental abilities, the presentation of information through:

- Small group discussions and presentations
- Large-group lectures
- One-on-one interactions
- Laboratory experiments
- Client encounters (at a distance and close at hand)
- Diagnostic findings
- Procedures
- Written material
- Audiovisual material

Representative examples of materials/occasions requiring perceptual abilities beginning in year 1 include, but are not limited to: books, diagrams, discussions, physiological and pharmacological demonstrations in animals, microbiologic cultures, gross and microscopic studies of organisms and tissues, chemical reactions and representations, photographs, x-rays, possibly cadaver dissections, live human case presentations, and client interviews. Students can expect to be exposed to noxious stimulæ such as human body fluids.

Additional examples from year 2 include, but are not limited to: physical exams; pelvic exams; examinations with stethoscopes, fetoscopes; ophthalmoscopes, sphygmomanometers, and reflex hammers; verbal communication and non-verbal cues (as in taking a client's history or working with a maternity care team); live and televised procedures; childbirth; radiography (including ultrasounds), MRIs, and other diagnostic findings; online computer searches.

B. Communication

Students must be able to communicate skillfully (in English) with faculty members, other members of the healthcare team, clients, families, and other students, in order to:

- Elicit information
- Convey information
- Clarify information
- Create rapport
- Develop therapeutic relationships
- Demonstrate competencies

Representative examples of areas in which skillful communication is required beginning in year 1 and 2 include, but are not limited to: answering oral and written exam questions, eliciting a complete history from a client, presenting information in oral and written form to preceptors, participating in sometimes fast-paced small-group discussions/interactions, participating in group dissections, participating in clinical skills labs.

Additional representative examples of areas in which skillful communication is required in year 3 and 4 may include, but are not limited to: participating in

clinical rounds and conferences; writing client histories and physicals; undertaking consultations with physicians and other professionals; communicating effectively with all members of the healthcare team; talking with clients and families about clinical issues; interacting in a therapeutic manner with clients; providing educational presentations to clients and families; participating in videotaped exercises; interacting with administrators; writing notes and papers.

C. Motor/Tactile function

Students must have sufficient motor function and tactile ability to perform each of the following requisites well enough to provide client care and participate in educational activities:

- Stand and maintain balance
- Manual dexterity
- Move within limited spaces
- Push and pull
- Perform repetitive movements
- Perform complex sequences of hand-eye coordination
- Bend
- Reach
- Lift
- Walk
- Climb
- Carry objects
- Attend (and participate in) all classes, groups, and activities which are part of the curriculum, including travel to provide antenatal, intrapartum and postpartum care
- Read and write
- Examine clients
- Do basic laboratory procedures and tests
- Perform diagnostic procedures
- Provide general and emergency client care
- Function in the hospital, home and clinic venues
- Perform in a reasonably independent and competent way in sometimes chaotic clinical environments
- Demonstrate competencies

These competencies need to be attained even in situations where fatigue may be a factor, such as when taking overnight call.

Representative examples of activities/situations requiring students' motor/tactile function beginning in year 1 include, but are not limited to: transporting themselves from location to location; participating in classes, small groups, client presentations, review sessions,

Additional representative examples of activities/situations requiring students' motor/tactile function beginning in year 2 include but are not limited to: laboratory work, and microscopic investigations; using a computer; performing a complete physical exam - including observation, auscultation, palpation, percussion, and other diagnostic maneuvers; performing simple lab tests; using

light microscopes; performing cardiopulmonary resuscitation, urinary catheterization, pap smears and vaginal sampling, suturing, venipuncture, IV cannulation and maintenance, injection of pharmaceuticals (including manipulation of small objects such as vials, glass ampoules), taking overnight call from home or clinic, staying on call for up to 24 hours at a time with the possibility overnight call in the hospital; performing physical, gynecological, newborn and obstetric examinations (with the appropriate instruments); dealing with agitated clients in emergency situations; maintaining appropriate medical records; acting as primary or backup midwife in the homebirth or hospital birth settings.

During years 3 and 4, the previously demonstrated skills will be practiced with more frequency and require following either a midwife, physician or other health professional demonstrating the same skills. Additional examples of experiences requiring motor/tactile function in years 3 and 4 include, but are not limited to: accompanying staff on rounds and conferences.

D. Cognition

Students must be able to demonstrate higher-level cognitive abilities, which include:

- Rational thought
- Measurement of clinical observations such as blood pressure
- Calculation for example performing calculation of drug dosages
- Visual-spatial comprehension such as understanding the mechanisms of labour
- Conceptualization
- Analysis
- Synthesis
- Organization
- Representation (oral, written, diagrammatic, three dimensional)
- Memory
- Application
- Clinical reasoning
- Ethical reasoning
- Sound judgment

Representative examples of applied cognitive abilities beginning in years 1 and 2 include, but are not limited to: understanding, synthesizing, and recalling material presented in classes, labs, small groups, client interactions, and meetings with preceptors; understanding 3-dimensional relationships, such as those demonstrated in the anatomy lab; successfully passing oral, written, and laboratory exams; understanding ethical issues related to the practice of midwifery; engaging in problem solving, alone and in small groups; interpreting the results of client examinations and diagnostic tests; analyzing complicated situations, such as cardiac arrest, and determining the appropriate sequence of events to effect successful treatment; working through genetic problems.

Additional representative examples of required cognitive abilities beginning in year 2 include, but are not limited to: integrating historical, physical, social, and

ancillary test data into differential diagnoses and treatment plans; understanding indications for various diagnostic tests and treatment modalities - from medication to surgery; understanding methods for various procedures, such as pap smears and vaginal/cervical specimens, urinary specimens and inserting intravenous catheters; being able to think through midwifery issues and exhibit sound judgment in a variety of clinical settings, including emergency situations; identifying and understanding the variations of normal newborn and maternal physical examination, developing clear assessment and conclusions through analysis of objective and subjective data, formulation of plans of care which demonstrate primary care role of the midwife, making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research; knowing how to organize information, materials, and tasks in order to perform efficiently in providing care; understanding how to work and learn independently; understanding how to function effectively as part of a healthcare team.

Additional representative examples of required cognitive abilities in years 3 and 4 include, but are not limited to: identifying and understanding maternal and newborn complications during the antepartum, intrapartum and postpartum periods and understanding the need for consultation, confidently managing emergency/life threatening situations using emergency skills, such as, management of shoulder dystocia, postpartum hemorrhage, neonatal resuscitation, allergic anaphylaxis.

E. Professionalism: (Mature and Ethical Conduct) Students must be able to:

- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication.
- Promptly complete all assignments and responsibilities attendant to the diagnosis and care of clients (beginning with study in the first year).
- Communicate with, examine, and provide care for all clients—including those whose gender, culture, sexual orientation, or spiritual beliefs are different from the students' own.
- Develop mature, sensitive, and effective relationships, not only with clients but with all members of the midwifery school community and healthcare teams.
- Maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances at all times.
- Abide by all provincial and federal laws, hospital policies and all Bachelor of Midwifery Program and University codes of conduct.
- Tolerate physically, emotionally, and mentally demanding workloads.
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.

Representative examples of professional behavior beginning in years 1 and 2 include, but are not limited to: showing up for required experiences on time and

prepared; handing in assignments on time; refraining from plagiarizing or cheating; treating faculty, staff, and other students with respect; making an effort to understand prejudices and preconceptions that might affect client interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, and religious difference); developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback.

Additional examples of professional behavior in years 3 and 4 include, but are not limited to: maintaining a professional demeanor on service (e.g. name tag, appropriate attire, hygienic and neat appearance, respectful speech, sobriety); representing oneself accurately; appreciating and preserving client confidentiality; responding sensitively to clients' social and psychological issues; developing empathic listening skills; understanding social biases and stigmas, and not reinforcing them; advocating for clients when appropriate; using hospital/clinic resources responsibly; showing up prepared and on time for rounds, lectures, conferences, and procedures; getting advice when handling ethical dilemmas; taking constructive feedback from attending midwives, physicians, nurses and tutors with open-mindedness and the intention to improve; contributing to the effectiveness, efficiency, and collegiality of healthcare teams.

- 4.2 All applicants to the Program are required to review this document to assess their ability to meet these Standards for Capacity. All applicants offered admission will be required to acknowledge such review and assessment.
- 4.3 Any student in the Program who cannot attain the Standards for Capacity through their course of study may be requested to withdraw from the Program.
- 4.4 On occasion, reasonable accommodations may be required by individual students to meet these Standards for Capacity. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alternation of the Program, do not cause an undue hardship on the University, are consistent with the standards of the midwifery profession, and are recommended by Student Accessibility Services of the University of Manitoba. The Program is required to follow the Accessibility Policy and Student Accessibility Procedure.
- 4.5 Students requesting accommodation shall register with Student Accessibility Services and follow the process in accordance with the University of Manitoba Student Accessibility Procedure. The Program will consider each student's accommodation request in accordance with the University of Manitoba Student Accessibility Procedure. Given the clinical nature of the Program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

5. **REFERENCES**

- 5.1 Accessibility Policy, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Accessibility_Policy_-_2017_09_01.pdf
- 5.2 Canadian Competencies for Midwives 050505; Revised 101108, Canadian Midwifery Regulators Consortium:
http://cmrc-ccosf.ca/files/pdf/National_Competencies_ENG_rev08.pdf

umanitoba.ca

- 5.3 [Essential Skills and Abilities \(Technical Standards\) for Admission, Promotion and Graduate in Medicine Policy, Max Rady College of Medicine, University of Manitoba](#)
- 5.4 Essential Standards for Matriculation, Promotion, and Graduation, Dartmouth Medical School (*content used and revised, with permission*):
<http://dms.dartmouth.edu/admin/olads/esmpg.shtml>
- 5.5 Representative Skills, Abilities, and Capacities for the Bachelor of Nursing Program, University of Manitoba (*currently under revision*):
<https://umanitoba.ca/faculties/nursing/undergrad/rep-skills.html>
- 5.6 Student Accessibility Procedure, University of Manitoba:
http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf
- 5.7 Student Accessibility Services, University of Manitoba: <http://umanitoba.ca/student/accessibility/>
- 6. **POLICY CONTACT**

Please contact the Director, Bachelor of Midwifery Program, with questions regarding this document.

Report of the Senate Committee on Instruction and Evaluation RE: Academic Regulations, Bachelor of Social Work, Faculty of Social Work

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 14, 2020 SCIE considered a proposal from the Faculty of Social Work regarding a number of the academic regulations for the Bachelor of Social Work.

Observations:

1. The Faculty is seeking formal approval of revisions to various academic regulations. The proposed revisions submitted by the Faculty represent current standards and practices in the program, that were not previously considered by SCIE or approved by Senate.

Nine Year Completion Regulation for Bachelor of Social Work Program

1. The Faculty is proposing that students would be required to complete the Bachelor of Social Work program in nine years.
2. The Faculty is proposing that all social work courses would be considered current within nine years.

Grade Point Average in Scholastic Progress and Requirements for the Concentrated Program

1. Currently, the Faculty uses a "Subject Grade Point Average" which includes all social work subjects as a method of evaluating student academic progress. The "Subject Grade Point Average" is not compliant with the University's *Grade Point Averages Policy*.
2. The Faculty is proposing to use the Degree Grade Point Average as the only method of student evaluation in Scholastic Progress and requirements for the Bachelor of Social Work concentrated program, which is compliant with the University's *Grade Point Average Policy*.

Scholastic Progress Regulations

1. The Faculty is proposing that a student's Degree Grade Point Average be calculated and recorded after each academic term in which the student registers.

2. A student would be required to obtain a minimum grade of “C” in all social work courses and a minimum grade of “D” in non-social work elective courses in order to meet academic standing standards.
3. Students would be required to complete all social work courses and non-social work electives within nine years. Social Work courses would be valid for nine years from the date the student completed the course, including courses taken prior to admission. Students would be required to repeat any expired courses, in order to meet the degree requirements of the program.
4. In order to meet graduation requirements, students would be required to complete 48 credit hours of non-social work courses to make up the elective requirements of the Bachelor of Social Work program. This requirement is in alignment with the accreditation standards provided by the Canadian Association of Social Work Education (CASWE).

Credit Hours Allowed for Online Courses

1. Bachelor of Social Work students from the Fort Garry, Northern Program and the Inner City campuses would be permitted to obtain up to 6 credit hours of required social work courses by Distance Delivery.
2. The current method of remote delivery, which is due to the coronavirus pandemic, would not be considered Distance Delivery courses.

Non-Social Work General Education Courses Regulation

1. As stated above, in order to meet graduation requirements, students would be required to complete a minimum of 48 credit hours of non-social work courses to make up the elective requirements of the Bachelor of Social Work program. This requirement is in alignment with the accreditation standards provided by the Canadian Association of Social Work Education (CASWE).

Field Instruction Regulations

1. Students in a health related field placement would be expected to comply with the immunization requirements of the designated Health Authority.
2. All students would be required to meet agency specific requirements prior to beginning a field placement. Such requirements could include Child Abuse Registry Checks, Vulnerable Sector Registry Checks and Criminal Record Checks or others as determined by the field agency.
3. A student with more than one Voluntary Withdrawal from SWRK 3150 or SWRK 4120 would be required to withdraw from the Faculty.

Transfer of Credit Equivalency

1. Equivalency would not be granted for SWRK 3150 or 4120. Requests for equivalency for SWRK 4200 and SWRK 4300, which are co-requisites for SWRK 3150 and/or SWRK 4120, would not be considered.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the following academic regulations, effective September 1, 2020:

- ***Nine Year Completion Regulation***
- ***Grade Point Average in Scholastic Progress and Requirements for the Concentrated Program***
- ***Scholastic Progress Regulations***
- ***Credit Hours Allowed for Online Courses***
- ***Non-Social Work General Education Courses***
- ***Field Instruction Regulations***
- ***Transfer of Credit Equivalency***

Respectfully submitted,

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



University
of Manitoba

Faculty of Social Work

522 Tier Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 9869
F: 204 474 7594
Michael.YellowBird@umanitoba.ca

April 27, 2020

Mark Torchia
Chair, Senate Committee on Instruction and Evaluation
University of Manitoba

Re: Faculty of Social Work BSW Academic Regulations Submission

Dear Dr. Torchia,

Please find attached our policy package on BSW Academic Regulations for review by the Senate Committee on Instruction and Evaluation. These regulations have been endorsed by our Faculty Council February 28, 2020 and March 27, 2020.

The attached documents include:

1. BSW Chart on Policy Compliance with Academic Regulations
2. Appendix I – Scholastic Progress Submission to Senate
3. Appendix II – Field Policy Submission to Senate
4. Appendix III – Transfer Credit Equivalency Policy

Sincerely,

Michael Yellow Bird
Dean

Cc: Marcia Yoshida
Shannon Coyston
Maria Cheung

Faculty of Social Work
Bachelor of Social Work (BSW) Academic Policies and Regulations
Submission to Senate
April 27, 2020

	Regulation Item	Regulation description	Context	Completed Actions
1	9 year completion rule for BSW program	Students must complete the program in 9 years. All Social Work courses must be completed within 9 years.	There are two parts to the 9 year rule: 1. 9 year completion: Students in the Faculty of Social Work BSW program need to complete the program in 9 years. 2. 9 year shelf life for courses: All Social Work courses are considered current within 9 years. There is no record of these two policies adopted by the Senate and therefore need to be passed by Senate.	The following two motions were passed by BSW Program Committee March 20, 2020, and Faculty Council on March 27, 2020 : 1. All full-time and part-time BSW Social Work students must complete their BSW degree program in nine years. 2. All Social Work courses in the BSW program are valid for 9 years counting from when the student completed the course, including courses taken prior to admission.
2.	Grade Point Average (GPA) in Scholastic Progress and requirements for the Concentrated Program.	To comply with the University's Grade Point Averages policy, Degree GPA (DGPA) will be used as the only method of student evaluation in Scholastic Progress and requirements for the BSW Concentrated Program.	The BSW program has adopted the use of "Subject Grade Point Average (SGPA) for calculation of students' GPA in all social work subjects as a way to evaluate their academic progress. However, this is not compatible with the University's Policy on Grade Point Averages . Furthermore, "SGPA" can be confused with Sessional Grade Point Average which carries a different meaning.	The Faculty of Social Work's regulation is updated for consistency with the University's Grade Point Averages policy. The following motion was passed by the BSW Program Committee March 20, 2020, and subsequently by Faculty Council March 27, 2020: To comply with the University's Grade Point Averages policy, Social Work GPA (SGPA) will no longer be used as a method of evaluation for student progress.

	Regulation Item	Regulation description	Context	Completed Actions
			Social Work GPA (SGPA) can no longer be used as a method of evaluation, as it does not comply with the University's Grade Point Averages policy. Degree GPA (DGPA) will now be used in Scholastic Progress and requirements for the Concentrated Program.	
3.	Scholastic Progress Document	Changes in the Scholastic Progress document of the current BSW Handbook (<u>see attached document Appendix I</u>) as a result of change in the abolition of use of "Subject Grade Point Average (SGPA) for evaluation of BSW students' academic progress. Other major changes in this section include: (1) the enforcement of a requirement for all BSW students to complete Mathematics and Written English Requirements within the first 60 credit hours of course work; (2) maximum number of hours for non-distance delivery BSW program students to take online courses.	<p>Please refer to # 2 for explanation of the abolishment of SGPA which is inconsistent with the University policy.</p> <p>Revisions to the regulations on scholastic progress were endorsed by Faculty Council over the years but were not forwarded to Senate for approval.</p>	<p>All parts of the Scholastic Progress document (Appendix I) should be approved by the Senate.</p> <p>The following motion was passed by the BSW Program Committee March 20, 2020, and subsequently by Faculty Council March 27, 2020:</p> <p>To endorse the changes indicated in the Scholastic Progress document in the current BSW Handbook (attached), which include abolishing the use of SGPA. Go with attached motion document on Scholastic Progress.</p>
4.	Credit hours allowed for online courses	Fort Garry, Northern Program and Inner City campus BSW students may obtain up to a maximum of 6 credit hours of social work courses by online provided by Distance Delivery. Students who request to take more than this limit require approval of the Associate Dean Undergraduate (ADU).	<p>In October 2019, the BSW program committee passed a motion to temporarily lift the 6 credit hours online courses for one year.</p> <p>This regulation has been deliberated since October 2018. Since then, temporary approval by the BSW Program Committee has been given to lift the 6 credit hours restriction for BSW students (except those who registered with Distance Delivery).</p>	<p>Motion passed by Faculty Council March 27, 2020:</p> <p>Fort Garry, Inner City, and Northern BSW students may obtain up to a maximum of 6 credit hours of required social work courses by Distance Delivery. A student requesting to take more than 6 credit hours requires the approval of the Associate Dean (Undergraduate).</p> <p><i>Note: an earlier motion on this policy was passed by the BSW Program Committee on March 20, 2020; and was amended by Faculty Council on March 27, 2020 as stated above.</i></p>

	Regulation Item	Regulation description	Context	Completed Actions
			We are strongly advised by the University Secretariat Office to follow best practices and provide clear and consistent policies for faculty and students. As a result, the BSW Program Committee reviewed this policy in March, 2020 and passed the motion on the right column and was endorsed by the Faculty Council.	
5.	Non-social work general education courses must make up 48 credit hours of electives in the Social Work program	It is a requirement by the Social Work accreditation standard. The professional accreditation body - Canadian Association of Social Work Education (CASWE) requires 40% of BSW courses to be non-social work general education courses (about 48 credit hours) to fulfil a BSW degree.	<p>The requirement that non-social work courses must make up 48 credit hours of electives in the program is not reflected in the Academic Calendar as it has not been approved by Senate.</p> <p>Current CASWE Standards are as follows: "SB 3.1.2 The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours." https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf</p> <p>The ratio of 40% general education electives translated to our BSW program is 48 credit hours. With the present ratio in the BSW program, 48 of the 51 credit hours of electives need to be general education courses.</p>	<p>MOTION passed by BSW Program Committee on February 14, 2020, and endorsed by Faculty Council on February 28, 2020:</p> <p>That the Faculty Council accepts the requirement that non-social work courses must make up 48 of 51 credit hours.</p>

	Regulation Item	Regulation description	Context	Completed Actions
6.	Field Instruction Policies	All Field Instruction policies are updated in 2020, including, but are not limited to, withdrawal from the Faculty on the basis of more than one voluntary withdrawal (VW) from SWRK 3150 or SWRK 4120, and immunization policy related to field instruction (<u>see attached document Appendix II</u>).	<p>Faculty regulations related to field instruction require Senate approval.</p> <p>Senate records show that some elements of the regulations have been approved but subsequent revisions have not. For example, the voluntary withdrawal policy on field instruction courses was approved but a change requiring withdrawal from the Faculty on the basis of more than one VW from SWRK 3150 or SWRK 4120 has not been approved. Given this, it would not be enforceable, and require Senate approval of the whole field policy.</p>	<p>The whole document on field regulations (Appendix II) should be approved by the Senate.</p> <p>MOTION passed by BSW Program Committee on March 20, 2020, and by Faculty Council on March 27, 2020:</p> <p>To endorse the Field Instruction policies as laid out in the attached document, which include, but are not limited to, withdrawal from the Faculty on the basis of more than one VW from SWRK 3150 or SWRK 4120, and immunization policy related to Field instruction. – Go with attached document on Field policies.</p>
7.	Transfer Credit Equivalency Policy	Equivalency shall not be granted for SWRK 3150 or SWRK 4120. The Faculty of Social Work will not entertain requests for consideration for equivalency transfer for the SWRK 4200 which is co-requisite to SWRK 3150 and/or SWRK 4120.	<p>The Faculty of Social Work’s Equivalency policy limits transfer of credit for social work courses to courses completed in the previous 9 years and prohibits transfer credit for SWRK 3150, SWRK 4120, SWRK 4200 which represent all field-related components. While the credit hour limit is in the Academic Calendar, the specific course restrictions are not, and neither limitation is included in the Applicant Information Bulletin.</p> <p>There is no record that restrictions were forwarded to Senate for approval after the policy was endorsed by the Faculty Council of Social Work in March 1999 (as indicated in the BSW Handbook, 2015-2016, page 34).</p>	<p>MOTION passed by BSW Program Committee February 14, 2020, and by Faculty Council on Feb 28, 2020:</p> <p>That Faculty Council accepts that equivalency shall not be granted for SWRK 3150 or SWRK 4120. The Faculty of Social Work will not entertain requests for consideration for equivalency transfer for the SWRK 4200 and SWRK 4300 which are co-requisites to SWRK 3150 and/or SWRK 4120, excluding any existing agreements.</p>

	Regulation Item	Regulation description	Context	Completed Actions
			Note: This policy does not apply to the transfer of credits from diploma programs the Faculty of Social Work has established transfer credit agreements with.	

Prepared by Maria Cheung, ADU, Faculty of Social Work, in consultation with Shannon Coyston, Office of the University Secretary, via Ekta Badesha, Faculty of Social Work Program Assistant.

April 27, 2020

COMMITTEE ON ACADEMIC STANDINGS**SCHOLASTIC PROGRESS⁶**

1. This document is intended to be a supplement to the University of Manitoba Undergraduate Academic Calendar. Should discrepancies exist between the information presented in this document and the Undergraduate Calendar, the latter shall prevail.
2. Decisions about a student's scholastic progress or required withdrawal on academic grounds are made by the Committee on Academic Standings of the Faculty of Social Work acting on behalf of the Faculty Council. These decisions are made after a student has completed 30 credit hours of coursework as a Faculty of Social Work student. For students that transfer in 51 to 60 credit hours, decisions will be made upon the completion of the initial 15 credit hours as a Faculty of Social Work student.
3. A student's degree grade point average (DGPA) will be calculated and recorded after each academic term in which the student registers.
4. Clear academic standing is required to continue in the Faculty of Social Work. Clear academic standing is attained by meeting all of the following requirements:
 - a. A minimum grade of "C" (2.0) in all social work courses and a minimum grade of "D" in non-social work elective courses.
 - b. A minimum average of "C+" in all courses taken prior to each review (DGPA a minimum of 2.5).
5. Permission of the Committee on Academic Standings is required to alter any pre-requisite or co-requisite requirements, for exceptional circumstances. Violation of pre/co-requisite policy will result in withdrawing a student from the course to which pre/co-requisite has not been completed.
6. A student who has not attained clear academic standing as defined by Section 4 above will have their academic status reviewed by the Committee on Academic Standings:
 - a. A student who passes all courses, but whose DGPA is less than 2.5 minimum may be permitted to proceed on probation for one academic period (as determined by Committee on Academic Standings) unless the DGPA is less than 2.0. To clear probation, a student must raise their DGPA to 2.5 by the end of the probationary period. A student may not be permitted to proceed in the concentrated program if they are on probationary status.
 - b. A student who passes all courses, but whose DGPA is less than 2.0 may be required to withdraw from the Faculty of Social Work. The Committee on Academic Standings will take into consideration:
 - i) Performance in pass/fail courses;

⁶Endorsed by the Faculty Council, Faculty of Social Work March 27, 2020.

- ii)* Use of academic and personal supports in program; and
 - iii)* Life circumstances affecting academic performance.
 - iv)* Students in ACCESS programs (ICSWP and Northern BSW program) and cohorts.
- c. A student who fails a non-social work course is subject to the regulations for supplemental privileges of the department concerned. Students should note, nonetheless, that all non-social work elective requirements must be completed.
- d. A student who fails to meet the required standard (as per Field Evaluation Form) in Field Instruction may be allowed an extension/addendum, or may be required to repeat, or may be required to withdraw.
- e. Unless approved by the Committee on Academic Standings, a student shall not be permitted to alter the co-requisite requirement for Field Instruction and Practices. Appeals notwithstanding, a student must have obtained a clear standing in Field Instruction 1 (SWRK 3150) and 6 credit hours of Practices (SWRK 4200), (including DGPA of 2.5 minimum) or permission of the Committee on Academic Standings in order to proceed to Field Instruction 2 (SWRK 4120) and an additional 6 credit hours of Practices (SWRK 4300).
- f. No social work course where a final grade is achieved may be repeated more than once.
- g. A student with a failing grade in more than two courses shall be required to withdraw from the Faculty of Social Work.
- h. All students must complete within the first 60 credit hours, three credit hours in written English and three credit hours in Mathematics as part of the BSW degree requirements. Students who have not completed their Mathematics or Written English Requirements within the first 60 credit hours will be placed on hold and be required to speak to their Academic Advisor.
- i. Unless approved by the Committee on Academic Standings, a student shall not be permitted to repeat a required or elective course or substitute an elective course for another.

In making a decision, the Committee on Academic Standings will take into account the overall academic performance of the student, recommendations of the student's instructors, and any particular circumstances of the student's situation which it deems to be relevant.

7. Subject to the provisions of Section 6 above, failure to attain clear academic standing, or to clear probationary status, are grounds upon which a student shall be required to withdraw from the Faculty of Social Work. When a student is to be considered for requirement to withdraw subject to the provisions of Section 6, the student shall be notified by mail of the date, time and place for the Committee on Academic Standings review meeting. The student shall receive a minimum of ten (10) working days' notice of the meeting date. They may present oral and/or written submissions at such a meeting and may bring an advocate to speak on their behalf. The Chair of the Committee on Academic Standings shall be notified prior to the meeting if the student intends to appear before the Committee.
8. Students must complete all their social work courses and non-social work electives within nine (9) years. Requests for extensions to go beyond the nine-year limit must be submitted to the Committee on Academic Standings for their assessment and possible approval prior to the

time limit expiry date. The maximum time limit for an extension is two years. The Committee shall also determine which, if any, courses previously completed shall need be repeated or replaced.





9. Along with provisions in Section 8 above, Social Work subject courses in the BSW program are valid for 9 years counting from when the student completed the course, including courses taken prior to admission. If a Social Work course expires while the student is still in the Faculty of Social Work, they will be required to repeat the course to fulfill the BSW degree requirements.
10. Students in clear academic standing who plan to re-register should ordinarily indicate their intention to do so by the deadline for applications for admission prior to the session in which they intend to register.
 - a. Students in clear academic standing who withdraw from the BSW Program for less than two calendar years and are within their nine-year limit may re-register by applying to the Program Site (Fort Garry, Inner City Social Work Program, Thompson or Distance Delivery) of the Faculty of Social Work.
 - b. Students in clear academic standing seeking to continue their BSW Program after a two calendar year, or more, absence, but within their nine-year limit and who have not registered with another faculty or institute during their absence, must submit a written request to the Committee on Academic Standings for re-entry.
 - c. Students wishing to re-enter the Faculty who have exceeded their nine-year limit, or who have registered in another faculty or institute during their absence must re-apply for admission to the Faculty through normal application procedures.
11. Students may ask the Committee on Academic Standings for reconsideration of any Standings decision, except the requirement to withdraw on academic grounds. Reconsideration requests should normally be received in writing by the Chair of the Committee of Academic Standings within ten working days of notification of a decision. Students who request a reconsideration shall be informed of the date, time and place of a reconsideration meeting. They may present oral and/or written submissions at such a meeting, and bring an advocate to speak on their behalf. All decisions of the Committee may be appealed to the Senate Committee on Appeals.
12. Notwithstanding the above regulations, students are reminded that the Senate has granted to the Councils of each professional Faculty the right to require any student to withdraw from the program for which they are enrolled. A full statement of the conditions governing this right is found in the following section on Requirement to Withdraw Criteria and Procedures.
13. A student who has been required to withdraw on academic grounds and who wishes to re-enter the Faculty must request reinstatement from the Committee on Academic Standings. The following will apply in such cases:
 - The applicant will be expected to demonstrate that they will now be able to meet the academic requirements of the program.
 - No application for reinstatement will be considered before a minimum period of 2 years has elapsed from the effective date of the required withdrawal to the effective date of the requested reinstatement.
 - If the student is reinstated after the time limit for program completion has expired (see Section 8), the Committee shall determine which, if any, courses previously completed shall be repeated or replaced.

- 14.** Students wishing to re-enter the Faculty who have registered in another faculty or institute during their absence must re-apply for admission to the Faculty through normal application procedures. A student required to withdraw as a result of proceedings under the provisions of the Professional Unsuitability By-Law, or the Student Discipline By-Law, will not normally be reinstated to the Faculty. Exceptional requests may be directed to the Dean of the Faculty
- 15.** As per the co-requisite policy of the Faculty, when a student withdraws from a Field Instruction course (SWRK 3150, SWRK 4120) the Faculty will automatically withdraw the student from the co-requisite course (Field Focus – SWRK 4200, SWRK 4300). Additionally, when a student withdraws from a Field Focus course (SWRK 4200, SWRK 4300), the Faculty will automatically withdraw the student from the co-requisite course (Field Instruction – SWRK 3150, SWRK 4120).
- 16.** The Faculty's policy concerning voluntary withdrawal from courses is identical to that found in the general regulations for the University, with the exception of co-requisite courses (see Section 6 above). Students are allowed one voluntary withdrawal from SWRK 3150 Field Instruction 1 and one voluntary withdrawal from SWRK 4120 Field Instruction 2.
- 17.** BSW students who are enrolled in the Fort Garry campus, Inner City Social Work Program and Northern Social Work Program may take up to 6 credit hours of online Social Work courses by Distance Delivery. A student requesting to take more than 6 credit hours of distance delivery courses will require approval of the Associate Dean Undergraduate.
- 18.** As a requirement by the Social Work accreditation standards provided by the Canadian Association of Social Work Education (CASWE), a minimum of 40% of BSW degree requirements must be non-social work courses. A minimum of 48 credit hours of non-social work courses must make up the elective requirement of the BSW degree in order to graduate from the program.

FIELD INSTRUCTION

Field instruction provides students with an opportunity to engage, as beginning practitioners, in the processes of social work assessment, planning, intervention, evaluation and integration of theory from classroom course work to placement setting. Students complete their field placement requirements in a variety of service agencies and organizations. Possible field placement sites may include school settings, government policy departments, correctional services, child and family services, immigrant and refugee services, and health care services to name a few.



Students must successfully complete the following pre-requisite course requirements and be in the appropriate year of their degree plan to be eligible to register for Field Instruction:

 SWRK 1310 Introduction to Social Welfare Policy	 SWRK 2090 Human Behaviour in Social Work
 SWRK 2080 Interpersonal Communication Skills	 SWRK 3140 Introduction to Social Work Practice

The annual deadline for Field Applications: February 1

Students wishing to divert from their degree plan should consult with their Academic Advisor and/or the Coordinator of Student Services and Admissions/Advising Office before February 1, of the Academic year they wish to pursue Field Instruction.

All BSW students are required to complete two field placement requirements:

 SWRK 3150: Field Instruction 1 Co-requisite course: SWRK 4200: Field Focus of Social Work Practice	 SWRK 4120: Field Instruction 2 Co-requisite course: SWRK 4300: Field Focus of Social Work Practice
---	---

Co-requisite: A course that must be completed in the same term as a second course (University of Manitoba, 2017). This applies to SWRK 3150 and SWRK 4200 as well as SWRK 4120 and SWRK 4300.

SWRK 3150 and SWRK 4120 are graded on a PASS/FAIL basis. The Field Focus of Social Work Practice course (SWRK 4200/4300) selected should correspond as closely as possible to the Field Placement's area of practice.

University-appointed, agency-based Field Instructors who have knowledge, skills, and expertise in social work practice provide Field Instruction.

Faculty Field Liaisons are also appointed and available to provide support to Students and Field Instructors throughout the academic session.

Students must demonstrate readiness for practice during the process of securing a placement.

The Field Coordinator is the Instructor of Record for SWRK 3150 and SWRK 4120.

Students seeking field placement in a health related setting are expected to comply with the immunization policies of the designated Health Authority in their region or community area.

All students must meet all agency specific requirements prior to commencing field placement, such as; Child Abuse Registry Checks, Vulnerable Sector Record Checks and Criminal Record Checks, or others as determined and specified by the respective field agency. Please note students will be responsible for any additional fees associated with the above requirements.

If concerns are raised regarding a student's behaviour, judgment or practice, and/or if the student demonstrates difficulty in their attempts to attain confirmation of field resulting from their performance in the field interview process: The Field Coordinator and Associate Dean of Undergraduate Programs will determine what additional steps may be taken to resolve this matter, or may determine the student is unprepared for meeting the requirements of field placement at this time.

Students are expected to demonstrate initiative and participate actively in all aspects of field placement. If a student is unable to attend field placement due to illness or agency closure, they must make up the field hours for that particular day.

Students are permitted one voluntary withdrawal from the course SWRK 3150: Field Instruction 1 and one voluntary withdrawal from the course SWRK 4120: Field Instruction 2. If a student withdraws from SWRK 3150, they must withdraw from the co-requisite SWRK 4200 and if a student withdraws from SWRK 4120, they must withdraw from co-requisite SWRK 4300. A student with more than one voluntary withdrawal from SWRK 3150 or SWRK 4120 shall be required to withdraw from the Faculty.

If a student fails SWRK 3150 course or SWRK 4200 they cannot take SWRK 4120 or SWRK 4300 until both SWRK 3150/SWRK 4200 requirements met. Students need to complete both SWRK 3150 and SWRK 4200 to proceed to SWRK 4120 and SWRK 4300.

In Accelerated Field/Concentrated Field, if a student fails SWRK 3150 in the Fall Term, they are permitted to continue their SWRK 4200 course through to the end of Winter term. As a result of failing SWRK 3150, in January, you are required to withdraw from both SWRK 4120 AND SWRK 4300.

Please refer to [Appendix C](#) for more details pertaining to Field Instruction Taken at Place of Employment¹

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) - SWRK 3152


PLAR is an option available to any BSW student, regardless of program delivery method.

Any BSW student who has two or more years of Social Work employment experience in the past 5 years may choose to apply for eligibility to register for SWRK 3152 PLAR, in lieu of their first field placement requirement. For more information on how to apply or explore PLAR:

http://umanitoba.ca/faculties/social_work/programs/distance/902.html

The annual deadline to apply for PLAR: December 1

Students enrolled in PLAR are required to complete:

-  SWRK 3152: Prior Learning Assessment and Recognition
- Co-requisite course:

¹ Endorsed by Faculty Council, Faculty of Social Work – March 27, 2020.

SWRK 4200: Field Focus of Social Work Practice

To connect with the Field Education Program Team specific to your program please go to:
http://umanitoba.ca/faculties/social_work/programs/field_education/595.html

FORT GARRY CAMPUS AND INNER CITY SOCIAL WORK PROGRAM:

Prior to applying for field placement, students are expected to participate in the *Everything you Wanted to Know About Field* workshop and *The Resumé and Interview Preparation* workshop offered at Fort Garry and Inner City programs prior to Field Information Day. Students are required to email a completed Field Application form, along with an updated résumé, on or before Feb. 1 to the Field Program Assistant.

Please refer to the [Field Education Program](#) website for more info

http://umanitoba.ca/faculties/social_work/programs/field_education/index.html

[Fall/Winter Field Application Form](#) or http://umanitoba.ca/faculties/social_work/media/Fall-Winter_Field_Application_Form.doc

[Summer Field Application Form](#) or

http://umanitoba.ca/faculties/social_work/media/Summer_Field_Application.docx

Most Field Placement agencies will require that the student participate in an interview process and will indicate to the Field Education Coordinator acceptance for Field Placement.

The Field Education Coordinator is responsible for securing a reasonable Field Placement. Please note, a student placement in a field setting is **not guaranteed** based on completion of pre-requisite courses and/or submission of a Field Placement Request form.

Upon receipt of the student's completed Field Application form, new users to the online database, Intern Placement Tracking (IPT), will receive a temporary password, user name and an IPT Student Manual. In IPT, students are required to identify up to eight agency preferences for placement, due on or before March 1st. Field placements will not be secured for students who do not submit their request, along with all required documentation, by the aforementioned deadline dates.

Please note: Fort Garry Campus and Inner City Social Work Program students are **not** to contact field placement agencies or prospective Field Instructors directly.

The Field Education Coordinator refers students eligible for field to an appropriate field placement agency for consideration of an interview. While efforts will be made to consider a student's area of interest for a placement, there is no guarantee of a student being placed in one of their identified agency preferences. Final authority for field placement referral and confirmation rests with the Field Education Coordinator. Decisions may be based on availability of agency openings as well as the educational needs of the student. Students who are offered a field placement will receive confirmation of the placement by email along with relevant field information documents.

All Fort Garry and Inner City students registered in the Fall/Winter term Field Instruction courses (SWRK 3150 and SWRK 4120) are required to attend field orientation on the first Tuesday of September. As attendance is mandatory, regular classes are not scheduled on the first Tuesday in September.

Students requiring additional information may contact the Field Program Assistant at 204-474-6171 or the Field Education Coordinator at 204-474-8767.

Fort Garry Campus Regular 3-year Program:

Students registered in SWRK 3150 or SWRK 4120 attend field placement two days per week (15 hours) during Fall/Winter terms for a total of 420 hours. Students require a minimum Degree Grade Point Average (D.G.P.A.) of 2.5. to be eligible for field.

Fort Garry Campus Concentrated Program:

Students attend field placement four days per week (30 hours) during Fall/Winter terms for a total of 840 hours, participating in one field placement only. Students contemplating switching to a concentrated field placement are required have maintained a minimum Degree Grade Point Average (D.G.P.A.) of 3.0. Students should make themselves aware of eligibility requirements of the Concentrated Program and contact the Coordinator of Student Services and Admissions/Advising Office for confirmation of their eligibility no later than February 1.

Inner City Social Work Program:

Students registered in SWRK 3150 or SWRK 4120 attend field placement two days per week (15 hours) during Fall/Winter terms for a total of 420 hours. Students require a minimum Degree Grade Point Average (D.G.P.A.) of 2.5. to be eligible for field.

Inner City Social Work Program - Accelerated Field:

Students who have completed 75 credit hours including required pre-requisites and have maintained a minimum Degree Grade Point Average (D.G.P.A.) of 3.0 are eligible to apply for the ICSWP Accelerated Field. Students attend field placement four days per week (30 hours) during Fall/Winter Terms for a total of 840 hours, participating in one field placement only. Inner City Social Work Program (ICSWP) students interested in pursuing Accelerated Field are encouraged to consult with their Academic Advisor to confirm eligibility and receive guidance on the procedure. Students wishing to do an Accelerated Field must submit a written request to the Director of ICSWP. If approved, written documentation from the Director can be attached to the student's Field Request Form, February 1.

Students eligible for the ICSWP Accelerated Field undertake Field Instruction I (SWRK 3150) and Field Instruction 2 (SWRK 4120) at one field placement between September and April. Students approved to take Accelerated Field must also register for two co-requisite Field/Focus of Social Work Practice (SWRK 4200 and SWRK 4300) courses.

Fort Garry Campus and Inner City Social Work Program:**Summer Term SWRK 4120 Field Instruction 2 (May-August):**

Summer field placements are an opportunity for BSW students from Fort Garry Campus and ICSWP to complete SWRK 4120: Field Instruction 2 over a shorter period than the regular Fall/Winter academic session. It is an exception to the usual mode of field education at the BSW level. It is offered for the convenience of students and when resources permit. Please note: SWRK 3150: Field Instruction 1 is not offered in summer session.

Students require a minimum Degree Grade Point Average (D.G.P.A.) of 3.0 to be eligible to apply for Summer Field. Students in SWRK 4120: Field Instruction 2 in the summer term must register for the co-requisite course SWRK 4300: Field Focus of Social Work Practice.

Students registered in SWRK 4120 in the Summer term (May to August = 14 weeks) attend field placement four days or 30 hours per week for a total of 420 hours.

Students who have previously received a grade of FAIL in SWRK 3150: Field Instruction 1 are not eligible to take SWRK 4120: Field Instruction 2 in summer session. Students who have previously failed SWRK 4120: Field Instruction 2 and have been given the opportunity to repeat it are not eligible to repeat SWRK 4120: Field Instruction 2 in summer session.

NORTHERN PROGRAM:

Students work closely with the Field Coordinator in preparing for and securing an appropriate field placement. Please note a student placement in a field setting is **not guaranteed** based on completion of pre-requisite courses.

3rd Year Students complete SWRK 3150: Field Instruction 1:

Students are required to complete 460 hours including 420 hours in field placement (3 days per week September – April) and 40 hours of integrated seminar. Students approved as eligible for field require a minimum Degree Grade Point Average (D.G.P.A.) of 2.5.

4th Year Students complete SWRK 4120: Field Instruction 2:

Students are required to complete 460 hours including 420 hours in field placement (4 days per week January – April) and 40 hours of integrated seminar. Students approved as eligible for field require a minimum Degree Grade Point Average (D.G.P.A.) of 2.5.

Students requiring additional information may contact the Field Coordinator at 204-677-1456.

DISTANCE DELIVERY PROGRAM:

The student is responsible for securing their own Field Placements and need to follow the guidelines for securing Field Placements as per the website:

[Distance Delivery Field Education Program](http://umanitoba.ca/faculties/social_work/programs/distance/903.html)

http://umanitoba.ca/faculties/social_work/programs/distance/903.html

For more information on [Applying for Field](http://umanitoba.ca/faculties/social_work/programs/distance/904.html) check out:

http://umanitoba.ca/faculties/social_work/programs/distance/904.html

[Field Application Forms](http://umanitoba.ca/faculties/social_work/programs/distance/904.html) are available online at:

http://umanitoba.ca/faculties/social_work/programs/distance/904.html

Students applying for field placement for the:

Fall/Winter Term (September to April):

Students must attend a Field Preparation web conference offered throughout the months of September to January and submit a completed Field Application Form by February 1st. Students approved as eligible for field require a minimum Degree Grade Point Average (D.G.P.A.) of 2.5. Students will be required to complete a Field Preparation module outlining guidelines and procedures for applying and securing placements across Canada.

Students registered in SWRK 3150 or SWRK 4120 in Fall/Winter terms (September to April – 28 weeks) attend field placement two days or 15 hours per week for a total of 420 hours. Students allowed to register for Field must also register for the co-requisite Field Focus of Social Work Practice (SWRK 4200 or SWRK 4300) course.

Summer Term (May to August):

Students must attend a Field Preparation web conference offered throughout the months of September to January and must submit a completed Field Application Form by February 1. Students require a minimum Degree Grade Point Average (D.G.P.A.) of 3.0 to be eligible to apply and will be required to complete a Field Preparation module outlining guidelines and procedures for applying and securing placements across Canada.

Students registered in SWRK 3150 or SWRK 4120 in the Summer term (May to August -14 weeks) attend field placement four days or 30 hours per week for a total of 420 hours. Students who approved for Field must also register for the co-requisite Field Focus of Social Work Practice (SWRK 4200 or SWRK 4300) course.

Accelerated Field Fall/Winter Term (September to April):

Field Instruction 1 (SWRK 3150) and Field Instruction 2 (SWRK 4120)

Students who have completed 75 credit hours including required pre-requisites and have maintained a minimum Degree Grade Point Average (D.G.P.A.) of 3.0 are eligible to apply for Accelerated Field. Students complete Field Instruction 1, SWRK 3150 September – December followed by Field Instruction 2 SWRK 4120 January – April. Students registered in Accelerated Field Instruction attend field placement four days or 30 hours per week for a total of 840 hours by end of term in April.

Students who approved to take Accelerated Field must also register for two co-requisite Field Focus of Social Work Practice (SWRK 4200 and SWRK 4300) courses. The student will receive approval after their application is reviewed.

All students registered in Distance Delivery Field Instruction courses (SWRK 3150 and SWRK 4120) are required to complete several Field Instruction Modules and participate in a one-hour web conference prior to entering field placement. Completion of the Field Instruction Modules and attendance at Field Instruction Web Conference is mandatory.

Students requiring information may contact the Distance Delivery Field Assistant at 204-474-9537 or the Distance Delivery Field Coordinator at 204-474-8316.

Field placements will not be approved for students who do not submit the completed Field Application Form by the deadline date. Final approval for field placement rests with the Distance Delivery Field Coordinator. Decisions may be based on availability of agency openings as well as the educational needs of students.

For further information on Field Instruction, please see the [Undergraduate Academic Calendar, Faculty of Social Work, Section 4.2:](#)

<http://crscalprod.ad.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=380&chapterid=4699&topicgroupid=24915&loaduserredits=False>

APPENDIX C

FIELD INSTRUCTION TAKEN AT PLACE OF EMPLOYMENT²

Requests to take the field instruction course, SWRK 3150 or SWRK 4120, at a student's workplace will be considered in accordance with specific criteria:

- 1.1 The student's proposed field roles and responsibilities and field education learning goals must be separate and distinct from their paid employment duties.
- 1.2 A student is to be registered in all of the required co-requisite courses.
- 1.3 A student must have a minimum Degree Grade Point Average (D.G.P.A.) of 2.5
- 1.4 The work setting must provide the student with the opportunity to use a range of knowledge and skills, in accordance with the Faculty of Social Work curriculum requirements of the BSW Program.
- 1.5 The student must have a different field instructor (BSW minimum requirement) from their employment supervisor.
- 1.6 A student is ineligible if they have previously failed any field course.

PROCEDURES TO APPLY FOR FIELD INSTRUCTION AT THEIR PLACE OF EMPLOYMENT:

The student will apply to the Field Education Coordinator to take their field instruction, SWRK 3150 or SWRK 4120, at their place of employment and submit a proposal, along with the other field placement administrative requirements (as outlined in the preceding section) by the deadline date for all field applications. The proposal will include the following information items and will be submitted to and reviewed by the Field Education Coordinator who will assess the suitability of the placement for field learning.

- The student is to draft a summary of the proposed field placement including specific learning objectives, goals and activities to be undertaken in SWRK 3150 or SWRK 4120. **The proposed learning must be distinct and unique from the student's paid employment duties;**
- The student is to provide a summary of their paid work experience, roles and responsibilities in the current work setting;
- The student is to identify and provide contact information regarding their current employment supervisor;
- The student is to provide names of two references from the current work setting who are in agreement with being contacted for additional information regarding the applicant's work performance;
- The student is to provide contact information, along with confirmation of qualifications (i.e. BSW, MSW) pertaining to the individual who has agreed to assume the role of field instructor. This individual cannot be the same individual who supervises the student in their paid employment duties; and
- The student is responsible for negotiating the use of their work setting for field instruction with their employer. The student will provide material, if required, to confirm the employer's acceptance of these terms.

ADDITIONAL GUIDELINES

- An interview with the student and representatives of the workplace may be held prior to the decision regarding acceptance or denial of the proposed practicum.
- A student who receives remuneration (i.e., stipend, wage, and subsidy) in their field placement (SWRK 3150 or SWRK 4120) should not have been employed in that field placement role prior to accepting the

³ Endorsed by Faculty Council, Faculty of Social Work – March 27, 2020.

field placement. The Faculty reserves the right to review individual contracts and arrangements and to determine whether any additional requirements need to be addressed.

- Where questions arise regarding the suitability or acceptance of the proposed workplace field practicum, the Field Education Coordinator will consult with the BSW Program Committee in arriving at a final decision.

TRANSFER CREDIT EQUIVALENCY POLICY

The Faculty of Social Work supports the principle of granting equivalency credit for social work courses taken in programs leading to a professional social work qualification at other accredited educational institutions, or courses taken as part of a diploma or certificate offered at the University of Manitoba.

(NOTE: Students will be required to provide proof of professional social work qualification along with descriptive and evaluative information). The responsibility for assessing BSW equivalency for such courses will be assumed by the BSW Program Committee. Only social work courses taken in the last nine years will be considered for equivalency transfer. Requests for equivalency transfer will normally be considered only in the first six months after the student has been admitted into the Faculty.

[Equivalency Policy](#)

Please refer to [Appendix B](#) for more details.

APPENDIX B

Equivalency Policy

Guidelines for Granting of Equivalency Credit for Social Work Courses Taken Outside the University of Manitoba Faculty of Social Work

The Faculty of Social Work supports the principle of granting equivalency credit for social work courses taken in programs leading to a professional social work qualification at other educational institutions, or courses taken as part of a diploma or certificate offered at the University of Manitoba. (Please Note: Students will be required to provide proof of professional social work qualification along with descriptive and evaluative information outlined in Item 4).

The responsibility for assessing BSW equivalency for such courses will be assumed by the BSW Program Committee.

1. Students will be advised at the time of their acceptance to the BSW Program of procedures to be followed if they intend to request BSW equivalency for courses taken previously. The request for consideration of equivalency transfer must originate with the student.
2. Only social work courses taken in the last nine years will be considered for equivalency transfer.
3. Requests for equivalency transfer will normally be considered only in the first six months after the student has been admitted into the Faculty.
4. Students will be advised to provide the Faculty with descriptive and evaluative information related to courses. Information should include:
 - a. Calendar description of the courses and program;
 - b. Course outlines, assignments and bibliographies;
 - c. Evaluative feedback

Students who are refused social work equivalency may initiate a challenge for credit, but only for those courses that are open to challenge.

Application for consideration shall be made to the Admissions Office, Room 424 University Centre. The BSW Program Committee Chair will be consulted by the Student Services and Admissions/Advising Office.

Equivalency Credit for Field Instruction and Field/Focus Courses

Equivalency shall not be granted for SWRK 3150 or SWRK 4120. The Faculty of Social Work will not entertain requests for consideration for equivalency transfer for the SWRK 4200 and/or SWRK 4300 which are co-requisite to SWRK 3150 and/or SWRK 4120.

Note: This policy does not apply to the transfer of credits from diploma programs the Faculty of Social Work has established transfer credit agreements with.

Endorsed by Faculty Council, Faculty of Social Work February 28, 2020

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE ESTABLISHMENT OF THE
MANITOBA QUANTUM INSTITUTE

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. The Senate Committee on University Research established 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) Name of Research Centre/Institute: Manitoba Quantum Institute. The name is consistent with the emergent definition that “Institute” be used when several faculties and/or institutions are involved.
 - b) Mission and Objectives:

The mission of the Manitoba Quantum Institute (MQI) is to be the Centre for Quantum Research in Manitoba and to be a nationwide actor in the nascent quantum revolution where Canada is well positioned to be a World leader:

 - Increase the visibility of quantum research in Manitoba nationally and internationally
 - Provide a framework to tackle and to attract funding for medium and large-scale quantum projects which go beyond the means of an individual researcher
 - Provide a point of contact for cooperation with other quantum institutes in Canada and internationally as well as with industrial partners
 - Increase cooperation and collaboration amongst researchers in Manitoba
 - Enhance facilities for training of highly qualified research personnel, such as graduate students and postdoctoral fellows
 - Discuss ways to include quantum technologies in Physics Education and outreach activities

Scope of Activities:

 - Contribute to and shape the National Quantum Strategy
 - Actively pursue new funding opportunities in the context of the National Quantum Strategy as well as in existing collaborative funding streams
 - Facilitate long-term scientific visitors
 - Bring in seminar speakers on a variety of hot topics
 - Organize workshops, summer schools, and conferences on topics of interest to members

Description of research benefits and opportunities:

MQI will not start from scratch but will rather build on a number of already existing bonds between quantum researchers in Manitoba. MQI will be well placed to develop collaborations with other quantum research institutes across Canada as well as take advantage of new funding opportunities emanating from a new quantum strategy presented to the Federal Government

c) Constitution:

An Executive consisting of a Director and 2 Co-Directors will be elected from the Permanent Members by a Policy Committee. The Policy Committee will be made up of all Permanent Members of the Institute. The Members of the Institute will fall into four categories:

- Permanent Members (referred to as Members) will include all interested faculty members from the University of Manitoba, Winnipeg University, and Brandon University including Professors Emeriti and Senior Scholars.
- Associate Members will include all postdoctoral fellows, research associates, and long term visitors (12 months or longer) to the Institute.
- Graduate students supervised by Permanent Members as well as summer undergraduate research students are eligible to become Student Members.
- Visitors include all short-term visitors (less than 12 months) for the duration of their stay.

Procedures for Appointments:

- The Policy Committee will elect new permanent members.
- The Executive upon request will appoint all postdoctoral fellows, research associates, and long-term visitors performing quantum research as Associate Members.
- All students supervised by permanent members will be eligible to become student members of the MQI.

d) Management:

The MQI will be managed on a day-to-day basis by an Executive consisting of a Director and 2 Co-Directors elected from the Permanent Members by the Policy Committee. The Director will be responsible for chairing Policy Committee meetings, budget preparation and control, reporting to and interacting with administrators at all three Universities, receiving written applications for funding, approving (in consultation with the Executive) applications of \$1,000 or more and submitting applications for funding on behalf of the Institute to the Universities and external funding agencies, as required. Co-Director 1 will prepare Annual Reports, advise the Director and where necessary assume the responsibilities of the Director. Co-Director 2 will organize seminar series, advise and assist the Director in budget preparation and act as Director if required. The Director will report to the Office of the Vice-President (Research and International).

e) Physical Resources: The proposed research will be conducted using the existing offices, lab spaces, and instruments, as well as existing facilities at the MIM. No additional physical resources will be needed at this time.

f) Financial Resources: Collaborative activities of the MQI will be supported for the first year by \$5,000 from the office of the Vice-President (Research and International) (UM), and by \$2,500 from the Faculty of Science (UM) and \$2,500 from the Faculty of

Engineering (UM) for a total budget of \$10,000. The office of the Vice-President (Research and International) has also committed \$5,000 p.a. for the following 4 years, and the Faculty of Science has committed \$2,500 p.a. for the following 4 years.

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

- Dr. Norm Halden, Faculty of Environment, Earth, and Resources (Chair)
- Dr. Andrew Halayko, Rady Faculty of Health Sciences
- Dr. Shawn Clark, Faculty of Engineering

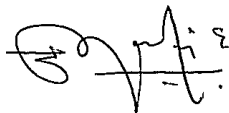
3. The assessment of the sub-committee was as follows:

- The Manitoba Quantum Institute (MQI) seeks to integrate interdisciplinary research in the general area of quantum materials and information in Manitoba. MQI will position itself as the focus of this initiative in Manitoba, building relations with other similar research groups across Canada. MQI will coordinate and link scholarship within the University of Manitoba amongst Physics and Astronomy, Chemistry, Mathematics, Electrical and Computer Engineering as well as Curriculum, Teaching and Learning. The Institute will also include researchers from the Universities of Brandon and Winnipeg. The MQI fits well within the University's strategic framework in that it links quantum level materials research with theoretical research on quantum information. These emergent themes will underpin advances in quantum technology and machine learning.
- Consistent with the quantum domain the MQI will not require space in the traditional sense in that the space already exists in connection with researchers and their groups. The proposal aims to build connections amongst the researchers via seminars, workshops, outreach, and visiting scholars.
- At \$10,000 the financial resources are adequate for the proposed program at this stage of the Institutes development. The funding partners VPRIO, Science and Engineering have made their commitments for 5 years.
- Letters of support were received from The Faculties of Science and Engineering, the Head of the Department of Physics and Astronomy (UM), the Chair of Chemistry at the University of Winnipeg, and the Chair of the Department of Mathematics and Computer Science at Brandon University. From VPRIO, Dr. Jayas has indicated the MQI meets the requirements described in the Policy on Research Centers, Institutes and Groups.

Recommendation:

THAT the *Manitoba Quantum Institute* be established for a term of 5 years, from March 4, 2020 through March 3, 2025.

Respectfully submitted,



Dr. Digvir Jayas, Chair
Senate Committee on University Research

Report of the Senate Planning and Priorities Committee on a Proposal to Establish the Manitoba Quantum Institute

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 February 24, 2020, the SPPC considered a proposal from the Faculty of Science, to establish the Manitoba Quantum Institute.

Observations:

1. The Institute's mission would be to serve as the centre for quantum research in Manitoba and to be a nationwide actor in the nascent quantum revolution, in which Canada is well-positioned to be a world leader.
2. The main objectives of the Institute would be to: (i) increase the visibility of quantum research provincially, nationally, and internationally; (ii) provide a framework to attract funding for medium- and large-scale quantum projects involving multiple researchers; (iii) provide a point of contact for cooperative initiatives with quantum institutes at other Canadian and international institutions and with industry partners; (iv) increase cooperation and collaboration amongst researchers in the province; (v) enhance facilities for training highly qualified research personnel, including graduate students and postdoctoral fellows; (vi) discuss ways to include quantum technologies in physics education and outreach activities.
3. Establishment of the Institute would bring together twenty-one (21) quantum researchers, who are currently members of various quantum research groups at postsecondary institutions across the province, including at the University of Manitoba, the University of Winnipeg, and the University of Brandon. These researchers would constitute the initial group of permanent members, in the proposed Manitoba Quantum Institute.
4. The Institute would be managed by an Executive comprising a Director and two Co-Directors. The Director would report to the Vice-President (Research and International) at the University of Manitoba.
5. The Institute would have a budget of \$10,000 in the initial year, based on contributions of \$2,500 from each of the Faculties of Science and Engineering, and \$5,000 from the Office of the Vice-President (Research and International), University of Manitoba. The

Faculty of Science and the Office of the Vice-President (Research and International) have committed these funds for the first five years. The Faculty of Engineering has committed to providing funds for the first year and will explore the possibility of longer-term support for an additional four years.

The revenue would be used to support the Institute's activities, including (i) a summer research workshop and summer school (\$3,000); (ii) visiting researchers (\$5,000); (iii) conference support (\$1,500); and (iv) other miscellaneous activities (\$500), including printing and advertising. Research activities of individual members would continue to be funded through external grants, as detailed in section 1.2 of the proposal.

6. The Institute would not require new physical or space resources at the University of Manitoba. Members of the Institute would continue to use existing offices, laboratory spaces and instruments, as well as facilities at the Manitoba Institute for Materials.

Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate recommend that the Board of Governors approve the establishment of the Manitoba Quantum Institute, for a five-year period ending March 3, 2025. The Senate Planning and Priorities Committee recommends that the Vice-President (Research and International) not implement 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

Manitoba Quantum Institute

Proposal

Jesko Sirker

November 18, 2019

Contents

1	Description and Justification	2
1.1	Background	2
1.2	History and Current Status	2
1.3	Mission and Objectives	3
1.4	Scope of Activities	4
1.5	Research Benefits and Opportunities	4
2	Constitution	5
2.1	Membership	5
2.2	Organization Structure	5
2.3	Procedures for Appointments	6
3	Management	6
4	Proposed Membership	6
4.1	Permanent Members	6
5	Physical Resources	7
6	Financial Resources	7
7	Long-term vision for growth of the financial budget	8
8	Statements of Support and Commitment	9
9	Curriculum Vitae	16

1 Description and Justification

1.1 Background

The two research fields which are considered to be most likely to produce new disruptive applications in the near future are quantum technology and machine learning. This has been recognized by countries, research foundations, and companies around the world and has led to large public and private investments into these two fields.

In the US, for example, the National Quantum Initiative Act has recently passed Congress and will provide \$1.2 billion to boost quantum technologies. Similarly in Europe, the Quantum Flagship initiative was recently launched with the goal of expanding fundamental research in this area and to kick-start a competitive European industry by providing more than one billion Euro over a ten year period.

In Canada, two of the Canadian Institute for Advanced Research (CIFAR) longest running programs are on Quantum Materials and Quantum Information. As part of the Canada First Research Excellence Fund the Quantum Institutes at UBC, Waterloo, and Sherbrooke have received a total of 176 million in funding. In recent months, the community has come together to formulate a *National Quantum Strategy* which is directed to policy makers in the Government of Canada. It advocates for a quantum innovation ecosystem which supports Canada's research excellence in this field by providing, in particular, new means to start medium to large-scale projects across the country which are difficult to organize within the existing funding streams.

The University of Manitoba recognizes the importance of novel materials in its strategic research plan. Quantum materials are one of the themes at the Manitoba Institute for Materials (MIM). Theoretical research in Quantum Information and Many-Body Quantum Physics are, furthermore, main areas of research at the Winnipeg Institute for Theoretical Physics (WITP).

While quantum mechanics has emerged as an accurate description of nature at the smallest scales already early in the 20th century, we have only recently started to being able to engineer systems where particles can be fully controlled at the quantum level. We are right now at the beginning of a quantum revolution which promises to disrupt many existing technologies. Among the new technologies whose development has already started are the quantum computer and data transfers using quantum encryption. Fabricating devices from novel quantum materials has, more generally speaking, the potential to revolutionize computing, telecommunication, and consumer electronics. Using novel quantum materials is, furthermore, also a promising path to improve energy harvesting and similar green technologies. From a manufacturing perspective such materials are interesting because they can often be produced in a more environmentally friendly way, e.g. without the use of heavy metals or hazardous chemicals.

1.2 History and Current Status

There are several active research groups in Manitoba whose research falls under the umbrella of 'Quantum Research and Technologies'. Of these, the largest concentration of activities is within the Department of Physics and Astronomy at the University of Manitoba. Historically, the direction of Condensed Matter research in the Department was strongly influenced by the late Allan Morrish. Morrish established an internationally recognised, long standing research effort focussed on multiple aspects of magnetic materials and related systems.

Canadian quantum research into materials, in the context of material spin systems, nucleated from this and has matured across Canada (George Sawatzky, for example, began his research career under Morrish's supervision). From this seed, there are now five research groups in the original University of Manitoba Department, each with different and strong international and national linkages¹, who pursue experimentally and theoretically aspects of quantum materials and respective technologies. Their major areas of focus include frustration and exotic highly correlated phenomena in spin systems; low dimensional magnetism; spin dynamics in the context of spintronic and spin caloric devices; optical and electronic vortex states; ultrafast spin dynamics and optical processes in magnets and spin textures; and cavity magnonics and nonlinear spinwave processes. Each of these areas are part of a dispersed global effort to create new, useful technologies able to address recognised challenges facing big data, energy consumption, medical treatment and diagnostics, sensing and communication. For example, over the past ten years some of these activities have led to six patents (with four pending) on new ways to make 'quantum materials' and to use them. The current funding portfolio is around \$315k per annum from NSERC Discovery, \$1.3M from NSERC SPG and CHRP special project and collaborative health research projects, \$84k p.a. from the German DFG, \$850k pilot CIHR, roughly \$400k industrial research, and over \$2.7M equipment from CFI in the past ten years. Several years ago, this group joined together with groups from elsewhere in the University of Manitoba and the University of Winnipeg to identify themselves as a Quantum Materials theme within the Manitoba Institute of Materials (MIM) (<http://materials.umanitoba.ca>). More recently, and in response to initiatives underway internationally to establish strategic focus areas in quantum science and technologies, the same group has widened to include overlapping interests within Brandon University and the Winnipeg Institute for Theoretical Physics (WITP). In total, there are 21 researchers involved in this endeavour, with each researcher leading a group comprised of research students and early career researchers. At present these groups are comprised of more than 60 graduate students, and 15 postdocs or research associates.

1.3 Mission and Objectives

The mission of the *Manitoba Quantum Institute* (MQI) is to be *the Centre for Quantum Research in Manitoba* and to be a nationwide actor in the nascent quantum revolution where Canada is well positioned to be a World leader. In order to achieve this goal, the Institute will bring together researchers and their highly qualified personnel (HQP) across disciplines and from all three major Manitoba Universities which are working on quantum research and quantum technologies.

The main objectives of the Manitoba Quantum Institute (MQI) are:

1. Increase the visibility of quantum research in Manitoba nationally and internationally
2. Provide a framework to tackle and to attract funding for medium and large-scale quantum projects which go beyond the means of an individual researcher

¹ Examples of international linkages include: The Institute for Functional Matter and Quantum Technologies (Burgess; Stuttgart, Germany), the Quantum Circuits Group (Stamps; Glasgow, UK), Correlations in Integrable Quantum Many-Body Systems (Sirker; DFG Research Unit 2316, Germany). National linkages and cooperations exist with several groups at Dalhousie University, the University of Alberta, Simon Fraser University, the University of British Columbia and others.

3. Provide a point of contact for cooperations with other quantum institutes in Canada and internationally as well as with industrial partners
4. Increase cooperation and collaboration amongst researchers in Manitoba
5. Enhance facilities for training of highly qualified research personnel, such as graduate students and postdoctoral fellows
6. Discuss ways to include quantum technologies in Physics Education and outreach activities

1.4 Scope of Activities

The MQI will

1. Contribute to shape the National Quantum Strategy
2. Actively pursue new funding opportunities in the context of the National Quantum Strategy as well as in existing collaborative funding streams
3. Facilitate long-term scientific visitors
4. Bring in seminar speakers on a variety of hot topics
5. Organize workshops, summer schools, and conferences on topics of interest to members

1.5 Research Benefits and Opportunities

Apart from our group in Manitoba, major quantum research groups in Canada exist at University of Toronto, University of British Columbia, Sherbrooke University, University of Waterloo, Dalhousie University, McGill University, McMaster University, Queen's University, Université Laval, Université de Montréal, University of Alberta, University of Lethbridge, University of Ottawa, and the University of Saskatchewan.

UBC, Sherbrooke, Waterloo, Toronto, and Saskatchewan have already formed Quantum Institutes similar to the one proposed here. The institutes at UBC, Sherbrooke, and Waterloo have received major funding through the Canada First Research Excellence Fund ranging from \$34 to \$76 million. With the recent drafting of a national quantum strategy which will be presented to the government after the fall election, additional funding streams are anticipated to become available.

In order to be part of such future funding opportunities and to collaborate with other Quantum Institutes in Canada, it is now the right time to bring together all researchers in this field in Manitoba. While quantum research is also part of the research conducted at the Manitoba Institute for Materials (MIM) and at the Winnipeg Institute for Theoretical Physics (WITP), the mission of these two institutes is quite different from the proposed Manitoba Quantum Institute. Furthermore, only a subset of quantum researchers are members either of MIM or of the WITP. While the proposed Manitoba Quantum Institute will closely collaborate with MIM and the WITP whenever possible, a new research institute is clearly needed to facilitate research in this emerging field.

It is important to stress that the MQI will not start from scratch but will rather build on a number of already existing bonds between quantum researchers in Manitoba. One

clear indicator of these existing bonds are concrete collaborations which have led to joint publications, for example, between the groups of Hu/Stamps, Hu/Sirker, van Lierop/Wiebe, van Lierop/Hu, Plosker/Kirkland, Carrington/Plosker, Burgess/Bridges/Thomson.

2 Constitution

2.1 Membership

The Members of the Institute will fall into four categories:

- Permanent Members (referred to as Members) will include all interested faculty members from the University of Manitoba, Winnipeg University, and Brandon University. These include Emeriti Professors and Senior Scholars.
- Associate Members include all **interested** postdoctoral fellows, research associates, and long term visitors (12 months or longer) to the Institute.
- All graduate students supervised by Permanent Members as well as summer undergraduate research students are eligible to become Student Members.
- Visitors include all short term visitors (less than 12 months) for the duration of their stay.

2.2 Organization Structure

Executive The Executive consists of a Director and two Co-Directors. The Director and the Co-Directors are elected from the Permanent Members by the Policy Committee for a two-year term. The duties of the executive are as follows:

- Director (two-year term)
 - chair Policy Committee meetings
 - budget preparation and control
 - report to and interact with administrators at all three Universities
 - receive applications in writing for funding
 - approve (in consultation with the Executive) applications of \$1,000 or less
 - submit applications for funding on behalf of the Institute to the Universities and external funding agencies, as required
- Co-Director 1 (two-year term)
 - prepare Annual Report
 - advise Director
 - assume responsibilities of Director if required
- Co-Director 2 (two-year term)
 - organize seminar series
 - advise and assist Director in budget preparation
 - fill in as Director if required

The Executive meets at least semi-annually. Ideally, one of the co-directors will take over as director for the following 2-year term but this might not always be possible.

Policy Committee This committee consists of all Permanent Members. Its duties include:

- election of the Director and Co-Directors
- approve expenditures of more than \$1,000
- elect new Permanent Members as appropriate
- decide on direction and policy of Institute
- plan and approve future programs, workshops, long-term visitors

The Policy Committee meets at least once per year. Members from outside of Winnipeg can participate by video conference.

2.3 Procedures for Appointments

New permanent members will be elected by the Policy Committee. All postdoctoral fellows, research associates, and long-term visitors performing quantum research will be appointed as Associate Members by the Executive upon request. All students supervised by permanent members will be eligible to become student members of the MQI upon request.

3 Management

The Institute will be managed by the Executive. The first Director of the institute will be Jesko Sirker. The Director will report to the office of the Vice-President (Research and International). If the institute is established, the policy committee consisting of the members listed below will convene to elect two Co-Directors for a two-year term.

4 Proposed Membership

The proposed institute will start with 21 permanent members from all three Universities in Manitoba. The members from the University of Manitoba are from the Faculty of Science (Physics, Chemistry, Mathematics), the Faculty of Engineering (Electrical and Computer Engineering), and the Faculty of Education (Curriculum, Teaching, and Learning).

4.1 Permanent Members

- Jacob Burgess (Physics and Astronomy, UM)
- Can-Ming Hu (Physics and Astronomy, UM)
- Jesko Sirker (Physics and Astronomy, UM)
- Robert Stamps (Physics and Astronomy, UM)
- Johan van Lierop (Physics and Astronomy, UM)
- Mario Bieringer (Chemistry, UM)
- David Herbert (Chemistry, UM)
- Victor Nemykin (Chemistry, UM)
- Georg Schreckenbach (Chemistry, UM)

- Stephen Kirkland (Mathematics, UM)
- Derek Krepski (Mathematics, UM)
- Greg Bridges (Electrical and Computer Engineering, UM)
- Arkady Major (Electrical and Computer Engineering, UM)
- Cyrus Shafai (Electrical and Computer Engineering, UM)
- Douglas Thomson (Electrical and Computer Engineering, UM)
- Richard Hechter (Dep. of Curriculum, Teaching, and Learning, Education, UM)
- Andrew Frey (Physics, UW)
- Joshua Hollett (Chemistry, UW)
- Christopher Wiebe (Chemistry, UW)
- Margaret Carrington (Physics, Brandon)
- Sarah Plosker (Mathematics & Computer Science, Brandon)

5 Physical Resources

The proposed research is conducted using the existing offices, lab spaces, and instruments as well as existing facilities at the MIM. No additional physical resources are needed at this time.

6 Financial Resources

The main funding source supporting the research of the members of the Institute are existing individual grants. Collaborative activities of the MQI will be supported by \$5,000 by the office of the Vice-President (Research and International) (UM), \$2,500 by the Faculty of Science (UM), and \$2,500 by the Faculty of Engineering (UM) for a total budget of \$10,000 in Year 1. The office of the Vice-President (Research and International) and the Faculty of Science have also pledged their support of \$5,000 p.a. and \$2,500 p.a. respectively for the following 4 years. The purpose and the activities of the Institute are designed to ensure that virtually all funds go directly towards research, for example, in the form of visitors, seminars, and summer schools. The proposed yearly budget for activities organized or supported by the MQI looks as follows:

- Summer Workshop and Summer School: \$3000

One of the most important tasks of the MQI is to connect with other quantum researchers in Canada and internationally and to provide support in the adequate training of HQP. In order to facilitate these objectives, the MQI will organize a workshop in Manitoba every second year. This workshop will also include a 1-2 day summer school where students are exposed to broader cutting-edge research outside of what is done in the group of their supervisor.

- Visitor Support: \$5000
 - Prominent visiting scientist for public lecture: \$2000 every other year
Outreach to the public, as well as scientific discussion
 - Support for other MQI visitors: \$3000
The MQI visitor program is primarily funded by Members; this funding is to allow visits that individual Members may not otherwise be able to afford or to increase the length of time that visitors can stay in Manitoba. Supported visitors are expected to give a talk in the seminar series organized by the MQI.
 - Conference support: \$1500 (average annual amount)
To advertise quantum research in Manitoba throughout Canada, to support the dissemination of results and to recruit graduate students, the MQI will regularly support national and international conferences.
 - Miscellaneous: \$500
Printing, advertising of study opportunities at Canadian Undergraduate Physics Conference and other venues
- Total:** \$10,000 per annum

7 Long-term vision for growth of the financial budget

Currently, a number of federal programs are being revised and there is uncertainty which programs will offer direct support for Research Institutes in the future. Members of the MQI are planning to apply for any external awards the MQI qualifies for in order to grow the budget over the next 5-10 years.

With the uncertainties above in mind, a list of possible funding sources consists of:

- NFRF transformation stream: Several members of the Institute are currently applying for a grant within the NFRF transformation stream. Since this program has taken over the Network Centres for Excellence program which used to fund Centres and Institutes across Canada, we expect some mechanism within this NFRF grant to provide additional funding for the MQI to come into place at some point in the near future. However, currently the parameters of this program are still in flux.
- Several researchers are planning to apply for a CREATE grant providing training in quantum information technologies. One possibility currently being discussed is applying within the joint NSERC/DFG CREATE stream with researchers from Germany.
- Research Manitoba, innovation proof-of-concept grant: Once established, the MQI is in a good position to apply for funding for ICT (targeted area).
- Another opportunity might be possible future competitions of the Canada First Research Excellence Fund.
- Companies which might be interested in collaborating include Quantum Silicon in Edmonton, d-Wave in Vancouver as well as Google. Contacts of individual researchers to QS and d-wave exist. The Institute needs to be established first before we can further discuss possible collaborations with these companies.

8 Statements of Support and Commitment

Letters of support from the Vice-President Research (UM), the Associate Dean Research Science (UM), the Associate Dean Research Engineering (UM), the Head of Physics and Astronomy (UM), the Chair of Chemistry (UW), and the Chair of Mathematics & Computer Science (Brandon) are attached.



University
of Manitoba

Office of the Vice-President
(Research and International)

202 Administration Bldg
66 Chancellors Circle
Winnipeg, MB
Canada R3T 2N2
T: 204 474 6915
F: 204 261 1318

November 14, 2019

TO: The Senate Committee on University Research
FROM: Digvir S. Jayas, Vice-President (Research and International)
RE: Proposal to Establish the Manitoba Quantum Institute

The Quantum Community in Canada has made efforts to organize itself over the past year, in order to advance Canada as a world leader in the area of quantum science and technology. The community is developing a National Quantum Strategy which aims to advocate for resources needed for the advancement of fundamental research through commercialization. The creation of the Manitoba Quantum Institute would enhance the University of Manitoba's presence in this growing area of research. The Office of the Vice-President (Research and International) will commit to providing \$5000 per annum for five years to support the collaborative activities of the new Institute.

The policy on Research Centres, Institutes and Groups states that Research Centres are expected to:

- (1) Have clearly identified goals and objectives;
- (2) Have some degree of performance, transcending collaboration on a particular limited project;
- (3) Bring together scholars from different disciplines and/or areas of specialization within a particular discipline;
- (4) maintain high levels of research productivity;
- (5) foster the training of future researchers, especially in regard to research skills;
- (6) attract post-doctoral fellows, visiting professors, and other scholars;
- (7) cooperate with scholars at other universities and/or institutions; and
- (8) seek external funding in order to operate on a cost recovery basis.

The proposal meets the above requirements, and I therefore offer my support for the establishment of the Manitoba Quantum Institute.

I look forward to further discussing this proposal at the next meeting of the Senate Committee on University Research.

umanitoba.ca/research

THE UNIVERSITY OF MANITOBA
Faculty of Science
Office of the Dean
247 Machray Hall
INTER-DEPARTMENTAL CORRESPONDANCE

DATE: November 7, 2019

TO: Digvir Jayas, Vice-President (Research & International)

FROM: Brian Mark, Associate Dean (Research), Faculty of Science

SUBJECT: Support for the Manitoba Quantum Institute (MQI)

Dear Dr. Jayas,

The Faculty of Science is pleased to help established the Manitoba Quantum Institute (MQI).

The institute will initially be comprised of 17 investigators from the 3 Universities in the province (Manitoba, Winnipeg and Brandon). Together, the research groups led by these investigators are staffed by 59 graduate students and 17 postdocs or research associates.

Establishing the MQI will bring together Manitoba quantum research excellence to help advance their research goals and promote their research on the national stage. The institute will provide an excellent opportunity for our quantum researchers to participate with greater effect in national initiatives such as recently launched National Quantum Strategy.

Continued research into quantum technologies, including quantum materials research currently underway at UM, promises to provide revolutionary advances in computing, telecommunications and consumer electronics. We are very excited to see what the future holds for our quantum researchers and to help support their goals.

The faculty of Science is pleased to commit a total of \$12,500 over a 5-year period to help support this valuable new UM institute.

Brian Mark



Faculty of Engineering

E2-290 EITC Building
75 Chancellor's Circle
Winnipeg, Manitoba
Canada R3T 5V6
Telephone +1-204-474-9835
Cyrus.Shafai@umanitoba.ca

November 18, 2019

Re: Support letter for University of Manitoba Quantum Institute

The Faculty of Engineering is very interested to see this initiative to form a University of Manitoba Quantum Institute move forward. We see it as an important and essential step to give the university visibility in Canada as a centre of Quantum research.

The Faculty of Engineering will commit \$2,500 this year to establish this Quantum Institute and enable it to establish its initial mandate. The faculty is also interested in exploring a longer term support for an additional 4 years.

Sincerely,

Dr. Cyrus Shafai, P. Eng.
Associate Dean (Research & Graduate Programs)
Faculty of Engineering
University of Manitoba
Phone: 204-474-9835
Email: Cyrus.Shafai@umanitoba.ca

THE UNIVERSITY OF MANITOBA

INTER-DEPARTMENTAL CORRESPONDENCE

Department of Physics and Astronomy

Tel: (204) 474 9817

DATE: November 15, 2019

TO: Digvir Jayas, Vice-President (Research & International)

FROM: Robert Stamps, Head (Department of Physics and Astronomy)

RE: Support for the Manitoba Quantum Institute (MQI)

The Department of Physics and Astronomy strongly supports this initiative to establish a Manitoba Quantum Institute (MQI).

Five of the permanent members are from our department, and each lead different groups whose research is aligned with, and in large part defines, the stated mission of the MQI. Each group has active linkages with other members and a history of collaborative work on joint projects. The themes of research pursued in the MQI are in areas that benefit communications, computing, and security technologies and capture the imaginations of the future generations of scientists and engineers.

Establishing the MQI will provide a 'store-front' in which to showcase this research in a form that will help members expand their efforts and profile their achievements on the national and international stages. Their efforts will profile an area of concentration and excellence that can be uniquely identified with Manitoba, and a highlight of the Canadian Prairie Universities significant for its research outputs and training of early career scientists.

The Department of Physics and Astronomy is pleased to help with this endeavor, and to work with the Faculty of Science and University for its support.

Robert Stamps





THE UNIVERSITY OF WINNIPEG

November 16, 2019

Dear Dr. Sirker

The Chemistry Department at the University of Winnipeg is supportive of the Manitoba Quantum Initiative that you are putting together. We recognize the value of this research to Dr. Wiebe's program (being a CRC in Quantum Materials Discovery). We look forward to the establishment of this institute.

Sincerely,

Athar Ata
Chair and Professor of Chemistry
University of Winnipeg

Department of Chemistry

515 Portage Avenue
Winnipeg MB R3B 2E9
Email: ch.wiebe@uwinnipeg.ca

204-786-9487
204-775-2114 fax



**BRANDON
UNIVERSITY**
Founded 1899

**FACULTY OF SCIENCE
Department of
Mathematics and
Computer Science**

18 November 2019

Dr. Digvir Jayas
Vice-President (Research & International)
University of Manitoba
Winnipeg, MB

Dear Dr. Jayas,

Re: Manitoba Quantum Institute

Regarding the establishment of the Manitoba Quantum Institute (MQI), the purpose of this letter is to indicate support on the part of the Department of Mathematics & Computer Science at Brandon University and, given that the Dean of Science at Brandon University, Dr. Bernadette Ardelli, endorses this initiative, to also indicate support on the part of the Faculty of Science at Brandon University.

The Faculty of Science at Brandon University has a history of involvement in quantum research, both experimental research (in solid state physics and NMR work in the Departments of Physics & Astronomy, and Chemistry) and theoretical research (in quantum chromodynamics work in the Department of Physics & Astronomy, supported by computations performed in the Department of Mathematics & Computer Science).

In recent years, quantum chromodynamics research has continued and Brandon University has strengthened its theoretical commitment by the creation of a Canada Research Chair in Quantum Cryptography, currently occupied by Dr. Sarah Plosker of the Department of Mathematics & Computer Science. A dedicated computer laboratory has been established in support of Dr. Plosker's research program.

The creation of the MQI will enhance collaborations not only within the province, but also nationally and internationally, and—given NSERC's recent commitment to a '*Quantum Canada*' strategy—will provide a focus for targeted federal funding.

Sincerely,

J.G. Williams, B.Sc., Ph.D

Chair of the Dept of Mathematics & Computer Science, Brandon University

270-18th Street
Brandon, Manitoba
Canada • R7A 6A9

www.brandonu.ca

Report of the Senate Committee on Nominations

Preamble

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

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

The Committee met on June 5, 2020 (electronically), to consider nominations to fill vacancies on the standing committees of Senate.

Observations

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

Recommendations

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

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Yuliya Martsynuk	Science	2021.05.31
	Vanessa Warne	Arts	2023.05.31
Senate Committee on Honorary Degrees	Christopher Adams (S)* <i>(term starts July 1, 2020)</i>	St. Paul's College	2021.05.31
Senate Committee on University Research	Roisin Cossar (L)** <i>(term starts July 1, 2020)</i>	Arts	2021.06.30
	Martin Scanlon (S) <i>(term starts July 1, 2020)</i>	Agricultural and Food Sciences	2022.05.31

* (S) indicates a member of Senate

** (L) indicates a leave replacement

*** (R) indicates re-appointment

The Committee also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Serena Phillips (S)	Science	2021.05.31
	Rubel Talukder (S)	Graduate Studies	2021.05.31
Senate Committee on Academic Computing	Alexandre Morakis (S)	Management	2022.05.31
	Jessica Ritchie (S)	Health Sciences	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
Senate Committee on Academic Dress	Carlos Villa (S)	Education	2021.05.31
	Rubel Talukder (S)	Graduate Studies	2021.05.31
Senate Committee on Academic Freedom	Emily Kalo (S)	Science	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
Senate Committee on Academic Review	Jessica Ritchie (S)	Health Sciences	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
Senate Committee on Admissions	Serena Phillips (S)	Science	2021.05.31
	Kristin Smith	Arts	2021.05.31
	William Dowie (S)	Graduate Studies	2021.05.31

Senate Committee on Admission Appeals	Serena Phillips (S)	Science	2021.05.31
	Halley Ritter (S)	School of Art	2021.05.31
Senate Committee on Appeals	Joseph Asaminew (S)(R)***	Health Sciences	2021.05.31
	Emily Kalo (S)	Science	2021.05.31
	Anika Khan	Arts	2021.05.31
	Lauren Slegers (S)	Management	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
	Md Mahmudul Hasan	Graduate Studies	2021.05.31
Senate Committee on Awards	Jenna Hepburn	Health Sciences	2021.05.31
Senate Committee on the Calendar	Rubel Talukder (S)	Graduate Studies	2021.05.31
Senate Committee on Curriculum and Course Changes	Lilja Best (S)	Arts	2021.05.31
	Heather Smeltzer (S)	Health Sciences	2021.05.31
	Michael Bagamery	Graduate Studies	2021.05.31

Senate Committee on Instruction and Evaluation	Dustin Erickson (S)	Science	2021.05.31
	Michelle Nguy (S)	Education	2021.05.31
	Lauren Slegers (S)	Management	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
Senate Committee on Libraries	Lilja Best (S) (R)	Arts	2022.05.31
	Ashley Ginter (S)	Social Work	2022.05.31
	William Dowie (S)	Graduate Studies	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
Senate Planning and Priorities Committee	Kristin Smith	Arts	2022.05.31
	Akeem Azeez (S)	Graduate Studies	2022.05.31
Senate Committee on Rules and Procedures	Dustin Erickson (S)	Science	2021.05.31
Senate Committee on University Research	Etinosa Osemwota	Graduate Studies	2022.05.31
	Berardino Petrelli (S)	Graduate Studies	2022.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	Robert Hoppa	Arts	2021.05.31
Vice-Chair, elected by and from the academic staff members	TBD		2021.05.31
Ten members of the academic staff appointed by Senate	Nancy Hansen	Graduate Studies	2021.05.31
	Robert Hoppa	Arts	2021.05.31
	Christine Kelly	Health Sciences	2021.05.31
	Krystyna Koczanski	Science	2021.05.31
	Yuliya Martsynuk	Science	2021.05.31
	Terri Ashcroft	Health Sciences	2023.05.31
	Carrie Madden	Science	2023.05.31
	Virginia Torrie	Law	2023.05.31
	Elizabeth Troutt	Arts	2023.05.31
	Vanessa Warne	Arts	2023.05.31
Two students appointed by Senate	Serena Phillips	Science	2021.05.31
	Rubel Talukder	Graduate Studies	2021.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC COMPUTING

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International)(or designate)	Jay Doering, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mario Lebar, designate K-L Holter		<i>Ex-officio</i>
University Librarian (or designate)	Lisa O'Hara, designate Les Moor		<i>Ex-officio</i>
Manager, Learning Management Systems	Sol Chu		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Stefi Baum	Science	2021.05.31
	Reg Urbanowski	Health Sciences	2022.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Franklin Bristow	Science	2021.05.31
	James Gilchrist	Health Sciences	2021.05.31
	Ian Jeffrey	Engineering	2021.05.31
	Kari Kumar	Extended Education	2022.05.31
	Neil McArthur	Arts	2022.05.31
	David Walker	Environment, Earth, and Resources	2022.05.31
Four Students (two grads, two undergrads)	Alexandre Morakis	Management	2022.05.31
	Jessica Ritchie	Health Sciences	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
	TBD	Graduate Studies	2022.05.31
Resource: Sandi Utsunomiya 474-8174 Resource (technical): Gilbert Detillieux 474-8161 Resource: Lynette Phyfe 474-8013 Terms of Office: three-year terms; students = two-year terms			

SENATE COMMITTEE ON ACADEMIC DRESS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Director, School of Art, Chair	Jeffery Taylor	School of Art	<i>Ex-officio</i>
Head, Department of Interior Design	Kelley Beaverford	Architecture	<i>Ex-officio</i>
Registrar	Neil Marnoch		<i>Ex-officio</i>
One member of academic staff from Textile Sciences	Song Liu	Agricultural and Food Sciences	2021.05.31
Two students	Carlos Villa	Education	2021.05.31
	Rubel Talukder	Graduate Studies	2021.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC FREEDOM

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units	Cam Morrill	Management	2021.05.31
	Jeffery Taylor (S)	Arts	2021.05.31
	Johan van Lierop (S)	Science	2022.05.31
	Colette Simonot-Maiello (S)	Music	2023.05.31
	Parimala Thulasiraman	Science	2023.05.31
Two students, at least one of whom shall be a student Senator	Emily Kalo (S)	Science	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC REVIEW

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic)(or designate), Chair	Todd Mondor, designate		<i>Ex-officio</i>
Deputy Provost (Academic Planning and Programs)	Todd Mondor		<i>Ex-officio</i>
Dean, Faculty of Graduate Studies (or designate)	Louise Simard		<i>Ex-officio</i>
Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department*	Robert Currie (S)	Agricultural and Food Sciences	2021.05.31
	Tina Chen (S)	Arts	2022.05.31
Two students who are members of Senate	Jessica Ritchie (S)	Health Sciences	2021.05.31
	Akeem Azeez (S)	Graduate Studies	2021.05.31
Three members of the academic staff, at least one of whom shall be a member of Senate*	Michael Czubryt (S)	Health Sciences	2021.05.31
	Karine Levasseur	Arts	2022.05.31
	Ruppa Thulasiram	Science	2022.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

SENATE COMMITTEE ON ADMISSIONS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Laurie Schnarr, designate		<i>Ex-officio</i>
Vice-Provost (Students) (or designate)	Erin Stone, designate		<i>Ex-officio</i>
Executive Director, Enrolment Services	Jeff Adams		<i>Ex-officio</i>
Dean, Faculty of Arts (or designate)	Heidi Marx, designate		<i>Ex-officio</i>
Dean, Faculty of Science (or designate)	Ben Li, designate Peter Loewen (alternate)		<i>Ex-officio</i>
Dean, Rady Faculty of Health Sciences (or designate)	Brian Postl, designate Sara Speechley		<i>Ex-officio</i>
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Jonathan Beddoes (S) David Mandzuk (S) (term starts July 1, 2020)	Engineering & Architecture Education/Extended Ed.	2020.06.30 2021.05.31
	Edward Jurkowski (S)	Music	2023.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Sarah Teetzel	Kinesiology & Recreation Management	2021.05.31
	Rusty Souleymanov (S)	Social Work	2022.05.31
	Robert Biscontri (S)	Management	2023.05.31
	Derek Brewin	Agricultural and Food Sciences	2023.05.31
	Karen Dow	Engineering	2023.05.31
Three students	Serena Phillips	Science	2021.05.31
	Kristin Smith	Arts	2021.05.31
	William Dowie	Graduate Studies	2021.05.31
Deputy Minister of Economic Development and Training (or designate)	DECLINED		<i>Ex-officio</i>
One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association	Kelly Teixeira	St. John's-Ravenscourt School	2021.05.31
Resource: Olga Kuznetsova 474-8820 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ADMISSION APPEALS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
One member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee*	David Mandzuk, Chair	Education	2021.05.31
One member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee.* The Vice-Chair shall not be from the same Faculty/School/College as the Chair	Brenda Hann, Vice-Chair	Science	2021.05.31
Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University	Ryan Cardwell	Agricultural and Food Sciences	2021.05.31
	Silvia Alessi-Severini (leave replacement for Leisha Strachan)	Health Sciences (Kin. & Rec. Mgt.)	2020.06.30 (2021.05.31)
	Lucas Tromly	Arts	2021.05.31
	Mike Domaratzki	Science	2022.05.31
	Jennifer Schulz	Law	2022.05.31
	Jitendra Paliwal	Engineering	2023.05.31
	Subbu Sivaramakrishnan	Management	2023.05.31
	Karen Wilson Baptist	Architecture	2023.05.31
Two students	Serena Phillips	Science	2021.05.31
	Halley Ritter	School of Art	2021.05.31
President of UMSU (or designate)	Jelynn Dela Cruz		Ex-officio
Director (Admissions), Enrolment Services (non-voting)	Erin Stone		Ex-officio
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

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

SENATE COMMITTEE ON APPEALS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by Senate Executive	Charlotte Enns	Education	2022.05.31
Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or each other)	Peter Blunden	Science	2022.05.31
	Derek Oliver	Engineering	2022.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Douglas Brown	Kinesiology & Rec. Mgt.	2020.05.31
	Jonathan Black-Branch	Law	2022.05.31
	Lalitha Raman-Wilms	Health Sciences	2022.05.31
Five academic members of Senate	Peter Blunden (S)	Science	2021.05.31
	Lisa Landrum (S)	Architecture	2022.05.31
	Derek Oliver (S)	Engineering	2022.05.31
	Jitendra Paliwal (S)	Agricultural and Food Sciences	2022.05.31
	Malcolm Smith (S)	Management	2023.05.31
Six academic members	Charlotte Enns	Education	2021.05.31
	Vanessa Swain	Health Sciences	2021.05.31
	Michael Campbell	Environment Earth & Res.	2022.05.31
	Nicholas Harland	Science	2022.05.31
	Melanie Soderstrom	Arts	2022.05.31
	Rod Lastra	Extended Education	2023.05.31
President of UMSU (or desig.)	Jelynn Dela Cruz		<i>Ex-officio</i>
Six students (four undergrads from different Faculties or Schools, and two grads)	Joseph Asaminew	Health Sciences	2021.05.31
	Emily Kalo	Science	2021.05.31
	Anika Khan	Arts	2021.05.31
	Lauren Slegers	Management	2021.05.31
	Akeem Azeez	Graduate Studies	2021.05.31
	Md Mahmudul Hasan	Graduate Studies	2021.05.31
One member of USB	Jules Rocque		2020.05.31
One student of USB	Elizabeth Labbé		2020.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON AWARDS

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Six members of the academic staff, at least one shall be a Senator; at least one from Arts and one from Science; and at least two from professional faculties/schools	Glenn Clark (S) (l/r for Michelle Faubert (S))	Arts (Arts)	2020.06.30 (2021.05.31)
	Jared Carlberg, Chair	Agricultural and Food Sciences	2022.05.31
	Peter Cattini	Health Sciences	2022.05.31
	Laura Loewen, Vice-Chair	Music	2022.05.31
	Darcy MacPherson	Law	2023.05.31
	Jennifer McLeese	Science	2023.05.31
Two students (one graduate and one undergraduate)	Jenna Hepburn	Health Sciences	2021.05.31
	TBD	Graduate Studies	2021.05.31
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Sara Sealey, designate		Ex-officio
Director, Financial Aid and Awards (or delegate)	Jane Lastra, designate Lesli Lucas-Aseltine		Ex-officio
Associate Vice-President (Alumni & Donor Relations) (or delegate)	Stephanie Levene, designate Carolyn Basha		Ex-officio (non-voting)
Executive Director, Enrolment Services (or delegate)	Jeff Adams		Ex-officio (non-voting)
Up to three Awards Establishment Coordinators and one Awards Selection Coordinator from Financial Aid and Awards	Pamela Gareau		Non-voting
	Mabelle Magsino		Non-voting
	Regan Sarmatiuk		Non-voting
	Mandy Laing		Non-voting
Resource: Pamela Gareau 474-9261 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON THE CALENDAR

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Registrar	Neil Marnoch		<i>Ex-officio</i>
Dean, Faculty of Graduate Studies (or designate)	Louise Simard		<i>Ex-officio</i>
Chair of the Senate Committee on Rules and Procedures (or designate)	Tracey Peter, designate		<i>Ex-officio</i>
Two members of the academic staff elected by and from Senate	Oliver Botar (S)	School of Art	2021.05.31
	Shawn Clark (S)	Engineering	2021.05.31
Student Senator	Rubel Talukder (S)	Graduate Studies	2021.05.31
<i>Calendar</i> editor	Gloria Saindon	Registrar's Office	<i>Ex-officio (non-voting)</i>
University Secretary, Chair	Jeff Leclerc	University Secretary	<i>Ex-officio</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Dean McNeill, Vice-Chair	Engineering	2021.05.31
	Royce Koop	Arts	2021.05.31
	Sarah Teetzel	Kinesiology & Recreation Management	2022.05.31
	Greg Smith, Chair	Arts	2022.05.31
	Joanne Hamilton	Health Sciences	2022.05.31
	Judith Hughes	Social Work	2023.05.31
	Ben Li	Science	2023.05.31
Three students	Lilja Best	Arts	2021.05.31
	Heather Smeltzer	Health Sciences	2021.05.31
	Michael Bagamery	Graduate Studies	2021.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Peter Dorrington		<i>Ex-officio</i>
One librarian named by the University Librarian	Kristen Kruse		<i>Ex-officio</i>
Deputy Provost (Academic Planning and Programs)(and/or delegate)	Cassandra Davidson		<i>Ex-officio (non-voting)</i>
Vice-President (Indigenous) (or delegate)	Catherine Cook, designate Cary Miller		<i>Ex-officio (non-voting)</i>
Registrar (or delegate)	Sharon Bannatyne, designate		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON HONORARY DEGREES

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Chancellor, Chair	Anne Mahon		<i>Ex-officio</i>
President, Vice-Chair	David Barnard		<i>Ex-officio</i>
President, UMSU	Jelynn Dela Cruz		<i>Ex-officio</i>
Chair, Alumni Association	Peter Wheatley		<i>Ex-officio</i>
Four faculty members from Senate	Jonathan Beddoes Christopher Adams (S) <i>(term starts July 1/20)</i>	Engineering St. Paul's College	2020.06.30 2021.05.31
	Brenda Austin-Smith (S)	Arts	2022.05.31
	James Blatz (S)	Engineering	2022.05.31
	Kelley Main (S)	Management	2022.05.31
One representative of the community-at-large to be appointed by the Chancellor	William Pope		2021.05.31
Resource: Shelley Foster 474-6165 Terms of Office: three-year terms			

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Mark Torchia, designate		<i>Ex-officio</i>
Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus)	Brenda Elias (S)	Health Sciences	2021.05.31
	David Mandzuk (S)	Education	2021.05.31
	Elizabeth Troutt	Arts	2021.05.31
	Nicholas Harland	Science	2022.05.31
	Krystyna Koczanski	Science	2022.05.31
	Lukas Neville	Management	2022.05.31
	Vanessa Warne	Arts	2022.05.31
Four students, at least one graduate student	Dustin Erickson	Science	2021.05.31
	Michelle Nguy	Education	2021.05.31
	Lauren Slegers	Management	2021.05.31
	Akeem Azeez	Graduate Studies	2021.05.31
UMSU President or Vice-President	Jelynn Dela Cruz		<i>Ex-officio (non-voting)</i>
Dean or Associate Dean, Graduate Studies	Michael Czubryt		<i>Ex-officio (non-voting)</i>
Executive Director, Centre for the Advancement of Teaching and Learning (or designate)	Mark Torchia		<i>Ex-officio (non-voting)</i>
Registrar or Associate Registrar (or designate)	Neil Marnoch, designate Sharon Bannatyne		<i>Ex-officio (non-voting)</i>
Director, Student Advocacy (or designate)	Heather Morris, designate Matthew Carvell		<i>Ex-officio (non-voting)</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON LIBRARIES

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Lisa O'Hara, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Jay Doering, designate		<i>Ex-officio</i>
University Librarian (or designate)	Lisa Demczuk, designate		<i>Ex-officio</i>
Dean, Faculty of Graduate Studies (or designate)	Kelley Main, designate		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Jonathan Black-Branch	Law	2022.05.31
	Stefi Baum	Science	2023.05.31
Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus	James Gilchrist (S)	Health Sciences	2021.05.31
	Michael Shaw (S)	Science	2021.05.30
	Sarah Ciurysek	School of Art	2022.05.31
	Orvie Dingwall	Libraries	2022.05.31
	Pam Perkins	Arts	2022.05.31
	Mirosław Pawlak	Engineering	2023.05.31
Four students (two graduate, two undergraduate)	Lilja Best	Arts	2022.05.31
	Ashley Ginter	Social Work	2022.05.31
	William Dowie	Graduate Studies	2022.05.31
	A.K.M. Monsurul Alam	Graduate Studies	2022.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = two-year terms			

SENATE PLANNING AND PRIORITIES COMMITTEE

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate)	Janice Ristock		<i>Ex-officio</i>
Vice-President (Administration) (or designate)	Mario Lebar, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Jay Doering, designate		<i>Ex-officio</i>
Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, and one must be from Bannatyne campus	Colette Simonot-Maiello	Music	2021.05.31
	Cary Miller (S)	Arts	2021.05.31
	Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Mike Domaratzki (S)	Science	2022.05.31
	Richard Perron Derek Oliver (S) (term starts July 1, 2020)	Architecture Engineering	2020.06.30 2022.05.31
	David Watt, Chair	Arts	2022.05.31
	Mark Gabbert (S)	Arts	2023.05.31
	Karine Levasseur	Arts	2023.05.31
	Gary Anderson	Science	2024.05.31
	Orvie Dingwall	Libraries	2024.05.31
Three students, one graduate, one undergraduate and the President of UMSU or designate	Kristin Smith	Arts	2022.05.31
	Akeem Azeez	Graduate Studies	2022.05.31
	Jelynn Dela Cruz		2021.04.30
President	Todd Mondor, designate		<i>Ex-officio</i>
Vice-Provost (Students)	Laurie Schnarr		<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: four-year terms; students = two-year terms			

SENATE COMMITTEE ON RULES AND PROCEDURES

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate	Tracey Peter (S)	Arts	2021.05.31
	Jeffery Taylor (S), Chair	Arts and School of Art	2022.05.31
	John Anderson (S)	Science	2023.05.31
	Reg Urbanowski (S)	Health Sciences	2023.05.31
One student who, at time of appointment/re-appointment, is a member of Senate	Dustin Erickson (S)	Science	2021.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON UNIVERSITY RESEARCH

June 1, 2020

Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Digvir Jayas		<i>Ex-officio</i>
President	David Barnard		<i>Ex-officio</i>
Provost and Vice-President (Academic)	Diane Hiebert-Murphy, designate		<i>Ex-officio</i>
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Gary Glavin Jay Doering		<i>Ex-officio</i>
Dean, Faculty of Grad. Studies	Louise Simard		<i>Ex-officio</i>
Research Grants Officer	Kerrie Hayes, Director of Research Contracts		<i>Ex-officio (non-voting)</i>
Four Deans or Directors representing a range of research activities	Stefi Baum	Science	2021.05.31
	Gady Jacoby	Management	2021.05.31
	Norm Halden Martin Scanlon (term starts July 1/20)	Env. Earth & Resources Agric. & Food Sciences	2020.06.30 2022.05.31
	Jeffery Taylor	Arts	2023.05.31
Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus	Samar Safi-Harb	Science	2021.05.31
	Clea Schmidt	Education	2021.05.31
	Andrew Halayko	Health Sciences	2022.05.31
	Roisin Cossar (July 1/20) (l/r for Jason Leboe-McGowan)	Arts (Arts)	2021.06.30 (2022.05.31)
	Tamra Werbowetski-Ogilvie	Health Sciences	2022.05.31
	Anita Brûlé-Babel	Agric. & Food Sciences	2023.05.31
	Shawn Clark (S)	Engineering	2023.05.31
	Michelle Porter	Kinesiology and Rec. Mgt.	2023.05.31
Two graduate students selected by GSA	Etinosa Osemwota	Graduate Studies	2022.05.31
	Berardino Petrelli	Graduate Studies	2022.05.31
Resource: Sarah Vanderveen 474-7952 Terms of Office: three-year terms; students = two-year terms			