

Senate
Fort Garry Campus:
Senate Chamber
Room E3-262 Engineering Building

Bannatyne Campus:
Room A207 Chown Building

Wednesday, November 6, 2024
1:30 p.m.

Agenda

I Matters to be Considered in Closed Session - none

II Matters Recommended for Concurrence without Debate

1. **2025 – 2026 Academic Schedule** Page 3
2. **Reports of the Faculty of Graduate Studies Executive Committee**
 - a) **RE: Department of Biochemistry and Medical Genetics** Page 29
 - b) **RE: Department of Biosystems Engineering** Page 30
 - c) **RE: Department of Soil Science** Page 32

III Matters Forwarded for Information

1. **Report of the Senate Committee on Awards [September 26, 2024]** Page 34
2. **Report of the Senate Committee on Appeals [October 3, 2024]** Page 55
3. **Report of the Faculty Council of the Price Faculty of Engineering RE: Establishment of Letters of Accomplishment** Page 57
 - Excellence in Engineering Leadership
 - Design Your Engineering Life
 - Project Management Essentials
4. **Discussion: Fall Term Academic Schedule** Page 64

IV Report of the President

V Question Period

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

VI	<u>Consideration of the Minutes of the Meeting of October 2, 2024</u>	
VII	<u>Business Arising from the Minutes</u> - none	
VIII	<u>Reports of the Senate Executive Committee and the Senate Planning and Priorities Committee</u>	
	1. <u>Report of the Senate Executive Committee</u>	Page 67
	Comments of the Senate Executive Committee will accompany the report on which they are made.	
	2. <u>Report of the Senate Planning and Priorities Committee</u>	
	The Chair will make an oral report of the Committee's activities.	
IX	<u>Reports of other Committees of Senate, Faculty and School Councils</u>	
	1. <u>Report of the Faculty Council of the Price Faculty of Engineering RE: Proposal for the Transition of the Centre for Engineering Professional Practice and Engineering Education to a Department of Engineering Education</u>	Page 68
	2. <u>Report of Senate Committee on Instruction and Evaluation RE: Revised Progression Rules, Juris Doctor, Faculty of Law</u>	Page 89
	3. <u>Reports of the Senate Committee on Rules and Procedures</u>	
	a) <u>RE: Amendment to Senate Meeting Rules concerning Approval Authority in an Emergency Situation</u>	Page 91
	b) <u>RE: Revision of School of Art School Council Bylaw</u>	Page 97
X	<u>Additional Business</u>	
	1. <u>Truth and Reconciliation Framework: Time for Action</u>	Page 102
XI	<u>Adjournment</u>	

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



**University
of Manitoba**

Office of the Registrar and
Enrolment Services

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TO: Jeff Leclerc, University Secretary

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services

DATE: October 9, 2024

SUBJECT: Proposed Academic Schedule for 2025-26

The attached proposed 2025-26 Academic Schedule has been updated based on changes in days and/or dates to conform to the 2025 and 2026 calendars and University Closure dates, along with revised information received from academic units. The proposed schedule has been reviewed by all Faculties, Colleges, and Schools. Some dates are still TBA as the information was not yet available. We will return the Academic Schedule to Senate in the near future to finalize the outstanding dates.

CC:

Laurie Schnarr, Vice-Provost (Students)

Shannon Coyston, Associate University Secretary (Senate)

2025-2026 Academic Schedule (Updated Oct 30, 2024)

Admission application deadlines are found online at umanitoba.ca/student/admissions. Additional important date information for Faculty of Graduate Studies students is available at <https://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum#thesis-submission-deadlines-and-requirements>

Faculties, schools, colleges and/or programs may have other important dates and deadlines that are not included in the Academic Schedule.

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Section 1: Dates for Fall/Winter Term

This section contains information for Fall and Winter Terms, including distance and online courses. See section 2 for Summer Term information, including information for distance and online courses offered over Summer Term.

1.1 Dates applicable to all U of M students:

1.1.1 University Closure

When the University is closed no classes/examinations will be held.

Canada Day	July 1, 2025
Terry Fox Day (Civic Holiday)	Aug 4, 2025
Labour Day	Sept 1, 2025
National Day for Truth and Reconciliation	Sept 30, 2025
Thanksgiving Day.....	Oct 13, 2025
Remembrance Day.....	Nov 11, 2025
Winter Holiday... ..	Dec 24, 2025 to Jan 2, 2026
Louis Riel Day	Feb 16, 2026
Good Friday.....	Apr 3, 2026
Victoria Day.....	May 18, 2026
Canada Day	July 1, 2026
Terry Fox Day (Civic Holiday)	Aug 3, 2026

1.2 Dates applicable to most U of M students:

*Some additional or differing date information is included in separate sections for: **Agriculture Diploma, Applied Human Nutrition, Architecture, Art (School of), Dental Hygiene, Dentistry (includes IDDP), Education (B.Ed. only), Management, Medicine (excludes Family Social Sciences), Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.*

1.2.1 Orientation

*Additional or differing dates exist for: **Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Education (B.Ed. only), Management, Medicine, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.*

Welcome Day Fall Term	Sept 2, 2025
Welcome Day Winter Term.....	Jan 5, 2026
Faculty of Architecture... ..	August 22, 2025
Pre-Term ED2 Start.....	August 25, 2025
Faculty of Kinesiology and Recreation Management.....	TBA

1.2.2 Start and End Dates

Additional or differing dates exist for: Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Dentistry, Education, Management, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work. Students in these programs should also see their respective section of the Academic Schedule.

Fall Term..... Sept 3 to Dec 8, 2025
Winter Term.....Jan 6 to Apr 9, 2026
Winter/Summer Term spanning distance andonline courses.....Jan 6 to July 2, 2026

1.2.3 Registration and Withdrawal Dates

Additional or differing dates exist for: Agriculture Diploma and other faculties, colleges and/or schools offering irregularly scheduled courses. Agriculture Diploma students should also see their respective section of the Academic Schedule; all others should also refer to the Class Schedule.

Regular Registration Period

Fall Term and Fall/WinterTerm classes...Ends Sept 3, 2025
Winter Term classes and
Winter/Summer term spanning distance andonline courses..... Ends Jan 6, 2026

Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule. Last day to drop is 1 business day prior to the end of the Registration Revision Period.

Fall Term and Fall/WinterTerm classes...Sept 3 to 17, 2025
Winter Term classes and
Winter/Summer term spanning distance andonline courses.....Jan 6 to 20, 2026

Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. There will be no refunds for courses dropped after this date. Additional or differing dates exist for Agriculture Diploma; students in this program should also see their respective section of the Academic Schedule.

Fall TermSept 16, 2025
Fall/Winter Term classes Part A... Sept 16, 2025
Fall/Winter Term classes Part B (VW recorded if dropped after Sept. 16, 2025)Jan 19, 2026
Winter Term classes and
Winter/Summer term spanning distance andonline courses..... Jan 19, 2026

Last Date to Register/Registration Revision Deadline

Fall Term and Fall/WinterTerm classes.....Sept 17, 2025
Winter Term classes and
Winter/Summer term spanning distance andonline courses..... Jan 20, 2026

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

Fall Term classes	Nov 18, 2025
Fall/Winter Term spanning classes.....	Jan 19, 2026
Winter Term classes.....	Mar 19, 2026
Winter/Summer Term spanning distance andonline courses... ..	May 14, 2026

1.2.4 Fee Deadlines

Fee Payment Deadline

A financial penalty will be assessed on accounts with an outstanding balance after this date.

Fall Term	October 1, 2025
Winter Term.....	February 4, 2026

***See Section 1.2.3 for the Last Day to Drop without Penalty**

1.2.5 Term Breaks

Academic and administrative offices will be open during this period; no classes, tests or assignment due dates occur during this time. Additional or differing dates exist for: **Applied Human Nutrition, Dental Hygiene, Dentistry, Education (B.Ed. only), Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, and Respiratory Therapy.** Students in these programs should also see their respective section of the Academic Schedule.

Fall Term Break The U of M will be closed Tuesday, Nov. 11 for Remembrance Day (see 1.1.1). Nov 10 to 14, 2025

Winter Term Break The U of M will be closed Monday Feb. 17 for Louis Riel Day (see 1.1.1)..... Feb 16 to 20, 2026

1.2.6 Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled. Additional or differing dates exist for: **Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Dentistry, Education, Medicine, and Pharmacy.** Students in these programs should also see their respective section of the Academic Schedule. Students in faculties, colleges, schools or programs offering irregularly scheduled courses should also see the exam timetable available through their program office.

Fall Term (includes tests and midterm exams for Fall/WinterTerm classes)..... Dec 9 to 20, 2025

Winter Term (includes final exams for Fall/WinterTerm classes)Apr 11 to 25, 2026

1.2.7 Challenge for Credit

Challenge for Credit applicationdeadline:

For classes offered Fall Term2025
and spanning Fall/Winter 2025-2026..... Sept 17, 2025

For classes offered WinterTerm 2026...Jan 19, 2026

1.2.8 Final Grade Appeal Deadlines

For final grades received for Fall Term 2025 classes...	Jan 23, 2026
For final grades received for Winter Term 2026 and Fall 2025/Winter 2026 classes.....	June 8, 2026

1.2.9 Graduation and University Convocation

*Degrees, Diplomas and Certificates will be awarded at Convocation. Graduation date may differ from Convocation Ceremony date. Additional or differing dates exist for **Dental Hygiene, Dentistry, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, and Respiratory Therapy**; students in these programs should also see their respective section of the Academic Schedule.*

For students graduating Fall 2025:

Deadline to apply online to graduate for most Undergraduate students...	July 25, 2025
Faculty of Graduate Studies Submission Deadline*	August 27, 2025
Convocation Ceremony (Fort Garry Campus).....	October 21 to 23, 2025
Convocation Ceremony (Bannatyne Campus).....	November 6, 2025

For students graduating February 2026:

Deadline to apply online to graduate for most Undergraduate students...	September 16, 2025
Faculty of Graduate Studies Submission Deadline*	January 6, 2026
Graduation date for students graduating in February.....	February 4, 2026
Convocation Ceremony (Fort Garry Campus).....	June 2 to 5, 2026

For students graduating Spring 2026:

Deadline to apply online to graduate for most Undergraduate students...	January 16, 2026
Faculty of Graduate Studies Submission Deadline*	March 26, 2026
Convocation Ceremony – Bannatyne Campus	May 14, 2026
Convocation Ceremony – Fort Garry Campus	June 2 to 5, 2026
Convocation Ceremony – Université de Saint-Boniface	June 8, 2026
<i>Graduate Studies Submission Deadline* for students graduating Fall 2026.....</i>	<i>August 26, 2026</i>
Annual Traditional Graduation Pow Wow in honour of Indigenous graduates....	May 2, 2026

** Last date for receipt by Graduate Studies of Theses/Practical and reports on Theses/practical, comprehensive examinations, and project reports from students, and lists of potential graduands from departments.*

1.3 Dates applicable to Agriculture (Diploma):

1.3.1 Orientation Sept 5, 2025
(No Orientation in Winter Term)

1.3.2 Start and End Dates

Fall Term..... Sept 8 to Dec 5, 2025
Winter Term..... Jan 6 to Apr 2, 2026

1.3.3 Registration and Withdrawal Dates

Regular Registration Period

Fall Term classes.....ends Sept 8, 2025
Winter Term classes..... ends Jan 6, 2026

Late Registration/Registration Revision Period

A financial penalty may be assessed on late registrations. Students may use this period of time to make changes to their selected courses or class schedule.

Fall Term classesSept 9 to Sept 19, 2025
Winter Term classes Jan 7 to Jan 19, 2026

Last Day to Drop without Penalty

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.

Fall Term classes.....Sept 18, 2025
Winter Term classes Jan 16, 2026

Last Date to Register/Registration Revision Deadline

Fall Term classes.....Sept 19, 2025
Winter Term classes Jan 19, 2026

Voluntary (VW) Withdrawal deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from classes after this date.

Fall Term classes Nov 17, 2025
Winter Term classes... Mar 13, 2026

1.3.4 Examination and Test Dates

Fall Term..... Dec 9 to 19, 2025
Winter Term..... Apr 7 to 17, 2026

1.4 Dates applicable to Applied Human Nutrition:

1.4.1 Orientation

Program OrientationSep 2 to 5, 2025

1.4.2 Start and End Dates

Fall Term.....Sep 15 to Dec 19, 2025

Fall FieldworkSep 8, 2025

Winter Term..... Jan 5 to Apr 8, 2026

Winter Fieldwork.....Jan 5, 2026

1.4.3 Term Breaks

Fall Term.....N/A

Winter Term..... See section 1.2.5

(Some students may need to complete fieldwork during the winter term break)

1.4.4 Examination and Test Dates

Fall Term.....N/A

Winter Term..... N/A

1.5 Dates applicable to Art (School of):

1.5.1 Important Dates

First Year Field Trip TBA

1.6 Dates applicable to Dental Hygiene:

1.6.1 Start and End Dates

Year 2

Fall Term Classes.....Aug 18 to Nov 28, 2025
Fall Term Clinics Sep 2 to Nov 28, 2025
Winter Term ClassesJan 5 to Apr 2, 2026
Winter Term Clinics..... Jan 5 to Apr 3, 2026

Year 3

Fall Term Classes.....Aug 11 to Nov 28, 2025
Fall term Clinics.....Aug 25 to Dec 5, 2025
Winter Term ClassesJan 5 to Apr 2, 2026
Winter Term Clinics.....Jan 5 to Apr 10, 2026

1.6.2 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 2

Fall Term and Fall/WinterTerm classes.....Sept 2, 2025
Winter TermJan 19, 2026

Year 3

Fall Term and Fall/WinterTerm classes.....Aug 25, 2025
Winter TermJan 29, 2026

Voluntary Withdrawal Deadline

Year 2

Fall Term.....Nov 3, 2025
Winter Term Mar 16, 2026
Fall/WinterTerm classes Jan 19, 2026

Year 3

Fall Term.....Nov 3, 2025
Winter Term Mar 16, 2026
Fall/WinterTerm classes Jan 19, 2026

1.6.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break.....N/A

Winter Term BreakSee section 1.2.5

1.6.4 Examination and Test Dates

Year 2

Fall Term (includes tests and midterm exams for Fall/Winter Term classes).....Dec 1 to 12, 2025

Winter TermApr 6 to 10, 2026

Year 3

Fall Term (includes tests and midterm exams for Fall/Winter Term classes).....Dec 8 to 12, 2025

Winter TermApr 13 to 17, 2026

1.6.5 Convocation Ceremony – Bannatyne Campus

May 14, 2026

1.7.1 Start and End Dates

1.7.2 Dates applicable to Dentistry (including International Dentist Degree Program):

Year 1

Fall Term ClassesAug 18 to Nov 28, 2025

Fall Term ClinicsSep 2 to Nov 28, 2025

Winter Term Classes and ClinicsJan 5 to May 1, 2026

Year 2

Fall Term ClassesAug 11 to Nov 28, 2025

Fall Term ClinicsSep 2 to Nov 28, 2025

Winter Term Classes and ClinicsJan 5 to May 1, 2026

Year 3/IDDP 1 Classes and Clinics

Fall Term ClassesAug 5 to Nov 28, 2025

Fall Term ClinicsSep 2 to Dec 5, 2025

Winter TermJan 5 to May 1, 2026

Year 4/IDDP 2 Classes and Clinics

Fall Term ClassesAug 5 to Nov 28, 2025

Fall Term ClinicsSep 2 to Dec 5, 2025

Winter TermJan 5 to Apr 24, 2026

1.7.2 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break N/A

Winter Term Break..... See section 1.2.5

1.7.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/WinterTerm classes.....Sept 2, 2025
Winter Term..... Jan 19, 2026

Year 2

Fall Term and Fall/WinterTerm classes.....Aug 25, 2025
Winter Term..... Jan 19, 2026

Years 3 and 4

Fall Term and Fall/WinterTerm classesAug 26, 2025
Winter Term..... Jan 19, 2026

Voluntary Withdrawal Deadline

Years 1 and 2

Fall Term..... Nov 3, 2025
Winter Term Apr 6, 2026
Fall/WinterTerm classes Jan 19, 2026

Year 3

Fall TermNov 4, 2025
Winter Term Apr 6, 2026
Fall/WinterTerm classes..... Jan 19, 2026

Year 4

Fall TermNov 4, 2025
Winter Term..... Mar 30, 2026
Fall/WinterTerm classesJan 19, 2026

1.7.4 Examination and Test Dates

Years 1, 2 and 3/IDDP 1

Fall Term (includes tests and midterm exams for Fall/WinterTerm classes)..... Dec 1 to 12, 2025
Winter TermMay 4 to 15, 2026

Year 4/IDDP 2 (No examinations in winter term)

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)Dec 1 to 12, 2025

1.7.5 Convocation Ceremony – Bannatyne Campus

May 14, 2026

1.8 Dates applicable to Education (B.Ed. only*):

Note: Unless registered in a B.Ed. course, PBDE students follow the dates listed in Section 1.2: Dates applicable to most U of M students.

1.8.1 Orientation

August 29, 2025

1.8.2 Start and End Dates

Note: Practicum dates may vary by practicum placement.

Fall Term

Practicum Block	Sep 2 to 5, 2025
Practicum Mondays.....	Sep 8, 15, 22, Oct 6, 27, 2025
Day Classes	Sep 9 to Nov 7, 2025
MTS PD Day.....	Oct 24, 2025
Program Day	Nov 3, 2025
Practicum Block	Nov 17 to Dec 15, 2025
Practicum Make-up Days (if required and assigned by faculty)	Dec 16 to 19, 2025

Winter Term

Program Day	Feb 2, 2026
Practicum Mondays.....	Jan 5, 12, 19, 26 Feb 9, 23, Mar 2, 9, 2026
Day Classes	Jan 6 to Mar 13, 2026
Practicum Block	Mar 16 to 27, 2026; Apr 6 to Apr 22, 2026
Practicum Make-up Days (if required and assigned by faculty)	Apr 23 to 28, 2026

1.8.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break Note: Dates may vary by practicum placement See section 1.2.5

Winter Term Break..... See section 1.2.5

Winter Practicum Break Note: Dates may vary by school division and/or practicum placement. Mar 30 to Apr 3, 2026

1.8.4 Examination and Test Dates

Fall Term (as required) Nov 8, 2025

Winter Term (as required) Mar 14, 2026

1.9 Dates applicable to Management (Graduate Level):

1.9.1 Orientation

(M.B.A., M.Fin., and M.S.C.M.) Fall Term TBA

(M.B.A.) Winter Term..... TBA

1.9.2 Start and End Dates (M.B.A., M.Fin., and M.S.C.M.)

Fall Term TBA

Winter Term TBA

1.10 Dates applicable to Medicine (excludes Family Social Sciences and Interdisciplinary Health Programs):

Note: Family Social Sciences and Interdisciplinary Health Programs students follow the dates listed in Section 1.2: Dates applicable to most U of M students.

1.10.1 Orientation

Year 1 Aug 18 to 22, 2025

Year 3 Sept 2, 2025

1.10.2 Start and End Dates

Year 1

Fall Term..... Aug 25 to Dec 19, 2025

Winter Term..... Jan 5 to May 22, 2026

Rural Week..... May 25 to June 5, 2026

Year 2

Fall Term..... Aug 25 to Dec 19, 2025

Winter Term..... Jan 5 to May 22, 2026

Year 3

Fall Term Sept 2 to Dec 19, 2025

Winter Term..... Jan 5 to May 8, 2026

Year 4

Fall Term Sept 2 to Dec 19, 2025

Winter Term..... Jan 5 to May 8, 2026

1.10.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/ examinations held for students.

Year 1 & 2

Fall Term Break..... N/A

Winter Term Break..... Mar 16 to 20, 2026

Year 3 & 4

Fall & Winter Term Break N/A

1.10.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1 & 2

Fall Term..... Sept 15, 2025
Winter TermJan 26, 2026

Year 3 & 4

Fall Term.....Sept 16, 2025
Winter Term... ..Jan 26, 2026

Voluntary Withdrawal Deadline

Year 1

Fall Term... .. Nov 24, 2025
Winter Term... ..Apr 13, 2026

Year 2

Fall Term... .. Nov 24, 2025
Winter Term... ..Apr 20, 2026

Year 3 & 4

Fall Term..... Nov 25, 2025
Winter Term... ..Apr 13, 2026

1.10.5 Convocation Ceremony – Bannatyne Campus May 14, 2026

1.11 Dates applicable to Nursing & Midwifery:

1.11.1 Orientation

(*Note: Some students may need to complete preparatory activities or clinical orientation prior to the start of term.)

Fall Term	Aug 27 to 28, 2025
Winter Term.....	Dec 16 to 17, 2025
Summer Term.....	Apr 28 to 29, 2026
Midwifery	Sept 2, 2025

1.11.2 Start and End Dates

Nursing

Fall & Winter See section 1.2.2

Note: Some students may need to complete preparatory activities or clinical orientation prior to the start of term.

Midwifery

Fall & Winter See section 1.2.2

(Check Aurora or Class Schedule
for irregular course start & end times)

Clinical Practice Dates vary, see class schedule

1.11.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Fall Term..... Check Aurora for irregular course withdrawal dates

Winter Term Check Aurora for irregular course withdrawal dates

Voluntary Withdrawal Deadline (Nursing Practice 1 - 7)

Fall Term..... Check Aurora for irregular course withdrawal dates

Winter Term Check Aurora for irregular course withdrawal dates

1.12 Dates applicable to Occupational Therapy:

1.12.1 Orientation

Year 1 Aug 25 to 26, 2025

Year 2 Aug 25, 2025

1.12.2 Start and End Dates

Year 1

Fall Term Classes..... Aug 25 to Nov 14, 2025

Basic Fieldwork..... Nov 17 to Dec 12, 2025

Winter Term Classes..... Jan 5 to May 1, 2026

Year 2

Fall Term Classes.....	Aug 25 to Dec 12, 2025
Intermediate Fieldwork 2.....	Jan 5 to Feb 27, 2026
	Jan 12 to Mar 6, 2026
Winter Term Classes	Mar 9 to June 26, 2026

1.12.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break..... N/A

Winter Term Break* Mar 2 to 6, 2026

**Note: Some students may need to complete fieldwork during the mid-term break depending on availability of fieldwork sites.*

1.12.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/WinterTerm classes	Sept 8, 2025
Winter Term... ..	Jan 19, 2026

Year 2

Fall Term and Fall/Winter Term classes	Sept 8, 2025
Winter Term... ..	Mar 23, 2026

Voluntary Withdrawal Deadline

Year 1

Fall Term.....	Oct 27, 2025
Winter Term.....	Apr 6, 2026
Fall/Winter Term.....	Jan 19, 2026

Year 2

Fall Term... ..	Nov 17, 2025
Winter Term	June 1, 2026
Fall/Winter Term.	Mar 23, 2026

1.12.5 Convocation Ceremony – Bannatyne Campus

Nov 6, 2025

1.13 Dates applicable to Pharmacy:

1.13.1 Orientation

Year 1..... Aug 25, 2025

1.13.2 Start and End Dates

Year 1

Fall Term Classes Sept 2 to Dec 8, 2025
Winter Term Classes.....Jan 5 to Apr 10, 2026

Year 2 Fall Term Classes Aug 25 to Dec 1, 2025

IPPE Community RotationJan 5 to 30, 2026

Winter Term Classes.....Feb 2 to May 8, 2026

Year 3 Fall Term Classes Sept 2 to Dec 8, 2025

Winter Term Classes.....Jan 5 to Apr 10, 2026

Year 4

Block 1 APPE RotationsMay 5 to June 27, 2025

Block 1 Research Course May 5 to May 30, 2025

Block 2 APPE RotationsJune 30 to Aug 22, 2025

Block 2 Research Course July 28 to Aug 22, 2025

Block 3 APPE RotationsAug 25 to Oct 17, 2025

Block 3 Research Project Aug 26 to Dec 13, 2024

Block 4 APPE RotationsOct 20 to Dec 12, 2025

Block 4 Research Project Jan 2 to Apr 17, 2025

Block 5 APPE RotationsJan 5 to Feb 27, 2026

Block 6 APPE Rotations Mar 2 to Apr 24, 2026

1.13.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/Winter Term classes Sept 16, 2025
Winter Term Jan 19, 2026

Year 2

Fall Term and Fall/Winter Term classes Sept 8, 2025
Winter Term Feb 16, 2026

Year 3

Fall Term and Fall/Winter Term classes Sept 16, 2025
Winter Term Jan 19, 2026

Year 4 see course schedule

Voluntary Withdrawal Deadline

Year 1

Fall Term Nov 18, 2025
Winter Term Mar 23, 2026
Fall/Winter Term classes Jan 19, 2026

Year 2

Fall Term Nov 3, 2025
Winter Term Apr 20, 2026
Fall/Winter Term classes Feb 16, 2026

Year 3

Fall Term Nov 18, 2025
Winter Term Mar 23, 2026
Fall/Winter Term classes Jan 19, 2026

Year 4 see course schedule

1.14.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/WinterTerm classes..... Aug 26, 2025
Winter Term.....Jan 19, 2026

Year 2

Fall Term and Fall/WinterTerm classes..... Aug 12, 2025
Winter Term.....Jan 19, 2026

Voluntary Withdrawal Deadline

Year 1

Fall Term Nov 18, 2025
Winter Term.....Mar 16, 2026
Fall/WinterTerm classes Jan 19, 2026

Year 2

Fall Term Sept 16, 2025
Winter Term..... Mar 9, 2026
Fall/WinterTerm classes..... Jan 19, 2026

1.14.4 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break N/A
Winter Term Break (Year2 only).....Mar 30 to Apr 3, 2026

1.14.5 Convocation Ceremony – Bannatyne Campus

Nov 6, 2025

1.15 Dates applicable to Physician Assistant Studies

1.15.1 Orientation

Clinical Year..... TBA
Academic Year TBA

1.15.2 Start and End Dates

Fall Term Academic Year..... TBA
Winter Term..... TBA
Fall Term Clinical Rotations..... TBA
Winter Term Clinical Year2 Rotations.....TBA

1.15.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term BreakN/A
Winter Term Break N/A

1.15.4 Examination and Test Dates

Fall Term..... TBA
Winter Term..... TBA

1.15.5 Convocation Ceremony – Bannatyne Campus

Nov 6, 2025

1.16 Dates applicable to Respiratory Therapy:

1.16.1 Orientation

Year 1 Sept 2, 2025
Year 2..... Sept 2, 2025
Year 3 Sept 4 to 5, 2025

1.16.2 Start and End Dates

(Includes clinical placement and classes)

Year 1

Fall Term Sept 3 to Dec 19, 2025
Winter Term Jan 6 to May 4, 2026

Year 2

Fall Term Sept 3 to Dec 19, 2025
Winter Term Jan 6 to May 29, 2026
Winter Term Clinical Placement June 1 to 30, 2026

Year 3

Fall Term Sept 8 to Dec 19, 2025
Fall Term Clinical Placement..... Sept 8 to Dec 19, 2025
Winter Term Jan 5 to May 29, 2026
Winter Term Clinical Placement..... Jan 5 to May 29, 2026

Note: Year 3 is mostly Clinical Placement. The month of May involves academic activities such as simulation and exams.

1.16.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break N/A

Winter Term Break

Year 1 & 2 See section 1.2.5
Year 3 N/A

1.16.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/Winter Term classes Sept 17, 2025

Winter Term... Jan 20, 2026

Year 2

Fall Term and Fall/Winter Term classes Sept 17, 2025

Check Aurora for irregular course withdrawal dates

Winter Term... Jan 27, 2026

Check Aurora for irregular course withdrawal dates

Year 3

Fall Term and Fall/Winter Term classes Check Course Syllabus

Winter Term..... Check Course Syllabus

Voluntary Withdrawal Deadline

Year 1

Fall Term Nov 19, 2025

Winter Term Apr 7, 2026

Fall/Winter Term classes Jan 20, 2026

Year 2

Fall Term Nov 19, 2025

Winter Term Apr 28, 2026

Fall/Winter Term classes Jan 27, 2026

Year 3

Fall Term Check Course Syllabus

Winter Term and Fall/Winter Term classes Check Course Syllabus

1.16.5 Convocation Ceremony – Bannatyne Campus

Nov 6, 2025

1.17 Dates applicable to Social Work:

1.17.1 Orientation

Fort Garry, Inner City

Field Kick Off Event (Orientation)..... Sept 2, 2025

1.17.2 Start and End Dates

Field Instruction

Fall Term Sept 3 to Dec 12, 2025

Winter Term Jan 5 to Apr 17, 2026

Section 2: Dates for Summer Term

2.1.1 Start and End Dates (generally Monday to Thursday classes)

Classes on Monday, May 18th will be made up on Friday, May 22nd

Classes on Wednesday, July 1st will be made up on Friday, July 3rd

Classes on Monday, August 3rd will be made up on Friday, August 7th

May – August courses will have no classes scheduled Monday, June 15th to Friday, June 26th.

May – June.....	May 4 to June 12, 2026	6 hours instruction/week
July – August.....	June 29 to August 7, 2026	6 hours instruction/week
May – August 3 credits.....	May 4 to August 7, 2026	3 hours instruction/week
May – August 6 credits.....	May 4 to August 7, 2026	6 hours instruction/week

2.1.2 Registration and Withdrawal Dates

Regular Registration Period

Registration start dates are to be determined by the Registrar's Office.

May – June Ends May 3, 2026

July – August Ends June 28, 2026

May – August 3 credits..... Ends May 3, 2026

May – August 6 credits..... Ends May 3, 2026

Late Registration/Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule.

May – June May 4 to May 7, 2026

July – August..... June 29 to July 2, 2026

May – August 3 credits May 4 to May 15, 2026

May – August 6 credits May 4 to May 15, 2026

Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. There will be no refunds for courses dropped after this date.

May – June May 7, 2026

July – August..... July 2, 2026

May – August 3 credits May 14, 2026

May – August 6 credits May 14, 2026

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

- May – June June 2, 2026
- July – August..... July 28, 2026
- May – August 3 creditsJuly 16, 2026
- May – August 6 creditsJuly 16, 2026

2.1.3 Fee Deadlines

Fee Payment Deadlines

- May – June..... May 20, 2026
- May – August 3 credits May 20, 2026
- May – August 6 credits May 20, 2026
- July – August.....July 9, 2026

A financial penalty will be assessed on accounts with an outstanding balance after this date. (determined by Financial Services)

2.1.4 Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled.

- Winter/Summer Term Spanning distance and online courses.....July 3 to 4, 2026
- May – June June 15 to 20, 2026
- July – August..... Aug 10 to 15, 2026
- May – August 3 creditsAug 10 to 15, 2026
- May – August 6 creditsAug 10 to 15, 2026

2.1.5 Challenge for Credit

- Challenge for Credit application deadline
- For classes offered Summer Term 2025... Apr 25, 2026

2.1.6 Other Summer Term Start and End Dates

Applied Human Nutrition

Summer Term Apr 14 to July 17, 2026

Dentistry

IDDP Intersession May 4 to June 26, 2026 (tentative)

Medicine

Med 3 (Special Summer Offerings) May 11 to Aug 30, 2026

Med 3 (Summer Break) Aug 3 to Aug 14, 2026

Midwifery

2-Day ALARM Course May 2 to 3, 2026

Music

2-week courses are offered in July and August (Dates TBA)

Nursing

***Note: Some students may need to complete preparatory activities or clinical orientation prior to the start of term.**

Last day to add or drop classes without penalty TBA

Voluntary withdrawal deadline for Nursing Practice 1-7 Check Aurora for irregular course withdrawal dates

Summer Break June 15 to 19, 2026

Occupational Therapy

Year 1 Intermediate Fieldwork 1 TBA

Flexible start and end dates between

Year 2 Advanced Fieldwork TBA

Pharmacy

Year 2 IPPE Hospital Rotation (1 block per student)

Block 1 June 1 to 26, 2026

Block 2 June 29 to July 24, 2026

Block 3 July 27 to Aug 21, 2026

Year 4

Block 1 APPE Rotations May 4 to June 26, 2026

Block 1 Research Course Block May 4 to 29, 2026

Block 2 APPE Rotations June 29 to Aug 21, 2026

Block 2 Research Course Block July 27 to Aug 21, 2026

*For Year 4 students graduating in May 2025

**For Year 4 students graduating in May 2026

Physician Assistant Studies (Mandatory Term)

Academic Year TBA
Exams TBA
Clinical Year TBA

Science

May offer fieldtrip courses that have different dates

Social Work

Summer Field Work. May 4 to Aug 14, 2026

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 Deletions: IMED 7110, IMED 7180, IMED 7242, IMED 7244. The courses, although designated at the faculty level (Interdisciplinary Medicine (IMED)), are housed in and taught by the Dept. of Biochemistry and Medical Genetics and are proposed for deletion due to lack of student interest. The courses are electives and do not require changes to the unit's supplementary regulations.

Course Deletions

IMED 7110 Foundations of Scientific Teaching in Bioscience Education	-1.5
IMED 7180 Molecular Approaches in Medical Research	-3
IMED 7242 Nucleic Acids: Structure & Function in Normal Development and Diseases	-1.5
IMED 7244 Nucleic Acids: Manipulation in Biomedical Genetics	-1.5
<u>NET CREDIT HOUR CHANGE</u>	<u>-7.5 CH</u>

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. Kelley Main, Chair

Faculty of Graduate Studies Executive Committee 29

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

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 Biosystems Engineering.

Observations

1. The **Dept. of Biosystems Engineering** proposes (2) Course Introductions: BIOE 7400, BIOE 7410. The courses have previously been offered as topics courses but due to the department's strong recruitment efforts in the area of textile sciences, many M.Eng. students are entering with a background in textile engineering, which has necessitated permanent offerings in the subject area. The courses are electives and do not require changes to the unit's supplementary regulations.

Course Introductions

BIOE 7400 Agro-Based Biocomposites for Industrial Applications +3

This course introduces biocomposite materials made from biodegradable, eco-friendly constituents. Students will be introduced to fibres produced from flax, hemp, canola, and cattail stalks, and will learn various methods to produce biocomposite materials using these biodegradable reinforcement materials mixed with biobased resins. Finally, students will learn how to i) evaluate biocomposite materials for adhesion and mechanical properties and ii) modify surface properties to enhance biocomposite properties.

BIOE 7410 Sustainability in the Textile Industry +3

This course will provide students with an understanding of the environmental problems associated with the textile industry by learning how to assess the environmental footprint associated with the manufacturing of clothing and other textile-based products. In the latter half of the course, students will be introduced to recent research on the utilization of fibres derived from waste biomass as a potential sustainable alternative to traditional textile fibres. Students will gain hands-on experience in the processing of plant stalks for fibre.

NET CREDIT HOUR CHANGE +6 CH

Recommendations

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

Dept. of Biosystems Engineering

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

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

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 Soil Science.

Observations

1. The **Dept. of Soil Science** proposes (10) Course Deletions: SOIL 7100, 7110, 7130, 7140, 7170, 7180, 7210, 7230, 7240, 7270; (4) Course Introductions: SOIL 7310, SOIL 7320, SOIL 7330, SOIL 7340. The changes are a result of the department's desire to enhance the student experience and have a consistent, predictable, group of graduate courses that are offered every year, rather than courses that are offered in alternating years. The changes will facilitate scheduling, have courses that cover the four fundamental areas of Soil Science: pedology/landscapes, physics, chemistry, and biology/ecology, ensure that all graduate students can complete their course requirements in the first 12 months of their programs, structure courses to optimize the expertise in the department, and to share graduate teaching loads.

The department consulted with faculty members, current graduate students, the Dean of the Faculty of Agricultural & Food Sciences and has ensured no calendar overlaps with other units. The course introductions are proposed to be offered by more than one instructor in a modular form: the likely format is from 1 to 3 modules within each course; the exact content may vary depending on the number of instructors. With the current faculty complement, it is likely that 2 to 3 instructors will be involved in most offerings. Specific course outlines will reflect the content in any given year. The course descriptions are aimed to be thematic while allowing flexibility in module delivery. All courses are 3 credit-hours and modules cannot be split out or swapped between courses; hence, students will get their full 3 credit hours when registering for a course. The changes do not affect the unit's supplementary regulations.

Course Deletions

SOIL 7100 Soil Physical Chemistry	-3
SOIL 7110 Soil Physics I – General	-3
SOIL 7130 Soil Chemistry	-3
SOIL 7140 Soil Nitrogen	-3
SOIL 7170 Agricultural Micrometeorology	-3
SOIL 7180 Environmental Chemistry of Pesticides and Related Compounds	-3
SOIL 7210 Topics in Soil Fertility (Soil P)	-3

SOIL 7230 Topics in Landscape and Processes I -3

SOIL 7240 Topics in Landscape and Processes II -3

SOIL 7270 Advanced Soil Ecology -3

Course Introductions

SOIL 7310 Soil Health for Sustainable Ecosystems +3

The investigation of water dynamics including water retention and transport in soils, plant regulation of water, evapotranspiration, and the limitations of water for ecosystem function in current and future Prairie climates. Measurement and modeling techniques are developed. Students will critique the literature and explore assigned topics. Permission of instructor.

SOIL 7320 Advances in Landscape Processes +3

An examination of methods and technologies to characterize landscapes and understand processes across a range of spatial scales. Students will investigate landscape dynamics through the development and application of digital techniques and mathematical models. Students will critique the literature and explore assigned topics. Permission of instructor.

SOIL 7330 Nutrients in Agroecosystems +3

Advanced study of nutrients in soils and plants including ecosystem behaviour and crop requirements, methods and approaches for studying nutrient dynamics, and applications and emerging issues. Students will critique the literature and investigate assigned topics. Permission of instructor.

SOIL 7340 Water in the Soil-Plant-Atmosphere Continuum +3

The investigation of water dynamics including water retention and transport in soils, plant regulation of water, evapotranspiration, and the limitations of water for ecosystem function in current and future Prairie climates. Measurement and modeling techniques are developed. Students will critique the literature and explore assigned topics. Permission of instructor.

NET CREDIT HOUR CHANGE -18 CH

Recommendations

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

Dept. of Soil Science

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

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting on September 26, 2024, the Senate Committee on Awards approved 10 new offers, 14 revised offers and 4 withdrawals as set out in the Report of the Senate Committee on Awards (September 26, 2024).

Recommendations

On behalf of the Senate, the Senate Committee on Awards recommends that the Board of Governors approve 10 new offers, 14 revised offers, and 4 withdrawals as set out in the Report of the Senate Committee on Awards (September 26, 2024). These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Todd Duhamel

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

September 26, 2024

1. NEW OFFERS

Alan Semchuck Memorial Bursary in Criminal Law

In memory of Alan Semchuk, his family and friends have established an endowment fund at the University of Manitoba to honour a field which he pursued with great passion and dedication. The purpose of the fund is to support students in the Faculty of Law who have an interest in criminal law. Each year, the available annual income from the fund will be used to provide one bursary to a student who:

- (1) has enrolled full-time (minimum 60% course load) in the Juris Doctor program in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) has demonstrated financial need on the standard University of Manitoba general bursary application form.

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

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

Blaine and Catherine Coates Family Bursary in the Asper School of Business

The Coates Family established an endowment fund at the University of Manitoba with an initial gift of \$150,000 in 2024. The purpose of the fund is to provide financial support to students in a master's program offered through the Asper School of Business. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer one or more bursaries with a minimum value of \$500 each to graduate students who:

- (1) have self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) are Canadian citizens or permanent residents of Canada;
- (3) are enrolled full-time in the Faculty of Graduate Studies in a master's program offered through the Asper School of Business;
- (4) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(5) have demonstrated financial need on the standard University of Manitoba general bursary application form.

In the event that there are no students who meet all the numbered criteria, the bursary will be offered to a student who meets criteria (2), (3), (4) and (5).

The bursary is renewable for up to two years, provided the recipients continue to meet criteria (2), (3), (4) and (5).

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available annual income from the fund and the level of financial need demonstrated by candidates for this bursary. The selection committee will also have the discretion to use any unspent revenue, in addition to the available annual income, if required to meet the minimum award value of \$500 per student.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Asper School of Business (or designate) to name the selection committee for this award.

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

David J. Paterson Entrance Scholarship

In honour of his father David J. Paterson, Doug Paterson (B.Sc./'64) established an endowment fund at the University of Manitoba with an initial gift of \$100,000 in 2024. The purpose of the fund is to provide an entrance scholarship to a graduate student in the Master of Landscape Architecture degree program in the Faculty of Architecture who has a specific interest in rural landscapes, rural field studies and/or the land. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) will be enrolled full-time in the Faculty of Graduate Studies in the first year of study in the Master of Landscape Architecture program offered through the Faculty of Architecture;
- (2) has achieved a minimum admission grade point average of 3.0 based on previous 60 credit hours (or equivalent) of study; and
- (3) has demonstrated an interest in rural landscapes, rural field studies and/or the land.

In order to demonstrate how they meet criterion (3), candidates must submit a written statement (maximum 500 words) outlining their interest in rural landscapes, rural field studies and/or the land.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Landscape Architecture (or designate) to chair and 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.

Human Ecology Centennial Scholarship

The Government of Manitoba Department of Agriculture established an endowment fund at the University of Manitoba in 2011. The purpose of the fund is to support students from the former Faculty of Human Ecology. Each year, the available annual income from the fund plus any unspent income may be used to offer one or more scholarships at a minimum value of \$2000 each to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in one of the following degree programs:
 - (a) Bachelor of Education with a declared major in Human Ecology in the Faculty of Education;
 - (b) Bachelor of Science (Food Science) or Bachelor of Science (Human Nutritional Sciences) in the Faculty of Agricultural and Food Sciences; or
 - (c) Bachelor of Health Sciences or Bachelor of Health Studies in the Rady Faculty of Health Sciences; and
- (2) have achieved a minimum degree grade point average of 3.5.

Preference will be given to a student who has graduated from a rural* Manitoba high school.

*For the purposes of this award, rural Manitoba is defined as outside of the census metropolitan areas of the province (as defined by Statistics Canada).

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The Associate Registrar and Director, Financial Aid & Awards will name the selection committee for this award.

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

Schulz-Goszer Prize for Alternative Dispute Resolution in Family Law

Jennifer L. Schulz and Elliott S. Goszer established a fund at the University of Manitoba in 2022. The purpose of this fund is to recognize students from the Juris Doctor (JD) program in the Faculty of Law who focus on Alternative Dispute Resolution and Family Law. The prize will be offered until the fund is exhausted. Each year, beginning in the 2024-2025 academic year, one convocation prize, with a minimum value of \$500, will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the JD program in the Faculty of Law in the year in which the award is tenable;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) has achieved the highest grade for an alternative dispute resolution themed paper in an upper year family law course, or the highest grade for a family law themed paper in an upper year dispute resolution course.

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 the student's JD program; (iii) the highest number of credit hours completed in the JD degree program; (iv) the greater proportion of senior or advanced level courses in the JD program.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

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

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

The Reconciliation Run Scholarship for Indigenous Student-Athletes

In recognition of the Reconciliation Run, founded in 2022, Tréchelle Bunn and her family have established an annual athletic scholarship for Indigenous student-athletes at the University of Manitoba, funded by the remaining proceeds from the Reconciliation Run. Each year, beginning in 2024-2025, one or more scholarships will be offered to undergraduate students who:

- (1) have self-declared as a First Nations, Métis or Inuit person from Canada.
- (2) are eligible to compete in U SPORTS and is a member of a Bisons team;
- (3) are enrolled full-time, as defined by U SPORTS, in any faculty, college, or school at the University of Manitoba; and

(4) have achieved either:

(a) as an entering student, admission to the University; or

(b) as a continuing student, a minimum degree grade point average of 2.0.

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

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

The Puchniak Family Women's Hockey Scholarship

The Puchniak Family established an annually funded scholarship with an initial gift of \$25,000 in 2023. The purpose of the fund is to recognize student athletes on the Bisons Women's Hockey team at the University of Manitoba. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2024-2025 and ending in 2028-2029, one scholarship valued at \$5,000 will be offered to an undergraduate student who:

(1) is eligible to compete in U Sports and is a member of the Bisons Women's Hockey team;

(2) is enrolled full-time (minimum 60% course load) as defined by U Sports, in University 1 or any faculty, college, or school at the University of Manitoba;

(3) has achieved either:

(a) as an entering student, the required minimum entrance average based on those courses used for admission to the University; or

(b) as a continuing student, a minimum degree grade point average of 3.0; and

(4) has made a valuable contribution to the team, as determined by the Head Coach of the Bisons Women's Hockey team.

The scholarship is renewable provided that the recipients continue to meet the numbered criteria outlined above. In years where a renewal is made, no new award will be offered.

The Director of Athletics and Recreation (or designate) will name the selection committee for this award, which will include the Head Coach of the Bisons Women's Hockey team (or designate).

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

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

The Wilder Family Law Award in Memory of Sam Wilder

Wendy Wilder and family established an annual scholarship at the University of Manitoba in 2024. The purpose of the scholarship is to reward the academic achievements of a student entering the second or third year of law school at the Faculty of Law. The Jewish Foundation of Manitoba, which holds the capital used to generate the annual income for the scholarship, will confirm the scholarship value with the Financial Aid and Awards Office at the University of Manitoba on an annual basis. Each year, beginning 2024-2025, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second or third year of study of the Juris Doctor program in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has demonstrated community involvement, leadership, and advocacy; and
- (4) has a strong interest in litigation.

In order to demonstrate how they meet criterion (3) and (4), applicants must submit an essay (maximum 500 words) that demonstrates their community involvement, leadership, and advocacy, and strong interest in litigation.

If there are no candidates meeting all four criteria, the award will be granted to the candidate who meets criteria (1), (3) and (4) with the highest degree grade point average.

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

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

Tom Paci Labour Studies Bursary

In memory of Thomas Patrick Paci [B.A.(Hons.)/'82; M.A./'88], friends and family established an endowment fund at the University of Manitoba in 2024. The purpose of the fund is to provide financial support to students studying Labour Studies who have demonstrated a commitment to local union and/or labour issues. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer two bursaries to undergraduate students who:

- (1) are enrolled part-time or full-time in the second year of study or higher with a declared Major or Minor in Labour Studies in the Faculty of Arts;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) in the opinion of the selection committee, have demonstrated a commitment to local union and/or labour issues; and
- (4) have demonstrated financial need on the standard University of Manitoba general bursary application form.

Candidates will be required to provide a letter (maximum 500 words) outlining their commitment to local union and/or labour issues. Letters are to be submitted care of the Coordinator of the Labour Studies Program.

The Dean of the Faculty of Arts (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.

University Women's Club of Winnipeg Music Scholarship

The Scholarship Trust Fund of the University Women's Club of Winnipeg is consolidating several small scholarships (Bethia Henry Memorial Scholarship and Edith Motley Memorial Scholarship) into one annual scholarship valued at \$1000 at the University of Manitoba. The purpose of the scholarship is to reward the academic achievements of a student in the Desautels Faculty of Music. Each year, beginning 2024–2025, one scholarship will be offered to an undergraduate student who:

- (1) was enrolled full-time (minimum 80% course load) in the second year of study in the Bachelor of Music program in the Marcel A. Desautels Faculty of Music;
- (2) has achieved a minimum grade point average of 3.5; and
- (3) registers in the next year of study as a third-year full-time (minimum 80% course load) student in the Bachelor of Music program in the Marcel A. Desautels Faculty of Music;

In the event that there is no eligible candidate who meets all of the criteria outlined above, the award will not be offered.

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

1988 Bronze Baby Scholarship

The following amendments were made to the terms of reference for the 1988 Bronze Baby Scholarship:

The preamble was revised to:

In recognition of the first national championship won by the Bison Women's Basketball program in 1988, players and coaches from the championship team established an endowment fund to support this award. Once the endowment fund has reached a total of \$25,000 in capital, the available annual income from the fund will be used to offer one scholarship each year. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the scholarship is to recognize athletes on the Bison Women's Basketball team who exemplify team spirit. Each year, at least one scholarship of up to \$5,000 will be offered to one or more undergraduate students who:

The numbered criteria were revised to:

- (1) are eligible to compete in U Sports and is in at least their second year as member of the Bison Women's Basketball team;
- (2) are enrolled full-time, as defined by U Sports regulations, in at least their second year of study in any faculty, college, or school at the University of Manitoba;
- (3) are enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (4) have achieved a minimum degree grade point average of 2.5; and
- (5) best exemplifies the qualities of team spirit (working hard, leading by example, and supporting their fellow teammates) as determined by the head coach.

The Board of Governors paragraph was added.

The following paragraph was added after the BOG statement:

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

Canadian Institute of Planners Student Prize for Academic Excellence

The following amendments were made to the terms of reference for the Canadian Institute of Planners Student Prize for Academic Excellence:

The title was updated to:

Canadian Institute of Planners – Planning Student Trust Fund Outstanding Graduating Student Prize

The preamble was revised to:

The Canadian Institute of Planners – Planning Student Trust Fund (CIP-PSTF) offers an annual convocation prize to recognize a student who has excelled in the City Planning program in the Faculty of Architecture at the University of Manitoba. Recipients of the CIP-PSTF Outstanding Graduating Student Prize will be officially recognized with a nominal prize and certificate, during the Annual General Meeting of the CIP-PSTF local affiliate, the Manitoba Professional Planners Institute. Each year, one convocation prize will be offered to a graduate student who:

The numbered criteria were revised to:

- (1) completed the requirements for the Master of City Planning degree offered by the Faculty of Architecture in the year the award was tenable;
- (2) is a CIP-PSTF member; and
- (3) has demonstrated an outstanding contribution to their future profession.

The paragraph following the numbered criteria was revised to:

Recipients of the award will be determined by the Head of the Department City Planning in consultation with relevant members of the faculty. The committee will evaluate how eligible students meet criterion (3) based on the following:

- (i.) academic performance;
- (ii.) volunteerism in CIP-PSTF, and/or Provincial and Territorial Institutes and Associations;
- (iii.) participation and/or leadership in planning student organizations or planning student events; and
- (iv.) pursuits and/or knowledge mobilization which advances the Canadian planning profession.

The standard Board of Governors statement was added.

Dean Dave Witty Design Scholarship

The following amendments were made to the terms of reference for the Dean Dave Witty Urban Design Scholarship:

The preamble was revised to:

David Witty, PhD, MRAIC, FCIP, Dean of the Faculty of Architecture (2001-2009) established an endowment fund at the University of Manitoba in 2009. Dr. Witty made a

contribution to the fund through a personal donation and with funds received while he was Dean, for his design charrette outreach community work. The Manitoba Scholarship and Bursary Initiative has also made a contribution to the fund. The purpose of the fund is to provide an entrance scholarship to a graduate student in the Department of City Planning in the Faculty of Architecture. Each year, the available annual income from the fund will be used to offer one scholarship with a minimum value of \$1,500 to a graduate student who:

The numbered criteria were revised to:

- (1) is entering the first year of full-time study in the Faculty of Graduate Studies in the Master of City Planning program offered through the Faculty of Architecture;
- (2) has achieved a minimum admission grade point average of 3.5; and
- (3) has provided a research statement that addresses an urban design issue relevant to the City of Winnipeg in their Master of City Planning application package.

The paragraph following the numbered criteria was revised to:

Preference will be given to a student who is a First Nations, Metis or Inuit person from Canada and/or is a single parent. Students may self-declare as a First Nations, Metis, or Inuit person from Canada and/or a single parent, if applicable, in their Master of City Planning application package.

The standard Board of Governors statement was added.

Demchuk Scholarship for Women in Chemistry

The following amendments were made to the terms of reference for the Demchuk Scholarship for Women in Chemistry:

The preamble was revised to:

In memory of Dr. Nick Demchuk (M.Sc./'63) (Ph.D./'68), his aunt, Dr. Viola L. Lobodowsky, established an endowment fund at the University of Manitoba in 1997. The purpose of the fund is to reward the academic achievements of female undergraduate students in a major or honours program in the Department of Chemistry. Each year, the available annual income from the fund plus any unspent income may be used to offer three or more scholarships with a minimum value of \$250 to undergraduate students who:

The numbered criteria were revised to:

- (1) identify as female;
- (2) are enrolled full-time (minimum 80% course load) in the second, third, or fourth year of study in the Faculty of Science, in any major or honours program offered by the Department of Chemistry;
- (3) have achieved a minimum degree grade point average of 3.5; and
- (4) have completed a course load of at least 24 credit hours in the previous regular academic session, 9 of which (or 6 for a student currently in second year) must have been in the Department of Chemistry.

The paragraphs following the numbered criteria were revised to:

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The award is not renewable but previous recipients can hold the award more than once.

The selection committee paragraph was revised to:

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

The standard Board of Governors statement was added.

Department of Landscape Architecture Graduate Fellowship

The following amendments were made to the terms of reference for the Department of Landscape Architecture Graduate Fellowship:

The preamble was revised to:

Friends and colleagues of the Department of Landscape Architecture established an endowment fund at the University of Manitoba in 1996. The purpose of the fund is to support research in Landscape Architecture by providing a fellowship to a graduate student in the Department of Landscape Architecture. Each year, the available annual income from the fund will be used to offer one fellowship to a graduate student who:

The numbered criteria were revised to:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the second year of study in the Master of Landscape Architecture degree program offered through the Faculty of Architecture;
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (3) has submitted an approved thesis/practicum research proposal.

The paragraphs following the numbered criteria were revised to:

Candidates must submit a copy of their thesis/practicum research proposal to the Department of Landscape Architecture by October 15 of each year.

The Department of Landscape Architecture Graduate Fellowship is not renewable. The recipients can only hold the award once and it cannot be held concurrently with another major fellowship.

The selection committee paragraph was revised to:

The Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Landscape Architecture (or designate) to name the selection committee for this award.

The standard Board of Governors statement was added.

Doctoral Scholarships for Indigenous Students

The following amendments were made to the terms of reference for the Doctoral Award for Indigenous Students:

The title was updated to:

Doctoral Scholarships for Indigenous Students

The preamble was revised to:

An anonymous donor established a trust fund at the University of Manitoba with an initial gift of \$250,000 in 2008. The Manitoba Scholarship and Bursary Initiative, the President's Fund, the Faculty of Graduate Studies, and several other donors have made contributions to the fund. The purpose of the fund is to provide merit-based scholarships to students who are enrolled full-time in a doctoral program in the Faculty of Graduate Studies and who demonstrate significant research ability and scholarly potential. Each year, the available annual income from the fund will be used to offer one or more scholarships with a maximum value of \$10,000 to graduate students who:

The numbered criteria were revised to:

- (1) have self-declared as First Nations, Métis or Inuit persons from Canada;
- (2) are enrolled full-time in the Faculty of Graduate Studies in any doctoral program, and are within the first four years of their doctoral program;
- (3) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;
- (4) if they are continuing students, are in good standing with the Faculty of Graduate Studies;
- (5) have demonstrated research ability and potential; and
- (6) have demonstrated a connection to the Indigenous community.

The following paragraphs were added:

Preference will be given to students who have graduated from a high school in Manitoba, but all eligible applicants are encouraged to apply.

In order to be considered for this scholarship, students will be required to submit an application to the Faculty of Graduate Studies by the application deadline that includes:

- (i.) a current curriculum vitae;
- (ii.) a statement (maximum 500 words) describing their proposed doctoral research;
- (iii.) one academic letter of support; and
- (iv.) a personal statement (maximum 500 words) describing their connection to the Indigenous community and indicating how the scholarship would support their achievement as an Indigenous person.

The following paragraph was revised to:

Not all applicants who meet the minimum eligibility requirements are guaranteed to receive an award. The scholarships will be offered until the fund is fully exhausted.

The selection committee paragraph was revised to:

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award and will include the Vice-Provost (Indigenous Engagement) (or designate).

Dr. Michael Matthews Prize in Competition

The following amendments were made to the terms of reference for the Dr. Michael Matthews Prize in Composition:

The numbered criteria were revised to:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Master of Music in Composition offered by the Desautels Faculty of Music in the year in which the award was tenable; and
- (2) has been selected for this prize by adjudication, recognizing both the compositional skills evident in the submitted score and their demonstrated promise in composition.

The paragraphs following the numbered criteria were revised to:

In the event that there is no eligible graduate student who meets all the numbered criteria outlined above, the prize will be offered to an undergraduate student who:

- (a) is enrolled full-time (minimum 80% course load) in a Bachelor of Music in Composition in the Desautels Faculty of Music in the year in which the award was tenable; and
- (b) has been selected for this prize by adjudication, recognizing both the compositional skills evident in the submitted score and their demonstrated promise in composition.

The following paragraph was added:

Candidates must submit an original score and, if available, a recording to the Desautels Faculty of Music Dean's Office.

If in the opinion of the selection committee, there are no suitable applicants, any unspent revenue shall be held over to offer the award the following year.

The selection committee paragraph was revised to:

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Desautels Faculty of Music (or designate) to name the selection committee for this award which will include at least one full-time Composition professor, and at least one other full-time faculty member.

Hugh J. Anderson Undergraduate Scholarship in Chemistry

The following amendments were made to the terms of reference for the Hugh J. Anderson Undergraduate Scholarship in Chemistry:

The preamble was revised to:

Dr. Hugh J. Anderson established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2008. The purpose of the fund is to reward the academic achievements of undergraduate students in the Department of Chemistry. Each year, beginning in 2010-2011, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

The numbered criteria were revised to:

- (1) are enrolled full-time (minimum 80% course load) in the third or fourth year of study in the Faculty of Science in any Honours or Major program offered by the Department of Chemistry;
- (2) have completed at least 24 credit hours in the previous regular session, including a minimum of 9 credit hours of Chemistry courses; and
- (3) have achieved a minimum degree grade point average of 3.5.

The paragraphs following the numbered criteria were revised to:

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The award is not renewable but previous recipients can hold the award more than once.

The selection committee paragraph was revised to:

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

The standard Board of Governors statement was added.

Indigenous Student Summer Scholarship

The following amendments were made to the terms of reference for the Indigenous Student Summer Scholarship:

The numbered criteria were revised to:

- (1) have self-declared as First Nations, Métis or Inuit persons from Canada;
- (2) are enrolled part-time or full-time in the Faculty of Graduate Studies in the summer term of any master's or doctoral program offered by any faculty, college or school at the University of Manitoba; and
- (3) have achieved a minimum degree grade point average of 3.0. based on the last 60 credit hours (or equivalent) of study.

The selection committee paragraph was revised to:

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

James Gordon Fletcher Ph.D. Fellowship for Research in Aboriginal Issues

The following amendments were made to the terms of reference for the James Gordon Fletcher Ph.D. Fellowship for Research in Aboriginal Issues:

The title was updated to:

James Gordon Fletcher Ph.D. Fellowship for Research in Indigenous Issues

The preamble was revised to:

Through a bequest in 1999, James Gordon Fletcher (B.S.A./ '25), a graduate of the Faculty of Agricultural and Food Sciences, generously established a trust fund at the University of Manitoba. The purpose of the fund is to support and encourage doctoral students in the Faculty of Graduate Studies who are undertaking research by, with, and for Indigenous communities and/or persons. Each year, the available annual income from the fund plus any unspent revenue may be used to offer one or more fellowships to students who:

The numbered criteria were revised to:

- (1) are enrolled full-time in the Faculty of Graduate Studies in any of the first four years of study in any doctoral program;
- (2) have achieved a minimum grade point average of 3.75 based on the last 60 credit hours (or equivalent) of study; and
- (3) are who are undertaking research by, with, and for Indigenous communities and/or persons.

The following paragraphs were added:

In any year that students are moving into a doctoral program, they will not be eligible until they begin their doctoral program of choice.

In order to demonstrate how they meet criteria (3), applicants must submit the following:

- (i.) a one-page cover letter;
- (ii.) a two-page research proposal;
- (iii.) a full curriculum vitae;
- (iv.) a current transcript; and
- (v.) two academic letters of support.

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The following paragraph was revised to:

Applicants will be selected on the basis of academic excellence, commitment to their field of study, the quality and value of the research proposal, and their career objectives.

The selection committee paragraph was revised to:

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

The standard Board of Governors statement was added.

James Gordon Fletcher Ph.D. Fellowship for Research in Functional Foods

The following amendments were made to the terms of reference for the James Gordon Fletcher Ph.D. Fellowship in Functional Foods and Nutraceuticals:

The preamble was revised to:

Through a bequest in 1999, James Gordon Fletcher (B.S.A./'25), a graduate of the Faculty of Agricultural and Food Sciences at the University of Manitoba, generously established a trust fund at the University of Manitoba. The purpose of the fund is to support and encourage doctoral students in the Faculty of Graduate Studies to conduct research in the areas of functional foods and nutraceuticals. Each year, the available annual income from the fund plus any unspent income may be used to offer one or more fellowships to graduate students who:

The numbered criteria were revised to:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the first or second year of study in any doctoral program;
- (2) have achieved a minimum grade point average of 3.75 based on the last 60 credit hours (or equivalent) of study; and
- (3) are conducting research in the areas of functional foods and/or nutraceuticals.

The following paragraphs were added:

In any year that students are moving into a doctoral program, they will not be eligible until they begin their doctoral program of choice.

In order to demonstrate how they meet criteria (3), applicants must submit the following:

- (i.) a one-page cover letter;
- (ii.) a two-page research proposal;
- (iii.) a full curriculum vitae;
- (iv.) a current transcript; and
- (v.) two academic letters of support.

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The following paragraph was revised to:

This fellowship cannot be held with another award valued at or higher than the current value of the University of Manitoba Graduate Fellowship at the doctoral level.

The selection committee paragraph was revised to:

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

The standard Board of Governors statement was added.

Janson Entrance Scholarship for Bison Men's Volleyball

The following amendments were made to the terms of reference for the Janson Entrance Scholarship for Bison Men's Volleyball:

The preamble was revised to:

Rob Janson, an alumnus of the University of Manitoba (B.P.E., '00) and the Bison Men's Volleyball team (1997-2000), will make an annual contribution for five years to offer the Janson Entrance Scholarship for Bison Men's Volleyball. The purpose of the award is to recruit and reward outstanding student athletes to the Bison Men's Volleyball team. Each year, beginning in 2024-2025 and ending in 2029-2030, one scholarship up to a maximum of \$3,000 each will be offered to two undergraduate students who:

The numbered criteria were revised to:

- (1) are eligible to compete in U Sports and are members of the Bison Men's Volleyball team;
- (2) are enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) have achieved:
 - (a) as entrance students, are enrolled in degree-granting courses as stated in the U Sports Athletic, Financial Awards Policy, or upon successful completion of 18 credit hours with a minimum grade point average of 2.0;
 - (b) as continuing students, a minimum degree grade point average of 2.0; and
- (4) in the opinion of the selection committee, shows exemplary work ethic on and off the court.

The following paragraph was added:

Every year, at least one scholarship will be awarded to an entrance student and one scholarship to a returning student.

The following paragraph was revised:

In the event that there is no eligible students who meet criterion (3), the scholarship may be awarded to students who meet criteria (1), (2), and (4), and who are enrolled in degree-granting courses as stated in the U Sports Athletic, Financial Awards Policy for University 1 or any faculty, college, or school with a Direct Entry option.

The selection committee paragraph was revised to:

The Director of Athletics and Recreation (or designate) will name the selection committee for this award, which will include the Head Coach of the Bison Men's Volleyball team (or designate) and the donor (or designate).

The following paragraph was added after the BOG statement:

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

Master's Award for Indigenous Students

The following amendments were made to the terms of reference the Master's Award for Indigenous Students:

The preamble was revised to:

The Faculty of Graduate Studies established the Master's Award for Indigenous Students as an annual scholarship in 2017 at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide merit-based scholarships to Canadian Indigenous graduate students who demonstrate significant research ability and scholarly potential. Not all applicants who meet the minimum eligibility requirements are guaranteed to receive a scholarship. The Faculty of Graduate Studies will confirm the availability of funds annually.

Each year, when the funds are available, one or more scholarships at a maximum value of \$10,000 will be offered to graduate students who:

The numbered criteria were revised to:

- (1) have self-declared as First Nations, Metis or Inuit persons from Canada;
- (2) are enrolled full-time in the Faculty of Graduate Studies in the first or second year of any master's program offered through any faculty, college or school;
- (3) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;
- (4) if are continuing students, are in good standing with the Faculty of Graduate Studies;
- (5) have demonstrated research ability or potential; and
- (6) have a demonstrated connection to the Indigenous community.

The paragraph following the numbered criteria was revised to:

Preference will be given to students who graduated from a high school in Manitoba, but all eligible candidates are encouraged to apply.

The following paragraphs were added:

Candidates are required to submit an application package to the Faculty of Graduate Studies by the deadline, which includes:

- (i.) a current curriculum vitae;
- (ii.) a statement (maximum 500 words) describing their proposed master's research;
- (iii.) a reference letter from the candidate's current advisor (maximum 500 words); and
- (iv.) a personal statement (maximum 500 words) describing their connection to the Indigenous community and indicating how the Fellowship will support their achievement as an Indigenous person.

The following paragraphs were revised to:

In years when funds are available, the scholarships are considered for both incoming and continuing master's students. The Faculty of Graduate Studies will set the deadline to submit application packages each year. The award is not automatically renewable and all candidates are required to submit an application package annually to be considered for the scholarships.

The selection committee has the discretion to determine the number and value of awards offered each year based on the funds available, as outlined in the criteria above.

[The selection committee paragraph was revised to:](#)

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award and will include the Vice-President (Indigenous) (or designate).

R.G. and E.M. Knight Graduate Fellowship

The following amendments were made to the terms of reference for the R.G. and E.M. Knight Graduate Fellowship:

[The preamble was revised to:](#)

The R.G. and E.M. Knight Family Foundation established an endowment fund at the University of Manitoba with an initial gift of \$900,000 in 2020. The purpose of the fund is to reward the academic achievements of an outstanding graduate student in the Faculty of Graduate Studies. Beginning in 2020-2021, two fellowships were offered yearly until the award terms were amended in 2024. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer one fellowship to a graduate student who:

[The numbered criteria were revised to:](#)

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of study in any Ph.D. program offered at the University of Manitoba;
- (2) has achieved the highest admission grade point average (minimum 3.75 admission GPA required) for the University of Manitoba Graduate Fellowship competition; and
- (3) is not a recipient of a Tri-Agency graduate award.

[The following paragraph was added:](#)

The recipient cannot hold any major award valued at \$10,000 or greater in the year in which the R.G. and E.M. Knight Graduate Fellowship is tenable.

[The renewal paragraphs were revised to:](#)

The fellowship is renewable for up to three years provided the recipient:

- (a) receives a satisfactory rating on their Faculty of Graduate Studies Annual Progress report;
- (b) continues to be enrolled full-time in the Faculty of Graduate Studies in a Ph.D. program; and
- (c) does not receive a Tri-Agency graduate award.

Ph.D. students will not be eligible for renewal of the scholarship after they have completed the fourth year of their program.

In the event that the previous year's recipient is not eligible for a renewal, a new recipient will be selected to receive the fellowship provided the student meets all of the award criteria above. Only one student may hold the fellowship in any given year.

The selection committee paragraph was revised to:

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this Fellowship.

3. WITHDRAWALS

The following awards are requested by the donor to be withdrawn:

- Bletcher Memorial Scholarship
- Dr. D. McDougall Memorial Scholarship
- Manitoba Graduate Scholarship- Master's
- Manitoba Graduate Scholarship- Doctoral

Preamble:

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

Observations:

The Committee has received nine new appeals since the last report to Senate in April 2024. These cases are summarized, along with the one open file previously reported, without compromising the confidentiality of the Appellant.

- An appeal was received against a decision by the Faculty of Law. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was withdrawn.
- An appeal was received against a decision by the Max Rady College of Medicine. The grounds were failure of the Faculty/School or Dean/Director to follow the rules of natural justice and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.
- An appeal was received against a decision by the Faculty of Science. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.
- An appeal was received against a decision by the Faculty of Science. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.
- An appeal was received against a decision by the College of Nursing. The grounds were failure of the Faculty/School or Dean/Director to follow procedures and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.
- An appeal was received against a decision by the Max Rady College of Medicine. The grounds were failure of the Faculty/School or Dean/Director to follow procedures, failure of the Faculty/School or Dean/Director to follow the rules of natural justice, and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee

determined that there were sufficient grounds for the appeal to proceed to a hearing, however, the appeal was not heard as the matter was resolved prior to the hearing.

- An appeal was received against a decision by the Price Faculty of Engineering. The grounds were failure of the Faculty/School or Dean/Director to follow procedures and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.
- An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The committee determined that there were insufficient grounds for the appeal to proceed to a hearing.

Currently the Committee has two open files.

Respectfully submitted,
Dr. Derek Oliver, Chair
Senate Committee on Appeals



UM Office of the Dean
Price Faculty of Engineering

75A Chancellor Circle
E2-290 EITC
University of Manitoba
Winnipeg, Manitoba
Canada R3T 5V6
T: 204 474 9809

September 18, 2024

To: Jeff Leclerc / Shannon Coyston, Senate Office

From: Marcia Friesen, Dean, Price Faculty of Engineering

Re: *Microcredentials in the Price Faculty of Engineering*

Attached please find the Terms of Reference for three Letters of Accomplishment in the Price Faculty of Engineering.

1. Excellence in Engineering Leadership (excEL)
2. Design Your Engineering Life (DYEL)
3. Project Management Essentials

These terms were all approved unanimously at Engineering Faculty Council on September 6, 2024.

Please do not hesitate to contact me at Marcia.Friesen@UManitoba.ca with any questions.

Terms of Reference for Letter of Accomplishment: Excellence in Engineering Leadership (excEL) Program

Finalized August 8, 2024

Approved at Engineering Faculty Council September 6, 2024

Characteristic¹	Credential: Short Courses & Programs¹	Excellence in Engineering Leadership (excEL) Program
1. Definition	Short courses/programs focused on professional skills or community enhancement, through educational experiences such as workshops and seminars.	The excEL Program provides a series of workshops throughout the academic year on topics related to engineering leadership. Topics cover the areas of Leading Yourself, Leading Others, and Leading in the Profession, and are grounded in ethical practice.
2. Entrance Requirements	To be determined by the sponsoring unit(s).	Registered undergraduate students in the Price Faculty of Engineering.
3. Student Performance Requirements	1. Participant work may be, but need not be, formally evaluated. Where not formally evaluated, participation/ attendance is the primary requirement. 2. No specified number of classroom or contact hours. 3. No maximum time limit to complete.	Attendance at a minimum of 4 workshops per year is mandatory. Participants submit two reflective learning assignments which are evaluated using a rubric with a pass/fail grade.
4. UM Delivered Content	100% of instructional contact hours at U of M.	All workshops are led and supervised by UM personnel. Guest speakers may be invited to speak for portions of the workshops.
5. Recognition For Credit	No. However, sponsoring unit(s) may recognize completion of short courses and programs, where assessment occurs, toward instructional contact hours required for Micro-Certificates and Certificates. Faculties/College/Schools which have previously articulated transfer of credit for affected Micro-Certificates and Certificates must first agree.	No recognition for credit.

¹ As per the University of Manitoba [Certificate and Diploma Framework](#)

Characteristic¹	Credential: Short Courses & Programs²	Excellence in Engineering Leadership (excEL) Program
6. Approvals Process	Faculty/School/Division, with report to Senate for information.	Program structure approved by Price Faculty of Engineering Faculty Council. Individual program components approved by the Associate Dean, Design Engineering and the Dean, Price Faculty of Engineering.
7. Participant/Student Status	Participant	Participant
8. Participant/Student Records	Sponsoring unit(s) maintain participant records.	Participant records are maintained within UM Learn accessible by the offering unit.
9. Transcript/Other Recognition	1. Letter of Accomplishment where work is formally evaluated. 2. Letter of Participation where work is not formally evaluated	A Letter of Accomplishment is provided upon successful completion of the excEL program requirements as participants' work is formally evaluated.
10. Approval of Graduates	Faculty/College/School/Division Council, at minimum for information.	A list of participants successfully completing the program will be provided to Faculty Council annually.
11. Insignia and Signatures of Credential	1.University Logo 2. Signed by Dean(s)/Director(s)	A 'Letter of Accomplishment' certificate will be provided to participants who successfully complete the program. The certificate includes the University/Price Faculty of Engineering logo and is signed by the Associate Dean, Design Engineering and the excEL Program Coordinator.
12. Awarded at Convocation	No	No

² As per the University of Manitoba [Certificate and Diploma Framework](#)

Terms of Reference for Letter of Accomplishment: Designing Your Engineering Life (DYEL)

Finalized August 8, 2024

Approved at Engineering Faculty Council September 6, 2024

Characteristic¹	Credential: Short Courses & Programs¹	Designing Your Engineering Life (DYEL)
1. Definition	Short courses/programs focused on professional skills or community enhancement, through educational experiences such as workshops and seminars.	A short program of workshop(s) focused on career design for engineering students. The program is based on the Stanford University Designing Your Life program.
2. Entrance Requirements	To be determined by the sponsoring unit(s).	Registered in the Price Faculty of Engineering Co-op/IIP.
3. Student Performance Requirements	<p>1. Participant work may be, but need not be, formally evaluated. Where not formally evaluated, participation/ attendance is the primary requirement.</p> <p>2. No specified number of classroom or contact hours.</p> <p>3. No maximum time limit to complete.</p>	Workshop(s) attendance and participation is mandatory. Final career design project is formally evaluated using a rubric with a pass/fail grade.
4. UM Delivered Content	100% of instructional contact hours at U of M.	All content is provided by UM personnel.
5. Recognition For Credit	No. However, sponsoring unit(s) may recognize completion of short courses and programs, where assessment occurs, toward instructional contact hours required for Micro-Certificates and Certificates. Faculties/College/Schools which have previously articulated transfer of credit for affected Micro-Certificates and Certificates must first agree	No recognition for credit.
6. Approvals Process	Faculty/School/Division, with report to Senate for information.	<p>Program structure approved by Price Faculty of Engineering Faculty Council.</p> <p>Individual program components approved by the Co-op/IIP Director, the Associate Dean, Design</p>

¹ As per the University of Manitoba [Certificate and Diploma Framework](#)

Characteristic¹	Credential: Short Courses & Programs¹	Designing Your Engineering Life (DYEL)
		Engineering, and the Dean, Price Faculty of Engineering.
7. Participant/Student Status	Participant	Participant
8. Participant/Student Records	Sponsoring unit(s) maintain participant records.	Participant records are maintained within UM Learn accessible by the offering unit.
9. Transcript/Other Recognition	1. Letter of Accomplishment where work is formally evaluated. 2. Letter of Participation where work is not formally evaluated	A Letter of Accomplishment is provided upon successful completion of the workshop(s) as participants' work is formally evaluated.
10. Approval of Graduates	Faculty/College/School/Division Council, at minimum for information.	A list of participants successfully completing the workshop(s) will be provided to Faculty Council annually.
11. Insignia and Signatures of Credential	1.University Logo 2. Signed by Dean(s)/Director(s)	A Letter of Accomplishment certificate will be provided to participants who successfully complete the workshop(s). The certificate includes the University/Price Faculty of Engineering logo and is signed by the Co-op/IIP Director and any other workshop instructors.
12. Awarded at Convocation	No	No

Terms of Reference for Letter of Accomplishment: Project Management Essentials

Finalized August 26, 2024

Approved at Engineering Faculty Council September 6, 2024

Characteristic¹	Credential: Short Courses & Programs¹	Project Management Essentials Course
1. Definition	Short courses/programs focused on professional skills or community enhancement, through educational experiences such as workshops and seminars.	The Project Management Essentials Course is a short course for engineering graduate students that provides them with the tools they need to successfully manage their research work from a project management perspective.
2. Entrance Requirements	To be determined by the sponsoring unit(s).	Registered graduate students in the Biosystems, Biomedical, Civil, Computer, Electrical, or Mechanical Engineering graduate programs.
3. Student Performance Requirements	<p>1. Participant work may be, but need not be, formally evaluated. Where not formally evaluated, participation/ attendance is the primary requirement.</p> <p>2. No specified number of classroom or contact hours.</p> <p>3. No maximum time limit to complete.</p>	Attendance at all classes is mandatory. Participants will submit a Project Scope Statement, Gantt Chart, and Risk Register for a project of their choice. Submissions will be evaluated using a rubric and will include both formative and summative feedback.
4. UM Delivered Content	100% of instructional contact hours at U of M.	All content is delivered by UM personnel.
5. Recognition For Credit	No. However, sponsoring unit(s) may recognize completion of short courses and programs, where assessment occurs, toward instructional contact hours required for Micro-Certificates and Certificates. Faculties/College/Schools which have previously articulated transfer of credit for affected Micro-Certificates and Certificates must first agree.	No recognition for credit.

¹ As per the University of Manitoba [Certificate and Diploma Framework](#)

Characteristic¹	Credential: Short Courses & Programs²	Project Management Essentials Course
6. Approvals Process	Faculty/School/Division, with report to Senate for information.	Course structure approved by Price Faculty of Engineering Faculty Council. Individual course components approved by the Associate Dean, Design Engineering and the Dean, Price Faculty of Engineering.
7. Participant/Student Status	Participant	Participant
8. Participant/Student Records	Sponsoring unit(s) maintain participant records.	Participant records are maintained within UM Learn accessible by the offering unit.
9. Transcript/Other Recognition	1. Letter of Accomplishment where work is formally evaluated. 2. Letter of Participation where work is not formally evaluated	A Letter of Accomplishment is provided upon successful completion of the Project Management Essentials course as participants' work is formally evaluated.
10. Approval of Graduates	Faculty/College/School/Division Council, at minimum for information.	A list of participants successfully completing the program will be provided to Faculty Council annually.
11. Insignia and Signatures of Credential	1.University Logo 2. Signed by Dean(s)/Director(s)	A 'Letter of Accomplishment' certificate will be provided to participants who successfully complete the program. The certificate includes the University/Price Faculty of Engineering logo and is signed by the Associate Dean, Design Engineering, and the course instructor.
12. Awarded at Convocation	No	No

² As per the University of Manitoba [Certificate and Diploma Framework](#)



**University
of Manitoba**

Dr. John L. Sorensen
Professor
Acting Head
Department of Chemistry
University of Manitoba

Room 360
Parker Building
Winnipeg, Manitoba
Canada R3T 2N2
John.Sorensen@umanitoba.ca

Date: October 26, 24

To: Jeff Leclerc, University Secretary

From: John Sorensen on behalf of Faculty of Science Senate Caucus

Subject: Space on Nov 6th Senate Agenda for Discussion of Fall Term Academic Schedule.

Dear Jeff,

I am writing on behalf of the Faculty of Science Senate Caucus to request that an agenda item be added to the Senate Agenda for the November 6th meeting to discuss our concerns with the Academic Schedule for Fall Term.

Our concern is centered around the Fall Term final exam schedule and the fact that there are fewer days available for the exam period as a result of the changes introduced to the Academic Schedule to accommodate the public holiday on September 30th in recognition of the National Day for Truth and Reconciliation.

As a result of this change to the Academic Schedule, the last day of class now falls on the second Monday in December instead of the first Wednesday or Thursday of the month. This has compressed the exam period to 9 days instead of 12 or 13 days available for scheduling.

The compressed schedule generates a number of complications as a result. For example, in both Fall Term 2022 and 2023 final exams were scheduled at 6:00 pm on the last day of the exam period, after the University had officially 'closed' at 4:30 pm earlier that same day for the Winter Holiday. This was a considerable logistical challenge and source of stress for both instructors and students. Fortunately, this time slot has not been used this year, but there are still other challenges with this compressed schedule. The compressed schedule offers very little flexibility in the event of a snow day or some other disruption that would require exams to be rescheduled.

The Faculty of Science Senate Caucus were unanimous in our desire to ask Senate to examine this issue to see if there were any potential solutions to this scheduling challenge.

One of the potential solutions that we discussed would be to modify the existing Fall Term Break to restore some days of instruction to the week that includes the Remembrance Day public holiday.

For example, in Fall Term 2027 the anticipated last day of class would occur on Monday December 13th 2027 and the exam period would need to start on Tuesday December 14th 2027. The last day of exams would then occur on Thursday December 23rd 2027, giving a nine-day exam period (*including Sunday Dec 19th 2027*). However, restoring November 8th – 10th to the days of instruction, giving a shortened Fall Break of Nov 11th – 15th, would result in the anticipated last day of class falling on Wednesday December 8th 2027. This would leave the dates of December 9th – 23rd 2027 available for an exam period — up to 15 days if the two Sundays are used.

We also discussed in the Faculty of Science Senate Caucus other potential solutions to this scheduling challenge. These included retaining the Fall Term Break but commencing the Fall Term in the week before Labour Day. Starting classes on September 1st 2027 would have the same effect of lengthening the exam period as described above.

Another potential solution would be to make Final Exams have a maximum length of 2 hours. This would not require a change to the academic schedule but would allow for more effective, and conflict free, scheduling of Final Exams in the same compressed schedule.

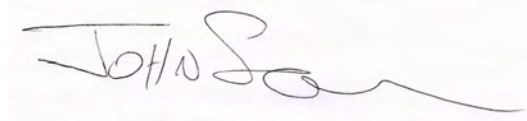
We recognize that each of these potential solutions have their own associated pros and cons and we would welcome the input and discussion from our colleagues in Senate.

It should be noted that there is a requirement for a minimum number of days of instruction in professional and accredited programs, meaning that simply shortening the Fall Term is not a viable option.

The issue of the Fall Term Break, and the necessary constraints on days of instruction, was examined at length by a Senate Committee when it was first introduced, and this full report appears on page 122 of the Senate Agenda from the November 1st 2017 Senate Meeting.

The Faculty of Science Senate Caucus respectfully requests that the topic of the Fall Term Academic Schedule be added to the November 6th Senate Meeting as an opportunity to begin discussions of our concerns.

With Best Regards,

A handwritten signature in black ink, appearing to read "John Sorensen". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. John Sorensen



**University
of Manitoba**

Office of the Registrar and
Enrolment Services

400 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-8820
F: 204-474-7554

TO: Jeff Leclerc, University Secretary

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services

DATE: October 24, 2024

SUBJECT: Fall term discussion – Senate Executive follow up

A question was raised at Senate Executive regarding the limited number of days available to conduct the fall term examination period. The introduction of the fall term break during the 2016/17 academic year followed by the introduction of the September 30th closure for the National Day for Truth and Reconciliation in 2021 resulted in the elimination of five days from the fall academic schedule. As a result of these changes, the examination schedule in December has become more compressed. One of the impacts has been that in some instances there could be a higher number of conflicts requiring resolution. The Registrar's Office is responsible for producing the exam schedule and our goal is to always produce a conflict-free exam; this is not always possible given some of the constraints and we will continue to work with faculties to resolve all exam conflicts.

At Senate Executive, there was a desire to discuss the possibility of creating some additional capacity for instructional days in the fall term which would in turn create additional capacity during the fall examination period. Some options that could be considered are:

1. Reduction or elimination of the fall term break
2. Begin the fall term prior to Labour Day
3. Add an additional exam slot to every day of the examination period by having exams that are no more than two hours in duration

The list above is certainly not meant to be comprehensive, and any options would require broad consultation to ensure that any changes were viewed favorably by the university community.

CC:

Laurie Schnarr, Vice-Provost (Students)

Shannon Coyston, Associate University Secretary (Senate)

Elfie Smith, Associate Registrar and Director, Service and Records

October 24, 2024

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 November 6, 2024, meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Acting Chair
Senate Executive Committee

[Terms of Reference](#)



University
of Manitoba

Price Faculty of Engineering

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75A Chancellors Circle
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T: 204 474 9809
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September 12, 2024

Jeff Leclerc
University Secretary
University of Manitoba
Winnipeg, MB R3T 2N2

by email: Jeff.Leclerc@UManitoba.ca

Re: Proposal for the transition of the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education

Dear Mr. Leclerc

Attached please find a submission from the Price Faculty of Engineering to transition the Centre for Engineering Professional Practice & Engineering Education (an Academic Centre at the University of Manitoba) to a Department of Engineering Education in the Price Faculty of Engineering. I am submitting this to the University of Manitoba for approval.

The submission includes the proposal, a letter of support from the Faculty of Agricultural & Food Sciences, and a copy of the motion and vote at Faculty Council. I particularly appreciate the conversations with staff in the Vice Provost (Academic Planning and Programs) office as we developed this proposal.

Engineering Education as a stand-alone discipline developed in the U.S. in the early 2000s and continues to grow worldwide, including Canada. Over 20 years, the momentum established internationally has solidified Engineering Education as a discipline with its unique and defined body of knowledge, questions of inquiry, standards of evidence, and a community of practice. As a discipline in the Price Faculty of Engineering, it has grown in informal ways, initially by faculty who voluntarily associated with an informal Design Group and more recently through the Centre for Engineering Professional Practice & Engineering Education (“Centre”) (est. 2014).

As a unique discipline, Engineering Education warrants visibility & credibility in the Price Faculty of Engineering and University of Manitoba academic structure. The initial goals of the Centre have been achieved, and its positioning as an arm of the Dean’s Office for its activities is no longer needed. It can sustain its own programming as a proposed Department in delivering teaching, conducting research, and contributing service to the campus and wider communities.

The proposed Department of Engineering Education manifests UM Strategic Initiatives to create (new spaces for) *Knowledge that Matters* through the inter- and multi-disciplinary nature of the

umanitoba.ca/engineering



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discipline of engineering education, and to *Empower Learners* by meeting the demand for students seeking graduate opportunities in the field.

The proposal solidifies the existing strength in Engineering Education as a discipline in the Price Faculty of Engineering. It offers UMFA Members a departmental home and enhances their visibility and credibility of their research and graduate supervision which is critical to their career development. The proposal also allows the University of Manitoba to continue its leadership position by establishing the first such Department of Engineering Education in Canada.

The proposal does not diminish any existing activities or collaborations with other units within or outside the University. The proposal can be fully implemented using the resources (space, funds, faculty and staff) currently allocated to the Centre; the proposal does not require any re-allocation of resources away from other units.

I look forward to working with UM on bringing this proposal to fruition. Please do not hesitate to reach out to me at Marcia.Friesen@UManitoba.ca or 204-474-9806 for discussion.

Sincerely,

MARCIA FRIESEN, Ph.D., P.Eng.
Dean, Price Faculty of Engineering

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

umanitoba.ca/engineering

Proposal for the

Centre for Engineering Professional Practice & Engineering Education

Price Faculty of Engineering

to become the

Department of Engineering Education

Price Faculty of Engineering

This is a proposal for the Centre for Engineering Professional Practice & Engineering Education to become the Department of Engineering Education in the Price Faculty of Engineering, University of Manitoba. The Department of Engineering Education would become effective upon completion the appropriate approval processes (target: January 1, 2025).

Background and Introduction

Engineering Education is a stand-alone discipline. It developed in the U.S. in the early 2000s and continues to grow worldwide, including Canada. Over 20 years, the momentum established internationally has solidified Engineering Education as a discipline with its unique and defined body of knowledge, questions of inquiry, standards of evidence, and a community of practice. While many people superficially understand Engineering Education to be concerned with teaching techniques in engineering (engineering pedagogy), the field is much broader and encompasses theoretical and conceptual frameworks of engineering identify, culture, practice, and representations. In its early development, the research areas of the discipline of engineering education were summarized as follows¹:

- Engineering Epistemologies: Research on what constitutes engineering thinking and knowledge within social contexts now and into the future.
- Engineering Learning Mechanisms: Research on engineering learners' developing knowledge and competencies in context.
- Engineering Learning Systems: Research on the instructional culture, institutional infrastructure, and epistemology of engineering educators.
- Engineering Diversity and Inclusiveness: Research on how diverse human talents contribute solutions to the social and global challenges and relevance of our profession.
- Engineering Assessment: Research on, and the development of, assessment methods, instruments, and metrics to inform engineering education practice and learning.

As such, the field is firmly rooted in the engineering technical discipline and connects with educational psychology, science & technology studies, and other adjacent social sciences. Appendix A provides some references that timestamp and document the emergence of the discipline. Appendix B lists other Departments of Engineering Education in North America.

Engineering Education as a discipline has been advanced through informal ways in the Price Faculty of Engineering, initially by faculty who voluntarily associated with an informal Design Group as a branch of the Engineering Dean's Office, and more recently through the Centre for Engineering Professional Practice & Engineering Education ("Centre") (est. 2014).

As a unique discipline, Engineering Education warrants visibility & credibility in the Price Faculty of Engineering and University of Manitoba academic structure, and the establishment of the Centre in 2014 afforded the same. The initial goals of agency of the Design Group and then the Centre have been achieved. The Centre is well-accepted across the Price Faculty of Engineering and its contributions are

¹ Steering Committee of NEERC. 2006. The Research Agenda for the New Discipline of Engineering Education. *Journal of Engineering Education* 95 (4): 259–261.

valued. Its positioning as an arm of the Dean's Office for these purposes is no longer needed. The Centre has facilitated the development and growth of engineering education at the University of Manitoba as a stand-alone field of study which can sustain its own programming as a proposed Department. Currently, there is institutional support for this transition.

The proposed Department of Engineering Education manifests UM Strategic Initiatives to create (new spaces for) *Knowledge that Matters* through the inter- and multi-disciplinary nature of the discipline of engineering education, and to *Empower Learners* by meeting the demand for students seeking graduate opportunities in the field.

Proposal Overview

This is a proposal for the Centre for Engineering Professional Practice & Engineering Education to become the Department of Engineering Education, recognizing that the Centre has facilitated the development and growth of engineering education at the University of Manitoba as a stand-alone field of study which can sustain its own programming as a Department.

Initially, the proposed Department of Engineering Education will carry on the activities and responsibilities of the Centre which are unique and independent in the Price Faculty of Engineering, including:

- House the appointments of all current UMFA Members, Engineers-in-Residence, and staff.
- Deliver the common core, professional practice courses.
- Deliver the Post-Baccalaureate Diploma in Engineering.
- Contribute heavily to the teaching of the Graduate Specialization in Engineering Education (an option in the Biosystems Engineering M.Sc. and Ph.D. degrees).

The proposed Department structure allows for the future integration of activities reflected in other Departments of Engineering Education in North America, including:

- Deliver micro-credentials
- Develop stand-alone graduate degrees (M.Eng.Ed. and Ph.D. in Engineering Education);
- Coordinate and deliver the Preliminary Year engineering program.

To be clear, the proposed Department of Engineering Education would continue to deliver required common core courses in the five accredited undergraduate engineering programs in the Price Faculty of Engineering; however, there are no plans to introduce a new undergraduate degree in the proposed Department.

The proposal offers a departmental home to the UMFA academics and the concomitant opportunities for career development through departmental service. The absence of natural departmental service opportunities in the Centre has been more evident in the last five years as additional pre-tenure faculty members have been hired and who are seeking out meaningful career and leadership development opportunities. The proposal solidifies the existing strength in Engineering Education as a discipline in the Price Faculty of Engineering and enhances the faculty members' visibility and credibility of their research and graduate supervision, which is critical to their career development.

While the internal benefits are compelling on their own, the proposal also allows the University of Manitoba to continue its leadership position by establishing the first such Department of Engineering Education in Canada. The proposal does not diminish any existing activities or collaborations with other units within or outside the University. The proposal can be fully implemented using the resources (space, funds, faculty and staff) currently allocated to the Centre; the proposal does not require any re-allocation of resources away from other units.

Context and Rationale

The Centre for Engineering Professional Practice & Engineering Education was approved at Senate on May 14, 2014, and approved at Board of Governors on June 24, 2014 for a five-year period. It was renewed in 2020 for another five-year period.

The Centre, as an Academic Centre, grew out of an informal predecessor, the Design Group, which was a collective of individuals bound through an interest in design teaching and learning, professional practice teaching and learning, and initiatives within the NSERC Chairs in Design Engineering held by Dr. Ron Britton from 2001-2011, and Dr. Doug Ruth from 2012-2017. The Design Group operated as an arm of the Dean's Office in the Price Faculty of Engineering.

The Centre's current role and scope is 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 including innovation through new opportunities and support for interdisciplinary or interdepartmental efforts.
- Nurture existing and grow new industry partnerships to enhance the undergraduate educational experience.
- 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. To that end, the generous collaboration with the Department of Biosystems Engineering (Faculty of Agricultural & Food Sciences) must be acknowledged, in their work to introduce the Graduate Specialization in Engineering Education (GSEE) into their MSc and PhD programs and thereby offering Centre faculty members with a viable pathway for graduate supervision and research development in the discipline of engineering education.

See Appendix C for details on the Centre's history and for more specificity on the Centre's responsibilities in the Price Faculty of Engineering.

The Price Faculty of Engineering wishes to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education. This objective will:

- Better reflect the scope and impact of teaching, research, and outreach carried out by the faculty and staff of the Centre.
- Allow UM to play a leadership role in advancing Engineering Education in Canada.
- Affirm the legitimacy of Engineering Education as a stand-alone and unique discipline.

- Allow for the future development of Engineering Education graduate degree programs within the Department, which are critical to the research careers of the research-based faculty in the Centre. As noted earlier, faculty members in the Centre currently advise students enrolled in the GSEE option in the Biosystems Engineering graduate programs. Offering graduate programs would associate the graduate students with a home department that affords visibility to the chosen discipline of engineering education.
- Create a fuller range of service opportunities for UMFA members, in support of their career development (tenure & promotion) goals.

The proposal

This is a proposal for the Centre for Engineering Professional Practice & Engineering Education to become the Department of Engineering Education in the Price Faculty of Engineering, University of Manitoba. This will continue to position UM as a leader in Canada in the discipline of Engineering Education.

The proposed Department of Engineering Education would carry on the current activities and responsibilities of the Centre which are unique and independent in the Price Faculty of Engineering, including:

- House the appointments of all current UMFA Members, Engineers-in-Residence, and staff.
- Deliver the common core, professional practice courses.
- Deliver the Post-Baccalaureate Diploma in Engineering.
- Contribute heavily to the teaching of the Graduate Specialization in Engineering Education (an option in the Biosystems Engineering M.Sc. and Ph.D. degrees).

Further, the Department structure allows for the future integration of activities reflected in other Departments of Engineering Education in North America, including:

- Develop stand-alone graduate degrees (M.Eng.Ed. and Ph.D. in Engineering Education);
- Coordinate and deliver the Preliminary Year engineering program.

The Department will be governed by the bylaws and policies of Department Council and the Price Faculty of Engineering bylaws, policies, and procedures, with new or modified bylaws, policies, and procedures developed as necessary.

Offices, teaching space, and laboratory space currently occupied or managed by the Centre for Engineering Professional Practice & Engineering Education will be maintained for those functions. The Price Faculty of Engineering continues to assume oversight of these spaces in the EITC and SPEB buildings, Fort Garry campus.

The resources that currently support the Centre for Engineering Professional Practice & Engineering Education mandate and activities will continue to be allocated to the Department of Engineering Education. The establishment of the proposed Department of Engineering Education will not call upon any more of the University's continuing (baseline) operating funds other than those currently directed to

the Price Faculty of Engineering and allocated by the Dean's Office to its constituent departments and units.

All academic and support staff (UMFA, EMAPS, CUPE 1482) currently appointed in the Centre for Engineering Professional Practice & Engineering Education will become faculty and staff appointed in the Department of Engineering Education, with full rights and responsibilities. As per the summary presented in Table 3, these include:

- UMFA: Professor, tenured (1); Associate professor, tenured (1); Assistant professor, pre-tenure (2); Senior instructor (1); Instructor II (1); Instructor 1 (1, plus 1 in search); CUPE 3909 Sessional: Typically 3-5 appointments/year.
- CUPE 1482: Department administrator (AA3); Administrative Assistant (OA5).
- EMAPS: Engineers-in-Residence (2, plus additional nil-appointed EIRs).

These faculty will continue to carry out a comprehensive scope of teaching, research, and service. While the Centre does not have any departmental students, the scale of teaching delivered by the Centre and the proposed Department is significant, delivering the common core courses that are required for all 1850+ undergraduate Engineering programs and encompassing more than 20 sections in any given year:

- ENG 2040 Engineering Communication: Strategies, Practice and Design (5 sections/year).
- ENG 3000 Engineering Economics (5-6 sections/year)
- ENG 3020 Technology, Society and the Future (4 sections/year)
- ENG 4100 Contemporary Topics in Engineering Practice:
 - ENG 4100 Design Build (Forest School) (bi-annually)
 - ENG 4100 Decolonizing and Indigenizing Engineering Education (1 section/year)
- Engineering Communication curriculum instruction in capstone design courses in Biosystems,, Mechanical, Civil, and Electrical & Computer Engineering (BIOE 3900/4900/4950, MECH 4860, CIVL 4590, ECE 4600).

Additionally, the Centre delivers unique courses and technical electives in departmental programs, encompassing eight (8) sections per year:

- ENG 4110/ENG 7510 Operational Excellence (2 sections/year)
- MECH 4322 Applied Aerospace Instrumentation (1 section/year)
- ENG 2022 Engineering CAD Technology for Biosystems (2 sections/year)
- CIVL 2830 Graphics for Civil Engineers (2 sections/year)
- BIOE 4560 Structural Design in Wood and BIOE 4412 Design of Light-Frame Building Systems (1 section each in alternating years).

The Centre delivers the three (3) graduate courses required in the GSEE:

- ENG 7010 The Engineering Design Process (annually)
- ENG 7020 Foundation of Engineering Education Research (annually)
- ENG 7030 The Discipline of Engineering Education (annually)

The faculty in the proposed Department of Engineering Education also carry out an extensive research portfolio in engineering education. They engage qualitative, quantitative, and design-based approaches to investigate:

- Engineering education in a variety of settings including K-12 schools, post-secondary institutions, museums, library makerspaces, and after-school technology clubs;
- Pedagogical practices in engineering education and designing new educational activities;
- Engineering, technology development and engineering education as social processes;
- Competencies required for engineering practice;
- Studying how educators interact with learners;
- Engineering identity, including identity development and competency development across space and time;
- Engineering culture, including newcomers' integration into the Canadian engineering profession and gender-based impacts of engineering culture;
- Engineering epistemologies, including the interactions between engineering and other ways of being, knowing and relating, and the integration of humanities and social sciences in engineering education;
- Intersections between Indigenous knowledges and engineering, and ways to include Indigenous knowledges, worldviews & pedagogies in engineering education;
- How engineering students and instructors engage with, teach, and learn Indigenous and decolonized curricula;
- Historical and existing inequities in STEM education; and
- The development of engineering education as a field.

The breadth and depth of the research portfolios of the faculty members are further reflected in the graduate student numbers in Table 2, including footnotes.

Table 1: Resource Information: Operating funds and research revenues

Unit	Operating Baseline ¹	Research Revenues ²	Trust & Endowment Funds
Centre for Engineering Professional Practice & Engineering Education → proposed Department of Engineering Education	\$1,826,000	\$1.44M as PI/Co-PI \$4.00M total (PI, Co-PI, Co-Investigator)	None associated with the Centre nor proposed Department

1 Faculty and staff salaries & benefits; teaching assistants; supplies

2 Snapshot as at June 2024. Sources include NSERC Discovery, NSERC Discovery Horizons, NSERC CREATE, SSHRC Insight Development, NFRF, and Suncor.

Table 2: Student Information

Unit	Undergraduate	GSEE ^{1,2} students supervised
Centre for Engineering Professional Practice & Engineering Education → proposed Department of Engineering Education	No departmental students; the Centre and future department will continue to serve all 1850 students through the common core course delivery. See full description below.	PhD: 6 M.Sc.: 0 (Total since inception: 11 MSc./PhD)

- 1 Snapshot as at May 2024. Please note that these students are enrolled in the GSEE in Biosystems Engineering; however, their primary advisory and/or co-advisor are currently the faculty members in the Centre. These figures convey the experience and history of graduate advising by faculty members in the Centre.
- 2 Additionally, the Centre members have supervised 15 undergraduate thesis students or research assistants in engineering education research, as well as one post-doctoral fellow, for 27 HQP overall.

Table 3: Staffing Information (Full-time equivalent)

Unit	UMFA Academics	EMAPS Engineers-in-Residence	Administrative Staff
Centre for Engineering Professional Practice & Engineering Education → proposed Department of Engineering Education	7.0 + 1 in search	2.0	2.0

Issues & opportunities

The key opportunities associated with this proposal are to:

- Establish the first Department of Engineering Education as a stand-alone department in a Faculty/College of Engineering in Canada, further solidifying UM's leadership role in the field;
- Better reflect the scope and impact of teaching, research, and outreach carried out by the faculty and staff of the Centre;
- Allow for the future development of Engineering Education graduate degree programs to enhance the UM's research footprint and support the research careers of the research-based faculty in the Centre;
- Incorporate future cross-Faculty teaching initiatives into the Department, such as delivery of the Preliminary Year engineering program.
- Create a fuller range of service opportunities for UMFA members, in support of their career development (tenure & promotion) goals;

Consultation Process

Conversations have been ongoing for 10 years between three consecutive Deans of the Price Faculty of Engineering and Provost's and/or Vice-Provost's (Planning & Programs) offices regarding the ways in which the Centre for Engineering Professional Practice & Engineering Education operates relative to the UM's policy for Academic Centres. The growth of the Centre in terms of driving a distinct field of study and sustaining its own programming at UM supports the transition to a Department of Engineering Education.

Internal consultation included the following:

- Faculty and staff of the Centre for Engineering Professional Practice & Engineering Education – in person on April 12, 2024 with draft document available from 06 May 2024 onward for review;
- Engineering Leadership Team – in person on April 22, 2024;
- Biosystems Engineering Department Council – in person on May 21, 2024;
- Engineering Faculty Council – in person on 29 May 2024 with draft document available from 30 May 2024 onward for review;

The above-referenced consultations were overwhelmingly positive to the proposal for a Department of Engineering Education. Questions focused on resource implications (staffing, budgets, and scope) both with respect to the proposed Department as well as the existing programs and Departments in the Price Faculty of Engineering. With the initial indications of internal support, the proposal draft was distributed as follows:

- Faculties of Education, Agricultural & Food Sciences, Science, and Arts – draft document shared 03 June 2024. By email correspondence, all four Deans of Faculties expressed support for the proposal.
 - Because of the strong programming collaboration between Biosystems Engineering and the current Centre for Engineering Professional Practice & Engineering Education in the Graduate Specialization in Engineering Education, a memo of support from the Faculty of Agricultural & Food Sciences is enclosed.

The final draft, incorporating comments and addressing clarifications arising from the above-referenced consultation, was made available to Price Faculty of Engineering Faculty Council members on August 13, 2024. It was brought to Faculty Council for discussion and a motion for approval on September 6, 2024.

Implementation process

The Dean of the Price Faculty of Engineering will guide and oversee the transition of the Centre to a Department, in collaboration with the Director of the Centre for Engineering Professional Practice & Engineering Education and the Associate Dean (Design Education).

Change management support will be provided by the Office of Change Management as necessary.

Where actions arise from this process requiring the approval of Senate and/or the Board of Governors, they will be forwarded to these governing bodies for consideration.

All actions will respect collective agreements with relevant employee groups.

Expected Goals & Outcomes

The goal of this proposal is to close the Centre for Engineering Professional Practice & Engineering Education and in its place, establish the Department of Engineering Education in the Price Faculty of Engineering, University of Manitoba.

The outcomes are expected to be:

- A new Department in the Price Faculty of Engineering, namely the Department of Engineering Education, to carry forward the role, activities and impacts of the Centre, anticipated to be the first stand-alone Engineering Education department in Canada.
- Enhance UM's leadership role in Engineering Education as a unique and stand-alone discipline.
- Enhance opportunities for faculty and graduate students in Engineering Education research through enhanced visibility and credibility as a discipline within the Faculty.

Appendix A: References

These references are presented in chronological order to demonstrate the initial emergence and solidification of Engineering Education as a distinct discipline, growing out of a general scholarship of teaching & learning engineering to a distinct field of inquiry.

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- [5] Fortenberry, N.L.. 2006. An Extensive Agenda for Engineering Education Research. *Journal of Engineering Education* 95 (1): pp. 3–5.
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- [9] Jesiek, B.K. L. K. Newswander and M. Borrego. 2009. Engineering Education Research: Discipline, Community, or Field?, *Journal of Engineering Education* 98 (1): 39-52.
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- [14] Froyd, J.E. and J. Lohmann. 2014. Chronological and ontological development of Eng.Ed as a field of scientific inquiry. In: *Cambridge Handbook of Engineering Education Research*. New York, NY: Cambridge University Press.
- [15] Paul, J., Bezerra Rodrigues, R., Dawe, N., Ram, S-A., Pandey, M., Paul, R., Thomsen, V., Forrest, R., & Seniuk Cicek, J. 2022. Defining engineering education research: the elevator pitch. *Proc. of Am. Soc. for Engg. Edu.*, 8 pp. Minneapolis, MN. June 25-28.
- [16] Johri, A. (Ed.). 2023. *International Handbook of Engineering Education Research*. United States, Taylor & Francis.

Appendix B: Departments of Engineering Education in North America

Virginia Tech:

- [One of 13 departments in the College of Engineering:](#)
- “As home to the college's first-year General Engineering program and the internationally renowned engineering education Ph.D., our department prepares students to be exceptional engineers and educators, while serving as a global beacon for engineering and research.”

Purdue:

- [One of 14 departments in the College of Engineering.](#)
- “The First-Year Engineering Program is a student-oriented, service program tasked with recruiting, advising, teaching, and retaining outstanding Purdue Engineering students. The first-year curriculum provides a solid academic foundation and overview of engineering fields and careers.”
- “The Interdisciplinary Engineering Studies Program is for the undergraduate engineering student who want an engineering education but do not plan to practice engineering (eg. Pre-Medical Engineering Studies).”
- “The Multidisciplinary Engineering Program is for students who want to practice engineering but whose career goals cannot be accommodated within a traditional engineering field. The MDE Program is a concentration that undergraduate students interested in bringing together multiple engineering disciplines at an advanced level to solve societal challenges.”
- “The graduate programs serve students interested in studying the science of learning engineering. They focus on engineering education discovery, scholarship, and academic reform.”

University of Florida:

- [One of 16 departments in the Herbert Wertheim College of Engineering](#)
- “The Department of Engineering Education was formed in June 2019. The department specializes in engineering education research and the delivery of innovative and effective instructional methods in engineering undergraduate courses, as well as assessment.”

University of Buffalo:

- [One of nine departments in the School of Engineering & Applied Sciences.](#)

Ohio State University

- [One of 11 departments in the College of Engineering](#)
- First-year and capstone courses and specialized service

Utah State University

- [One of five departments in the College of Engineering](#)
- Focused on first-year fundamentals as well as MS and PhD in Engineering Education.

Programs outside of Canada and USA [can also be found here.](#)

Table 1 Institutions offering EER or STEM education graduate degrees (interpretation of live online resource by Carberry & Yasuhara (2019) as of October 2019)

Continent	Country	Total # of Institutions	Master degree	PhD degree	Both Master and PhD degrees	Unnamed degree
North America	USA*	35	7	16	12	-
	Canada	1	0	0	1	-
South America	Columbia**	1	0	1	0	-
Europe	Denmark	1	0	0	1	-
	Ireland	2	1	0	0	1
	Sweden	4	0	1	1	2
Asia	India	1	0	0	0	1
	Israel	3	1	0	1	1
	Malaysia	2	1	0	1	-

*Some USA programs coming soon ($n=5$)

**Columbia program coming soon ($n=1$)

From: Seniuk Cicek, J., Paul, R., Sheridan, P. K., & Kuley, L. (2020). Researchers explore their roles as participant-researchers in characterizing the lived experiences of graduate students in engineering education research in Canada: A collaborative autoethnography. *Canadian Journal of Science, Math, and Technology Education*, 20, 98–115. <https://doi.org/10.1007/s42330-019-00075-5>

Appendix C: History & Scope of the Centre for Engineering Professional Practice & Engineering Education

The Centre for Engineering Professional Practice & Engineering Education (“Centre”) was approved at Senate on May 14, 2014, and approved at Board of Governors on June, 24, 2014 for a five-year period. It was renewed in 2020 for a five-year period.

The Centre, as an *Academic Centre* under the UM’s *Academic Centres & Institutes* policy, grew out of an informal predecessor, the Design Group. The Design Group was a collective of individuals and activities that did not have any other natural departmental home and were bound through an interest in design teaching and learning, professional practice teaching and learning, and initiatives within the NSERC Chairs in Design Engineering held by Dr. Ron Britton from 2001-2011, and Dr. Doug Ruth from 2012-2017. The Design Group operated as an arm of the Dean’s Office in the Price Faculty of Engineering.

From 2014-2016, the Centre effectively generated an understanding of how it can best contribute and bring unique value to the Price Faculty of Engineering. In 2017, its mission and vision statements were updated:

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 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.

The Centre’s scope is:

- 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.
- 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.
- 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 Faculty of Engineering and produce rigorous engineering education research that drives the scholarship of engineering teaching & learning in Canada.

Since its inception, the Centre has:

- Created a cohesive home for the Faculty’s professional practice courses;
- Supported engineering design curricula across the Faculty (pedagogical and curriculum development support for existing and new design courses);
- Built resources and expertise in Indigenous Knowledge, perspectives, and design principles for faculty;

- Conducted innovative and impactful research in the discipline of Engineering Education;
- Sustained and grew a structured Engineer-in-Residence program in the Faculty.
- Supported the growth of extra-curricular design competition teams in the Faculty of Engineering, so that currently approximately 1/3 of all undergraduate students are involved in one of 18 design competition teams or affinity groups;

More specifically, the Centre is responsible for delivery of the common core courses that are required for all undergraduate Engineering programs.

- ENG 2040 Engineering Communication: Strategies, Practice and Design (5 sections/year).
- ENG 3000 Engineering Economics (5 sections/year)
- ENG 3020 Technology, Society and the Future (4 sections/year)
- ENG 4100 Contemporary Topics in Engineering Practice: Offerings have included:
 - ENG 4100 Design Build (Shoal Lake) (2019)
 - ENG 4100 Design Build (Forest School) (2023)
 - ENG 4100 Decolonizing and Indigenizing Engineering Education (2022, 2023, 2024)

The Centre further delivers the following technical electives:

- ENG 4110/ENG 7510 Operational Excellence (2 sections/year)
- MECH 4322 Applied Aerospace Instrumentation (1 section/year)

Faculty member appointed in the Centre also support teaching in departmental programs, in consultation between the Centre Director and the respective Department Head:

- ENG 2022 Engineering CAD Technology for Biosystems (2 sections/year)
- CIVL 2830 Graphics for Civil Engineers (2 sections/year)
- MECH 2022 (formerly MECH 2012) Computer Aided Design and Manufacturing Processes (2 sections/year)
- MECH 4322/ARCG 7070 Interdisciplinary Design
- Engineering Communication curriculum instruction in capstone design courses in Mechanical, Civil, and Electrical & Computer Engineering.

The Centre led the development of the Graduate Specialization in Engineering Education (GSEE). Because the Centre cannot deliver degree programs directly (as an Academic Centre), the GSEE was developed as an option in the Biosystems Engineering M.Sc. and Ph.D. programs. The GSEE is critical to provide a research home and graduate teaching and supervision opportunities for Centre faculty members. Centre faculty are responsible to teach:

- ENG 7010 The Engineering Design Process
- ENG 7020 Foundation of Engineering Education Research
- ENG 7030 The Discipline of Engineering Education

The Centre manages the following physical spaces used in the undergraduate curriculum:

- FABLab: a digital fabrication laboratory in support of undergraduate design courses.
- CADLab: a computer laboratory in support of undergraduate design courses.
- Pending launch: Makerspace in the Engineering Library (level 300 – E3 EITC).



September 8, 2024

Dr Greg Smith
Vice-Provost (Academic Planning and Programs)
University of Manitoba

Proposal to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education (Price Faculty of Engineering)

Dear Dr Smith,

I am writing to express support on behalf of the Faculty of Agricultural & Food Sciences for the Price Faculty of Engineering's proposal to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education within the Price Faculty.

As you are aware, the Department of Biosystems Engineering is part of the Faculty of Agricultural & Food Sciences, but it supports the teaching of undergraduates in the Price Faculty of Engineering. As such, best practices in engineering education are important to agricultural students as well as to engineering students.

Technology is profoundly impacting the breadth of digital tools and the data analysis skills that our graduates must be familiar with. This is likely truer in engineering than in agriculture, but in our discipline, digital agriculture tools have been readily embraced for lessening the environmental impacts of crop production and providing data on production practices for buyers and processors of those crops.

This digital transformation is requiring an examination of how engineering skills are taught to the University's undergraduate and graduate students. For this reason, establishing a Department of Engineering Education is a means of cultivating best practices in engineering education, particularly because of bringing in novel approaches to teaching of the discipline from other disciplines.

Two examples that I am aware of, that are a focus of activities in the current Centre for Engineering Professional Practice & Engineering Education, and which fit with priorities of the Faculty of Agricultural & Food Sciences, are: studying the development of engineering students' thinking about the relationship between technology and society, and exploring how Indigenous land-based pedagogies can advance land-based learning concepts within engineering curricula.

The Faculty of Agricultural & Food Sciences has a long history of supporting engineering education at the University of Manitoba, with former Professor, Dr Ron Britton, from the Department of Biosystems Engineering, supervising PhD students engaged in engineering education research. Since then, the Department of Biosystems Engineering has actively supported the research and teaching activities of members of the Centre for Engineering Professional Practice & Engineering Education. As part of the Department's current Strategic Plan, the Graduate Specialization in Engineering Education was established at the PhD level in collaboration with the Centre for Engineering Professional Practice and Engineering Education, with the goal of establishing the University as a national leader in engineering education. At the Department of Biosystems Engineering's Council meeting of May 21, 2024, wholesale support was expressed for the establishment of the Department of Engineering Education.

In conclusion, I wholeheartedly support the establishment of a Department of Engineering Education within the Price Faculty of Engineering.

Yours sincerely,



Martin Scanlon, C&G, PhD

Dean

Faculty of Agricultural and Food Sciences

Marcia Friesen

From: Marcia Friesen
Sent: September 12, 2024 7:10 AM
To: Dean, Price Engineering; Ahmad Naser; Ahmed Ashraf; Ahmed Shalaby; Aidan Topping; Ali Zaidi; Amine Mezghani; Aniruddha Gole; Arkady Major; Athula Rajapakse; Babak Mehran; Beata Gorczyca; Behzad Kordi; BingChen Wang; Blair Yoshida; Cam Verwey; Carl Ho; Carolyn Geddert; Chandra Rajulapati; Chengjin Wang; Chris Laing; Chuang Deng; Chyngyz Erkinbaev; Colin Gilmore; Cyrus Shafai; Dagmar Svecova; Danny Mann; David Levin; Dean McNeill; Derek Oliver; Diana Klassen; Don Petkau; Donghoon Lee; Douglas Buchanan; Douglas Thomson; Dustin Isleifson; Dustin Lippert; Ehab El-Salakawy; Ekram Hossain; Elham Salimi; Ella Morris; Eric Bibeau; Faouzi Bellili; Farhoud Delijani; Fuji Jian; Gabriel Thomas; Gordon Glatz; Graziano Fiorillo; Gregory Bridges; Guozhen Zhu; Gursans Guven Isin; Huma Khalid; Ian Jeffrey; Igor Telichev; James Blatz; James Peters; Jamie Bartz; Janice Tilly; Jason Morrison; Jay Wang; Jennifer Merrell; Jillian Seniuk Cicek; Joe LoVetri; Jonathan Regehr; Justin Fuhr; Karen Dow; Kari Zacharias; Kathryn Atamanchuk; Ke Peng; Ken Ferens; Laura Asher; Madjid Birouk; Malcolm Xing; Marie Speare; Mark F Tachie; Marolo Alfaro; Masoud Asadzadeh; Matt Khoshdarregi; Meghan Guyot; mgregoire@enggeomb.ca; Michele Brown; Miroslaw Pawlak; Mohamed Bassuoni; Nan Wu; Nariman Sepehri; Natasha Jacobson; Nazim Cicek; Nicholas Harland; Nishant Balakrishnan; Norman Delos Reyes; Norman Meade; Olanrewaju Ojo; Paul Labossiere; Peng Hu; Philip Ferguson; Pradeepa Yahampath; Puyan Mojabi; Qiang Zhang; Qingjin Peng; Qiuyan Yuan; Raghavan Jayaraman; Ramanathan Sri Ranjan; Randy Herrmann; Ricardo Mantilla; Scott Ormiston; Sean O'Brien; Shaahin Filizadeh; Shawn Bailey; Shawn Clark; Sherif Sherif; Song Liu; Stephanie Hladik; Steven Wu; Tanya Regehr; Udaya Annakkage; VAHAB KHOSHDEL; Vern Campbell; Vijay Chatoorgoon; Vladimir Okhmatovski; Warren Blunt; Wen Zhong; Xihui Liang; Ying Chen; Youngjin Cha; Qiuyan Yuan; Yuejian Chen; Yunhua Luo; Zahra Moussavi; Ali Nasr Esfahani; Rasool Mokhtari Homami; Raza Nasir; Senior Stick; UMES VSA; UMES VSI
Cc: Dean, Price Engineering
Subject: Engineering Faculty Council - voting results

Good morning Engineering Faculty Council,

I am reporting the results of the vote on the proposal to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education.

The question read as follows:

The Price Faculty of Engineering has prepared a proposal to the University of Manitoba to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education. The proposal text was distributed to Faculty Council on August 13, 2024, and again on August 29, 2024 as part of the agenda package for the September 6, 2024 Faculty Council meeting. As per UM-UMFA CA article 16.5, the proposal requires approval by the Faculty Council before it is considered further.

The voting options and results were as follows:

69%	I support the proposal for a Department of Engineering Education
26%	I do not support the proposal for a Department of Engineering Education
5%	I abstain from this vote

Thank you for your participation in this process,

Marcia Friesen

Marcia Friesen, P.Eng., PhD, FEC, FCAE, FEIC
Dean, Price Faculty of Engineering
E2-290 EITC
204-474-9806

From: Dean, Price Engineering <Dean.PriceEng@umanitoba.ca>

Sent: Friday, September 6, 2024 2:55 PM

Subject: Engineering Faculty Council - voting link

Good afternoon Engineering Faculty Council,

At today's Faculty Council meeting, a proposal was presented to transition the Centre for Engineering Professional Practice & Engineering Education to a Department of Engineering Education in the Price Faculty of Engineering.

This proposal now requires a secret-ballot vote by Faculty Council. [Please click this link to submit your vote.](#)

The link will be open until 5:00 pm on September 11, 2024.

Thank you,
Marcia Friesen

September 12, 2024

Report of the Senate Committee on Instruction and Evaluation RE: Revised Progression Rules, Juris Doctor, Faculty of Law

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf
2. At meetings on September 12, 2024 SCIE considered a proposal from the Faculty of Law regarding revisions to the Progression Rules for the Juris Doctor.
3. The proposal was endorsed by the Faculty of Law on June 23, 2024.

Observations:

1. Currently students in the Juris Doctor program are required to complete an academic year according to the prescribed accumulation of credits prior to progressing to the following year or to graduate.
2. The Faculty is proposing to allow students to request permission to complete LAW 2690 Corporations Law I or LAW 3530 Administrative Law in their third year. Such requests would be considered by the Associate Dean Academic.
3. Students who are granted permission would still be required to complete 30 credit hours in years 2 and 3 of the program.
4. Editorial changes would be made to clarify the conditions under which a student may be prevented from re-registration.
5. The proposed changes would allow students who wish to complete a concentration greater flexibility in their schedules to take the courses required for the concentration.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revisions to the Progression Rules, Juris Doctor, Faculty of Law, effective September 1, 2025.

Respectfully submitted,

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

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

General Progression Rules

A student must complete an academic year according to the prescribed accumulation of credits before being allowed to progress to the following year or to graduate.

Those students wishing to complete the mandatory LAW 2690 Corporations I or LAW 3530 Administrative Law in third year must consult with the Associate Dean Academic, who may allow this particular exception. Students who are permitted to complete these courses out of sequence are still required to complete 30 credit hours in each of Years 2 and 3. There will be no implications for degree time to completion.

Students may be prevented from re-registration in the following circumstances:

- **if they withdrew** from the program for medical or compassionate reasons
- **if they** received deferred examinations for all exams in a final examination series
- **if they** failed to write deferred examinations as scheduled

In these situations, students may be required to establish, through appropriate medical consultation, preparedness to resume studies.

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Approval Authority in an Emergency Situation.

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures (SCRP) are found on the University Governance website wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.
2. Since last reporting to Senate, the Committee met on September 26, 2024 to consider a proposed amendment to *Approval Authority in an Emergency Situation* with respect to time-sensitive emergencies.
3. *Approval Authority in an Emergency Situation* was previously adopted by Senate. The most recent revisions were adopted by Senate on March 16, 2020. Subsequent events and evolutions to the University's risk management strategy necessitate further revisions to the *Approval Authority*.

Observations

1. The proposed *Approval Authority in an Emergency Situation* would be added to the *Senate Meeting Rules* upon approval, a document readily and publicly available for members of the University Community. The *Approval Authority in an Emergency Situation* has been previously adopted and amended by Senate to respond to current and emerging events.
2. Revisions to *Approval Authority in an Emergency Situation* are intended to cover academic decisions that would normally be made by Senate and/or Senate Executive Committee over and above the emergency measures and responses already delineated in the University's *Emergency Response Plan*.
3. The proposed revisions to *Approval Authority in an Emergency Situation* (Appendix 1) have been put forward following high-profile cyberattacks at universities and other organizations in consultation with the University's leadership team and IST.
4. The norm will continue to be for Senate Executive and/or Senate to be convened wherever practicable in emergency situations, as the preferred mode for academic decision-making is that it be done collegially. The proposed amendment would allow for the Provost to be delegated decision-making authority in emergency situations where timing requires an immediate decision.
5. SCRCP noted that Senate retains the right to further revise the *Approval Authority in an Emergency Situation* if it deems it necessary.
6. SCRCP acknowledged the importance of having such plans in place should such an emergency occur, and particularly in the tight timeframe associated with an emergency such as a cyberattack. Additionally, the Committee acknowledged that it is equally important to have a return to normal processes as soon as practicable.

7. Revisions include the clarification of the President's ability to delegate authority to the Provost and Vice-President (Academic). Additional reporting and transparency measures have also been added.

Recommendation:

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the revisions to the *Senate Meeting Rules*, regarding the Proposed Approval Authority, effective upon approval.

Respectfully submitted,

Dean Richard Jochelson, Acting Chair
Senate Committee on Rules and Procedures

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



UM

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-9593
F: 204-474-7511

Date: August 19, 2024
To: Members of Senate
From: Jeff M. Leclerc, University Secretary 
Subject: Proposed amendment to *Approval Authority in an Emergency Situation* – re: time-sensitive emergencies (i.e., cyberattack)

As a prudent part of emergency planning, Senate previously adopted *Approval Authority in an Emergency Situation*, including specific delegations of decision-making authority. The current approval authority was adopted by Senate on March 16, 2020, at the onset of the COVID-19 global public health emergency. At that time, I advised Senate that:

Senate can delegate authority to a smaller group or individual to make academic decisions in an emergency. Having the ability to do so is important because, depending on the nature and severity of any given emergency, some decisions would have to be made quickly. Such decisions might include extending or modifying the academic schedule or granting academic accommodations for students in response to a particular emergency.

Earlier this year, following high-profile cyberattacks at universities and other organizations, the University’s leadership team, along with leaders in IST conducted a tabletop simulation of a cyberattack to assess how our Emergency Response Plan would work in the case of such an event. One area identified in the exercise was that of timely decision-making. In the case of a cyberattack, minutes matter. In the event of an attack, systems may need to be shut down or taken offline without notice, which could have immediate impacts on courses, programs, and examinations. To ensure that emergency authority is appropriately and effectively delegated, the following amendment to the *Approval Authority in an Emergency Situation* is proposed:

Current Approval Authority

In the event of an emergency, as declared by the President, Senate authorizes the Senate Executive Committee to act for Senate in determining academic matters which require urgent resolution. Should the nature of the emergency warrant it, the authority to make decisions may be delegated by Senate Executive to the Provost and Vice-President (Academic). These matters include, but are not limited to:

- a) Revisions to the academic schedule and the delay of the exam period and changes to other dates and deadlines;

- b) The temporary modification or suspension of academic policies, such as the Final Examinations and Final Grades Policy, the Responsibility of Academic Staff to Students Policy, in response to the emergency;
- c) Changes to assessment requirements;
- d) Completion of course requirements;
- e) Changes of requirements of continuing awards;
- f) Approving academic accommodations for students affected by the emergency.

Decisions made under this delegated authority should be confined to dealing with the specific issues related to the emergency for the period of the emergency and the period immediately after the emergency. Care must be taken to avoid making decisions that may have ongoing implications for the delivery of academic programs. Normal approval channels shall be restored by the President as soon as it is permissible and safe to do so. The Senate Executive Committee shall report any actions taken to Senate both by email and at the subsequent meeting of Senate following an emergency situation.

Proposed Approval Authority (to be added to the *Senate Meeting Rules*)

In the event of an emergency, as declared by the President, Senate authorizes the Senate Executive Committee to act for Senate in determining academic matters which require urgent resolution. These matters include, but are not limited to:

- a) Revisions to the academic schedule and the delay of the exam period and changes to other dates and deadlines;
- b) The temporary modification or suspension of university or unit-level academic policies, such as the Final Examinations and Final Grades Policy, the Responsibility of Academic Staff to Students Policy, in response to the emergency. In these cases, a timeline to review/rescind the temporary modifications or suspensions should be included;
- c) Changes to assessment requirements;
- d) Completion of course requirements;
- e) Changes of requirements of continuing awards;
- f) Approving academic accommodations for students affected by the emergency.

In most cases, emergency authority to act will be exercised by the Senate Executive Committee. However, should the nature of the emergency warrant it:

- a) the Senate Executive Committee may delegate any of its emergency authority to the Provost and Vice-President (Academic); or
- b) the President may authorize the Provost and Vice-President (Academic) to act for Senate in place of the Senate Executive Committee. Such authorization would only be in emergency situations where immediate actions are required (e.g., cyberattack). Such situations are considered exceptional. The preferred option shall always be collegial decision-making.

Decisions made under this delegated authority should be confined to dealing with the specific issues related to the emergency for the period of the emergency and the period immediately after the emergency. Care must be taken to avoid making decisions that may have ongoing implications for the delivery and administration of academic programs. Normal approval channels shall be restored by the President as soon as it is permissible and safe to do so. All decisions taken under this emergency authority shall be shared

publicly with the university community and communicated to Senate both by email and at the subsequent meeting of Senate following an emergency situation.

Approval Authority in an Emergency Situation (extracted from *Senate Meeting Rules*)

In the event of an emergency, as declared by the President, Senate authorizes the Senate Executive Committee to act for Senate in determining academic matters which require urgent resolution. ~~Should the nature of the emergency warrant it, the authority to make decisions may be delegated by Senate Executive to the Provost and Vice-President (Academic).~~ These matters include, but are not limited to:

- a) Revisions to the academic schedule and the delay of the exam period and changes to other dates and deadlines;
- b) The temporary modification or suspension of academic policies, such as the Final Examinations and Final Grades Policy, the Responsibility of Academic Staff to Students Policy, in response to the emergency. In these cases, a timeline to review/rescind the temporary modifications or suspensions should be included;
- c) Changes to assessment requirements;
- d) Completion of course requirements;
- e) Changes of requirements of continuing awards;
- f) Approving academic accommodations for students affected by the emergency.

In most cases, emergency authority to act will be exercised by the Senate Executive committee. However, should the nature of the emergency warrant it:

- a) the Senate Executive Committee may delegate any of its emergency authority to the Provost and Vice-President (Academic); or
- a)b) the President may authorize the Provost and Vice-President (Academic) to act for Senate in place of the Senate Executive Committee. Such authorization would only be in emergency situations where immediate actions are required (e.g., cyberattack). Such situations are considered exceptional. The preferred option shall always be collegial decision-making.

Decisions made under this delegated authority should be confined to dealing with the specific issues related to the emergency for the period of the emergency and the period immediately after the emergency. Care must be taken to avoid making decisions that may have ongoing implications for the delivery of academic programs. Normal approval channels shall be restored by the President as soon as it is ~~permissible-practicable~~ and safe to do so. All decisions taken under this emergency authority shall be shared publicly with the university community and communicated to Senate both by email and at the subsequent meeting of Senate following an emergency situation. ~~The Senate Executive Committee shall report any actions taken to Senate both by email and at the subsequent meeting of Senate following an emergency situation.~~

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the School of Art Council Bylaw

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.
2. The Committee met on September 26, 2024 to consider proposed revisions to the School of Art Council Bylaw, as recommended by its School Council.
3. The Senate Committee on Rules and Procedures considers the readability of the bylaw, any potential challenges in its application, and consistency with other faculty, college, and school council bylaws.

Observations

1. Revisions to the School of Art Council Bylaw were received from the Director's Office on September 5, 2024 after endorsement by the School of Art Council.
2. The proposed change was reviewed by the Senate Committee on Rules and Procedures at its meeting on September 26, 2024. The amendment to the bylaw is a revision to the voting membership of the School Council to better align with other non-UMFA voting members on the Council.
3. The Committee discussed the proposed revisions and recommends to Senate the approval and incorporation of this change as it is written.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised School of Art Council Bylaw be approved by Senate.

Respectfully submitted,

Dr. Richard Jochelson, Acting Chair
Senate Committee on Rules and Procedures

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

SCHOOL OF ART School Council Bylaw	
Approved by Senate:	February 9, 1971
Edited by Rules & Procedures Committee	January 21, 1972
Amended by Rules & Procedures Committee	December 12, 1978
Approved by Senate	January 9, 1979
Amended by Rules & Procedures Committee	December 9, 1985
Approved by Senate	April 2, 1986
Amended by the School of Art Council	April 26, 2001
Amended by Faculty Council	September 1, 2010
Approved by Senate	April 6, 2011
Revised	July 21, 2011

I REASON FOR BYLAW

To set forth the rules pertaining to the composition and powers of Faculty and School Councils. This by-law is supplementary to the University of Manitoba's Faculty and School Council General By-Law:

[http://umanitoba.ca/admin/governance/media/Faculty and School Council General Bylaw -2014 11 05.pdf](http://umanitoba.ca/admin/governance/media/Faculty_and_School_Council_General_Bylaw_-2014_11_05.pdf)

II BYLAW CONTENT

2.1 Membership

In addition to those persons provided for in the University of Manitoba Faculty and School Council General Bylaw, the School of Art Council (hereinafter referred to as School Council) shall be composed of:

- a) ~~Three~~ ^{One} staff holding part-time academic appointments in the School of Art;
- b) Three students registered in the School;
- c) The School of Art Business Manager;
- d) Two staff elected from the full-time support staff of the School of Art;
- e) A representative of the Architecture and Fine Arts Library, designated by the Head of

the Fine Art and Architecture Library.

2.2 Selection of Student Representatives

The student members on School Council shall be selected as follows:

- a) School of Art Student Association President;
- b) One graduate student registered in the School of Art and elected from the graduate student body;
- c) One undergraduate student registered in the School of Art elected from the School of Art Student Association.

2.3 Limitations on Participation of Members

The student representatives on the Council shall have full status with the following exceptions:

- a) Student representatives shall be excluded from those portions of School Council or committee meetings considering individual cases concerning admission, probation, academic suspension, or reinstatement.
- b) Student representatives shall be excluded from those portions of School Council or committee meetings considering the content of examinations, and examination results or matters arising therefrom.
- c) Student representatives shall be excluded from those portions of School Council or committee meetings considering the exercise of School Council discretion with respect to the awarding of scholarships, prizes and fellowships on the basis of academic ability.

2.4 School Council Meetings

- a) The number required for a quorum of School Council shall be fifty-one percent of the total voting membership counted as follows: all full-time faculty and elected support staff (excluding those on leave, but including those on reduced appointments), three part-time faculty and elected student members. In order to determine if a quorum is present at any meeting, each eligible voting member present shall be counted as a full member.
- b) The Chair at all meetings of School Council shall be the Director or designate. The Chair shall designate a secretary to record the minutes.
- c) Meetings of School Council shall be called by the Director of the School on his or her own

motion or at the written request of three or more members of School Council.

- d) At least eight calendar days' notice of regular meetings shall be given in writing to all members and at least two days' notice of special meetings.
- e) Meetings of School Council shall be open; but a meeting or a portion of a meeting may be declared closed by resolution of those members present and voting.

III COMMITTEES

3.1 School Council shall determine

- a) The number and functions of committees;
- b) The extent of student representative on each committee;
- c) What restrictions shall be placed on the participation of any member of the committees.

IV REPRESENTATIVE TO SENATE

All members of School Council who are members of the academic and support staff (including ex-officio members of Senate but excluding sessional appointments) shall be eligible to vote for the election or removal of members to Senate. Representatives shall be selected in accordance with University Procedures for Election of Members to Senate.

V PROCEDURES FOR AMENDMENT

The School of Art Council By-Law may be amended by a two-thirds majority vote of those members of the Council present and voting at a duly constituted meeting at the time the vote is called. At least eight days' notice in writing of any amendment shall be given to members of School Council before the vote. Such amendments will only take effect after approval of the amendment(s) by Senate.

VI RULES

6.1 Standing Rules

School Council may enact or amend standing rules and procedures for conduct of the affairs of the School by a majority vote of those members of the Council present and voting at a duly constituted meeting at the time the vote is called.

6.2 Rules of Order

Except where otherwise provided in the Standing Rules, Robert's Rules of Order shall govern the conduct of Council meetings.



DATE: October 24, 2024
TO: Shannon Coyston, Associate University Secretary (Senate)
FROM: Angie Bruce, Vice-President (Indigenous)
Jeff Leclerc, University Secretary
RE: Truth and Reconciliation Framework: Time for Action

Please find attached the document titled **“Truth and Reconciliation Framework: Time for Action”** We respectfully request the opportunity to present the updated framework to Senate at the Nov 6th meeting.

Revised after months of community engagement, this framework outlines the framework’s vision, mission, principles, commitments and next steps that will support the University of Manitoba’s ongoing journey towards reconciliation and working in new and better ways with First Nations, Métis and Inuit students, staff and faculty.

Our goal is to review the changes made since the initial draft was presented to Senate in June and seek Senate’s endorsement to move forward with sharing it with the University of Manitoba’s Board of Governors.

Accordingly, please place this item on the agenda for the November 6th, 2024 Senate meeting.

cc: Máire McDermott, Strategic Initiatives Project Manager, Office of the Vice-President (Indigenous)



Truth and Reconciliation Framework

Time for Action



**University
of Manitoba**



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Purpose

The University of Manitoba (UM) has an ongoing commitment to Reconciliation, actively recognizing and taking meaningful action to address past and ongoing harms. As the home to the National Centre for Truth and Reconciliation, UM carries an obligation to move Reconciliation forward. UM aspires to be the national leader for advancing Reconciliation and through that, supporting the self-determination and sovereignty of First Nations, Métis and Inuit, that is, supporting their decisions about matters that affect their lives.

To achieve such a goal, this university—and each member of the UM community—must be agents of change. All must promote, support and work in good ways with the Indigenous community at UM and beyond.

The *Truth and Reconciliation Framework* (Framework) serves as a guiding document for the UM's ongoing commitment to working with First Nations, Métis and Inuit students, faculty and staff. The Framework both provides the high-level vision and guidance to champion a university-wide Reconciliation Implementation Plan in 2025. It will act as a foundational guide for academic and administrative units to develop their own Reconciliation action plans, along with identifying specific actions, and evaluation and accountability tools and mechanisms that will help achieve UM's commitments toward advancing Reconciliation. Each action should align with the commitments outlined in this document, with an expectation of measuring their progress and demonstrating accountability. Together, these actions will drive UM's commitment of advancing the Truth and Reconciliation Commission of Canada's Calls to Action and interweave Indigenous ways of knowing and being into all aspects of UM's practices.

The Framework is shaped by community engagement and builds on decades of work led by Indigenous Elders, Knowledge Holders, students, faculty, staff and community members. The Framework is further informed by the *Indigenous Senior Leadership Report and Recommendations*, as well as the *MOMENTUM: Leading Change Together 2024-2029* strategic plan. While significant progress has been made in recent years to address organizational and structural gaps and barriers at UM, significant work still remains.

Each of us has a part to play in advancing Reconciliation. Reconciliation is work that non-Indigenous people *must* engage in. Now is the time for UM to take meaningful steps forward. The Framework represents a commitment to transforming UM's systems and structures, ensuring they recognize, respect and value the cultural identity and knowledges of First Nations, Métis and Inuit and communities. Together, we must continue to move from words to action.

For this framework, the Advisory Committee is informed by the Truth and Reconciliation Commission's (TRC) description of Reconciliation:

Reconciliation seeks to establish and maintain a mutually respectful relationship between Indigenous and non-Indigenous peoples, which requires an awareness of the past, an acknowledgement of the harm that has been and continues to be inflicted, atonement and justice for the causes and action to change behaviour. It is a collective responsibility that requires the active participation of our entire community.



What guides the Framework

Territory Acknowledgement

The UM campuses are located on original lands of Anishinaabeg, Ininewak, Anisininewuk, Dakota Oyate and Dene, and on the National Homeland of the Red River Métis.

UM respects the Treaties that were made on these territories, acknowledges the harms and mistakes of the past and present, and dedicates itself to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration. The UM Territory Acknowledgement continues to evolve as we learn more and strive to do better.

UM recognizes that this acknowledgment only holds meaning when reflected in the actions taken to address the injustices and structural barriers that continue to oppress Indigenous people. Colonization, including anti-Indigenous racism, oppression and cultural erasure, was and continues to be a systemic and intentional targeting of First Nations, Métis and Inuit, disproportionately impacting their health, education, languages, economic prosperity and more. Respectful of the territories and lands on which the university community learns, conducts research, and engages with external partners, UM is guided by this acknowledgment in carrying out the core work of its mission, the priorities it sets, and the decisions made to move forward.

Framework Vision

UM aspires to be a university enriched and shaped by Indigenous cultures, languages and knowledges, becoming the preferred choice for First Nations, Métis and Inuit students, faculty and staff. It will be a place where they see themselves reflected and their ways of knowing and being thriving across all aspects of university life. Through the renewal of right relations UM will contribute to a better way of life for all.

To achieve this vision, the Framework promotes the Ininewak and Métis principle of **Wâhkohtowin**, a concept, or law, which describes the kinship structures which informs and governs human behaviour, and interconnectedness between both human and non-human relationships – the spiritual domain, the land, waters and all living beings. It involves a deep understanding of how we relate to and are related to one another, and the resulting obligations and accountabilities we have for each other. Wâhkohtowin helps us see and know how our UM community and the land we teach and learn on can be strengthened through relationship, respect, reciprocity, visiting and ongoing learning.

First Nations, Inuit and Métis Peoples have unique spiritual and human laws that govern individual and collective human relationships. These laws are the foundation of Indigenous world views and are embedded in languages, in legends and in spiritual practices (ceremony). It has been the power of these views which have ensured the resilience, the survival, and indeed, the resurgence of Peoples and Nations.

This Pathway to Reconciliation must and will be guided by acknowledging and embracing Wâhkohtowin – that our mino-pimatisiwin (living in a good way) and collective wellness (and future), both human and other than human (the earth) must be grounded in collective responsibility to one another.



“Today it is translated to mean kinship, relationship, and family as in human family. But at one time, from our place it meant the whole of creation. And our teachings taught us that all of creation is related and inter-connected to all things within it. ‘Wâhkotowin’ meant honouring and respecting those relationships. They are our stories, songs, ceremonies, and dances that taught us from birth to death our responsibilities and reciprocal obligations to each other. Human to human, human to plants, human to animals, to the water and especially to the earth. And in turn all of creation had responsibilities and reciprocal obligations to us”– Métis Elder Maria Campbell

Framework Mission

UM fosters a culture that encourages and enables justice and action and, creates working and learning environments where First Nations, Métis and Inuit students, faculty and staff have a sense of belonging that allows them to thrive, and where Indigenous knowledges are respected and valued.

“Education is the key to reconciliation. Education got us into this mess, and education will get us out of it.”
Senator Murray Sinclair

Understanding the Truth

Truth requires accepting that colonialism is a reality in Canada and is the foundation of many of the systems that guide our society, including UM’s structures. We must learn about the histories of First Nations, Métis and Inuit and understand the truths of the impacts that First Nations, Métis and Inuit have experienced and continue to experience, from residential schools to policies designed to erase their historical and contemporary diversity, cultures, knowledges, languages, rights and even existence.

Manitoba has the largest Indigenous population of all provinces in Canada, and Winnipeg has the largest urban Indigenous population of any city in Canada. Therefore, embedding Truth and Reconciliation along with strong, respectful, reciprocal relationships in all we do at UM is critical in a province where our students – both Indigenous and non-Indigenous – will graduate and enter into an economy where one in five coworkers, customers, clients, patients, supervisors and business owners is First Nations, Métis or Inuit.

For much of UM’s history, this university has been in the wrong relationship with First Nations, Métis and Inuit. As a university community, it is important to learn about UM’s colonial and harmful past, as well as the harms and violence of the present, to create and continue to build a better path forward.



Timeline of Truth and Reconciliation at UM

To gain a deeper understanding of UM’s history, here is a list of significant events related to Truth and Reconciliation since the university’s inception.

1879	First UM graduate Reginald William Gunn, Métis, earned a degree with honours in Natural Sciences and is awarded the Governor General’s Silver Medal.
1880	Forced enfranchisement of any First Nation admitted to university (Indian Act), meaning students would lose status under the Indian Act and any ensuing rights (e.g., to work and live on reserve).
1883	Endowment (~\$83,000) granted by UM graduate and Métis lawyer Alexander Kennedy Isbister for the education of students of both sexes without distinction of race, creed or nationality.
1885	Federal government approves legislation granting UM up to 150,000 acres of crown land in Manitoba as endowment; land that was originally promised to the Métis under the scrip system.
1897	Normal School (Education faculty) opened at the university, which played a role in educating clergy, teachers and politicians who perpetuated the system of assimilation.
1970	IMESA (Indian, Métis and Eskimo Student Association) was founded.
1971	Racist article published in Engineering student paper “The Cursor.”
1972	First Pow Wow at UM.
1973	First Native Studies course offered called ‘Native Views’ in response to anti-Indigenous racism.
1975	Department of Native Studies established. UMAP (UM Access Program) established for northern, Indigenous and newcomer students.
1978	J.A. Hildes Northern Medical Unit serving northern First Nations and Nunavut established.
~1880-1981	UM accepts Indigenous Ancestors, burial belongings and cultural heritage without consent.
1983	Inner City Social Work Program established as an Access Program.
1985	Engineering Access program (ENGAP) launched.
1990	First Graduation Pow Wow.
1992	Papers of the Aboriginal Justice Inquiry are donated to the E. K. Williams Law Library.
1994	Indigenous Business Education Partners (IBEP) launched.
1996	The Aboriginal Student Centre opened in University Centre.
2000	First Indigenous student recruitment officer hired. Native Studies establishes MA degree program.



2001	UM, the Assembly of Manitoba Chiefs and the Foundations for Health create the Centre for Aboriginal Health Research (CAHR), which became known as the MFN CAHR in 2006.
2005	William Norrie Centre constructed using Indigenous design principles.
2008	Migizii Agamik – Bald Eagle Lodge opens.
2010	Indigenous Studies Doctoral Program established.
2011	UM makes formal Statement of Apology and Reconciliation to Indian Residential School Survivors in front of the Truth and Reconciliation Commission of Canada.
2011	First Executive Lead for Indigenous Achievement inaugurated.
2013	Nursing Access Program (PINE) established.
2014	Indigenous Scholar Hire program launched.
2015	Opening of the National Centre for Truth and Reconciliation (NCTR) at UM and release of the TRC’s final report and 94 Calls to Action. UM becomes signatory of the Manitoba Collaborative Indigenous Education Blueprint.
2016	Indigenous Initiatives Fund launched.
2017	First Vice-Provost (Indigenous Engagement) inaugurated. The role encountered significant challenges, which eventually led to their resignation, prompting a review of Indigenous Senior Leadership at UM. Ongomiizwin opens, merging the Centre for Aboriginal Health Research and The Centre for Aboriginal Health Education. Vandalism of NCTR teepee.
2019	Process to review the role and mandate for Indigenous senior leadership at UM
2020	First Vice-President (Indigenous) inaugurated. Office of the Vice-President (Indigenous) established.
2022	First Vice-Dean Indigenous health, social justice and anti-racism established
2021	Land blessing ceremony at site of future NCTR permanent building at UM. Wawatay Access program established for Indigenous students entering Faculty of Science.
2023	Sweat lodge constructed at Fort Garry campus.
2024	Public apology for UM’s history related to inappropriate acquisition and housing of Indigenous ancestors, burial belongings and cultural heritage without consent. UM Respectful Rematriation and Repatriation Ceremony Policy and Procedures adopted.

It should be noted that the above list is not exhaustive.



How we got here

Community engagement

The Office of the Vice-President (Indigenous) (OVPI) formed a team in fall 2022 following recommendations from UM's *Indigenous Senior Leadership Report*. The goal of the team was to lead an engagement process to inform the development of a university-wide plan for Reconciliation.

The team organized two large-scale events, bringing together a range of collaborators, including Elders, UM Indigenous students, senior leaders, faculty, staff and Indigenous community members. The first event was focused on providing education around the TRC Calls to Action. The second two-day session brought the same participants together to share broad, university-wide goals, visions, ideas and needs to address the holistic experiences of Indigenous students, faculty and staff. The participants were also encouraged to consider the intellectual, emotional, physical and spiritual aspects of working and learning at the UM.

Other recent university reports, many of which responded to the Indigenous Senior Leadership recommendations, were also vital in shaping this process. The thoughts and suggestions from those reports were echoed by the participants in the community engagement sessions, contributing to the development of the Framework. The reports, which each held their own engagement sessions, can be read on the [OVPI reporting page](#).

In late April 2024, a draft of the Framework was developed, initiating a series of engagement sessions and feedback opportunities that extended until early September 2024. These discussions included meaningful dialogues with students, staff, Elders, Grandfathers, Grandmothers, Knowledge Holders and UM governing bodies. In June, an electronic questionnaire was launched with targeted questions garnering 80 responses. Additionally, a dedicated email account was shared to further facilitate feedback. By mid-September, a "What We Heard" summary, capturing the high-level themes from the rich feedback, was shared with the UM community. This provided another opportunity for input on the final draft. The result of this comprehensive process is the *UM Truth and Reconciliation Framework: Time for Action*.

Reconciliation Advisory Committee

Equipped with valuable insights from the initial community engagement sessions, Dr. Catherine Cook, the inaugural Vice-President (Indigenous), assembled an advisory committee comprised of UM students, faculty and staff with the mandate of identifying guiding themes to include in the Framework. The advisory committee further refined ideas from those generated during the engagement sessions and identified overarching themes.

The committee's work began with ceremony led by Knowledge Keeper Leslie Spillett. To start the work in a good way, each advisory committee member shared their personal connection to the work and emphasized its significance. Through emotional and vulnerable exchanges, a shared set of values emerged, providing guidance for the committee's work ahead. At the start of each meeting, committee members were reminded of the shared values.



The committee's work is guided by **Ceremony** and **Friendship** and shared values that reflect:

- Reconciliation is about **Relationships** and **Truth**.
- This is "**Heart**" work that requires **Courage** and **Humility**.
- This work is **Personal** and built on mutual **Trust** and **Respect**.

Indigenous Knowledge values of **Common Sense**, **Practicality** and **Reasoning** (as articulated by the late Roger Roulette, Language Specialist, Sandy Bay Ojibway First Nation).

Where we want to be

Walking Together in Reconciliation

Reconciliation is work that non-Indigenous people *must* engage in. It requires non-Indigenous people to acknowledge historical and current injustices, harms, violence and systemic discrimination against First Nations, Métis and Inuit. It means recognizing and respecting their rights, traditions, languages and cultures, and requires an intentional commitment to learn, understand, reflect and actively participate in this transformative journey.

As partners, it requires that settlers and non-Indigenous people on these original lands reconcile themselves to the fact that they must do the work to dismantle the colonial systems and structures that reinforce systemic inequalities for First Nations, Métis and Inuit. Through collective efforts, UM can cultivate an environment of reciprocity, respect, understanding and truth, paving the way for meaningful Reconciliation. This process requires a commitment and ongoing efforts from non-Indigenous people and open dialogue between all UM students, faculty, staff and leadership.

It also means that it is crucial to articulate First Nations, Métis and Inuit rights distinctly from equity, diversity and inclusion (EDI) initiatives. EDI initiatives aim to create fair and inclusive environments by addressing systemic inequalities and promoting diverse representation. Indigenous and Treaty rights are rights affirmed through Canadian constitutional protections and various treaties, as well as through international mechanisms like the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This distinction helps to honour the sovereignty and self-determination of Indigenous Peoples, ensuring their rights are not incorporated into broader EDI frameworks and are given focused attention and respect.

Within the UM community, each faculty, college, school or administrative unit is on its own unique Reconciliation path. Some may be in the initial stages of acknowledging truths, understanding and critical reflection, while others may have already developed action plans or started to implement specific initiatives.

Regardless of where academic and administrative units are on this journey, the intent of the Framework is to support the work. It provides a common reference point, or North Star, guiding collective efforts to align with broader Reconciliation objectives and promote the vision of Wâhkohtowin, and the Framework's principles of respect, relevance, reciprocity, responsibility and relationship.



Combined with *MOMENTUM: Leading Change Together 2024-2029*, academic and administrative units are encouraged to use this framework to align their respective action plans with these overarching commitments to Reconciliation:

- Integrate Indigenous Ways of Knowing
- Create a Sense of Belonging
- Empower Learning
- Decolonize and Indigenize Spaces and Places

Each academic and administrative unit will create action plans that meet these Reconciliation commitments tailored to their own unique context and needs. To support this work, insights from engagement sessions – such as including redesigning curriculum to reflect Indigenous ways of knowing, teaching and learning, and providing education and training for non-Indigenous students, faculty and staff – will be shared in a digital repository for the purpose of supporting the development of academic and administrative plans.

How we get there: Advancing Reconciliation

Principles

A Five Rs approach to decolonizing and Indigenizing UM's systems and structures pays homage to Verna Kirkness and Ray Barnhardt's (2001) and, later, Jean Paul Restoule's (2008) work in Indigenous education. To ensure that Indigenous ways of knowing, being and doing are reflected across UM, each of the Rs must be applied.

The Five Rs approach recognizes the need for the principles of:

- **Respect** Indigenous Peoples, knowledges and communities.
- **Relevance** to Indigenous students, staff and faculty and their experiences.
- **Reciprocity** between teacher and learner, and their teaching and learning experiences.
- **Responsibility** to acknowledge and address systemic barriers, injustices and harms and to take action.
- **Relationship** between all beings and with the land, and our following obligations and accountabilities to these relationships.

The Métis Nation shares many of the principles captured above to guide their work. Métis principles are rooted in the Laws of Buffalo Hunt and, more recently, the Laws of the Harvest. These principles emphasize the importance of working together (collaboration and respect), honouring responsibilities to both community and the land (responsibility), taking care of the land so that it can, in turn, take care of us (reciprocity and stewardship), taking only what is necessary to support our families and communities (conservation and sustainability), and sharing the harvest (relationship and reciprocity).

The Five Rs are similarly reflected in elements of the eight [Inuit Qaujimjatuqangit \(IQ\) Principles](#), including the concepts of respecting others, relationships and caring for people, and working together for a common purpose.



Framework Commitments

Transforming UM's spaces, systems and confronting anti-Indigenous racism and oppression will require time, active engagement with First Nations, Métis and Inuit communities and collaboration to prepare UM graduates to be forward-thinking leaders. To put Reconciliation into action at UM, participants at the initial engagement sessions articulated many innovative ideas, goals and visions captured by the following four commitments and initial actions:

Integrate Indigenous Knowledges and Ways of Being

Integrating Indigenous knowledges and ways of being to be an integral component of UM's systems and structures acknowledges the richness of First Nations, Métis and Inuit approaches to knowing and being. Respecting the validity of these knowledges, making it necessary to include them in policies, practices, research, governance, support systems and decision-making processes will reshape UM's learning and working environment. This transformation requires rethinking and removing barriers within university systems and structures to facilitate the inclusion of Indigenous knowledges and ways of being.

Indigenous research methodologies are distinct from western research methods because it includes community involvement, including the voices of Knowledge Holders, Elders and youth and are based in respectful relationship. This framework supports integrating First Nations, Métis and Inuit perspectives into western research practices and respecting community data ownership and sovereignty, ensuring research benefits the communities involved.

Embracing Indigenous knowledges and ways of being, including Indigenous research methods, supports various calls to action, including 10, 53, 62 and 65.

In advancing the framework, UM will establish an implementation committee that will be tasked with the development of evaluation and accountability tools and mechanisms. The committee will support academic and administrative units to create action plans that includes identifying resourcing commitments. They will support UM to communicate annually on progress:

- Culturally responsive policies and practices.
- Valuing and incorporating Indigenous ways of knowing, being and doing in teaching and learning environments.
- Anti-oppression knowledge for non-Indigenous researchers related to First Nations, Métis and Inuit histories.

To start, we will:

- Create a Truth and Reconciliation Framework implementation committee
- Safeguard opportunities for Indigenous students, faculty and staff through a university-wide policy and procedures on Indigenous membership, citizenship and kinship.
- Develop, resource and implement a Respectful Rematriation and Repatriation Ceremony Policy and Wise Practices (Procedures).
- Develop an engagement approach to inform a process for evaluating the ethics of Indigenous research projects involving Human Ethics at Fort Garry.



Create a Sense of Belonging

Attracting and retaining First Nations, Métis and Inuit students, faculty, staff and senior leadership involves fostering an equitable, respectful and supportive environment that creates a sense of belonging. In the UM community engagement sessions, Indigenous students, faculty and staff shared that they often encounter challenges that undermine their sense of belonging that are rooted in systemic racism. Challenges included insufficient resources and support for Indigenous students, underrepresentation of Indigenous staff and faculty, and culturally ignorant policies and practices.

Actively recruiting First Nations, Métis and Inuit students, faculty and staff is an intentional effort to invite them to share and learn their cultures and languages, and this extends to their families as well. This not only enriches UM campuses with diverse experiences, but also provides perspectives that can be brought back to their communities. Incorporating Indigenous knowledges and traditions enhances UM's understanding, challenges colonial structures, and promotes culturally safe and inclusive learning and working environments. However, recruitment is just the beginning; retention is crucial. Retention reflects UM's ability to cultivate an environment where First Nations, Métis and Inuit students, faculty and staff feel valued, respected, supported and included.

Recruitment and retention efforts are part of a broader commitment to engage respectfully with First Nations, Métis and Inuit and are highlighted in various TRC Calls to Action, including 7, 10, 11, 23, 62, and 63.

In advancing Reconciliation, UM will acknowledge truths, learn from Indigenous knowledges, address systemic inequities and create a supportive environment where First Nations, Métis and Inuit students, faculty and staff feel a genuine sense of belonging through:

- [Decolonized and Indigenized approaches to student, staff and faculty recruitment, promotion and retention.](#)
- [Fostering opportunities to incorporate culture and ceremony in classrooms and workspaces.](#)

To start, we will:

- Improve our understanding of the demographic and geographic composition of Indigenous students, faculty and staff.
- Share more student, faculty and staff stories.
- Establish a repository to capture existing and future ideas to support creating a sense of belonging.



Empower Learning

Gikendaasowin is the term used by the Anishinaabeg to encompass their knowledge and ways of understanding from their origins to their ways of life. This concept is also embedded within other First Nations cultures, as well as within Inuit and Métis cultures. This includes history, oral traditions, language, legal traditions, technological knowledge and science. In educational settings, it involves integrating Indigenous content into curricula and campus training programs. The Truth and Reconciliation Commission's Calls to Action provide guidance, recommending the inclusion of topics such as the history of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law and Aboriginal-Crown relations.

Indigenous ways of understanding are also deeply interconnected with language, shaping the approach to education and fostering a holistic understanding of the world. Indigenous languages are integral to the preservation and transmission of this knowledge, making language revitalization a crucial aspect of educational efforts.

Skills-based training in cultural safety, language and culture, human rights and anti-racism are highlighted in various calls to action, including 1, 13, 14, 15, 16, 24, 28, 57, 62 and 65.

In advancing Reconciliation, UM will empower students, faculty and staff to learn and understand Indigenous history and ways of understanding and knowing through:

- Enhancing curriculum with Indigenous knowledges.
- Language revitalization.
- Supporting culturally and historically appropriate training for students, staff and faculty.
- Ongoing anti-Indigenous racism education, awareness and community-building.

To start, we will:

- Initiate a review of curriculum, programs, training and content for opportunities to integrate Indigenous knowledges.
- Identify ways to support Indigenous language teaching and learning.
- Explore approaches to resource initiatives that support advancing the Truth and Reconciliation Framework.



Decolonize and Indigenize Spaces and Places

Mino-bimaadiziwin and **mino-ayawin**, the concepts of living well and being in good health respectively, are deeply influenced by the spaces and places in which we exist, including where we learn, teach, work and conduct research. They are entwined with the concept of Wâhkotowin, sharing a common thread of interconnectedness and holistic well-being that highlights the importance of relationships and community in achieving a balanced and fulfilling life. They guide individuals and communities in maintaining harmony and respect within their environments. Transforming spaces on our campus to honour these ways of being is crucial and must go beyond tokenistic gestures and toward the well-being of First Nations, Métis and Inuit students, faculty and staff, nurturing their body, mind, heart and spirit.

Creating environments that enable individuals to reach their highest potential as balanced beings is essential. This involves inspiring excellence and creativity while nurturing harmonious relationships with all of creation. It encompasses both interior and exterior spaces that support learning, living and ceremony.

Key aspects include incorporating First Nations, Métis and Inuit art and cultural design, establishing spaces free from racism and fostering living environments that promote healthier work-life balances. These efforts benefit all First Nations, Métis, Inuit and non-Indigenous students, faculty and staff.

Reference to decolonizing and Indigenizing spaces and places, as well as important actions from governments to support Indigenous students, are highlighted in various calls to action, including 11, 62 and 66.

In advancing Reconciliation, UM will be a leader in decolonizing and Indigenizing the campus through:

- [Creating spaces and places for mino-bimaadiziwin and mino-ayawin.](#)
- [Exploring culturally appropriate housing and support.](#)

To start, we will:

- Engage with First Nations, Métis and Inuit faculty, students, staff and Indigenous communities to listen and learn how to create Indigenous community spaces.
- Develop an Indigenous mental health strategy
- Encourage the integration of Indigenous languages and naming ceremonies to name spaces.



Next steps

The completion of this framework marks the beginning of a proactive, forward-looking approach and renewed commitment to Reconciliation at UM. It aims to guide the university's Reconciliation efforts and inform future initiatives, including the development of an implementation plan that emphasizes accountability through regular evaluation, progress reporting and measuring success.

The Framework itself represents a significant milestone in a broader commitment to fostering a better relationship with First Nations, Métis and Inuit students, staff and faculty at UM, as well as the broader Indigenous community. It builds upon past progress while signaling renewed direction. This journey will take time and thorough preparation to action change and make a meaningful commitment to true Reconciliation.

Over the coming months, the focus will be on executing the initial actions outlined in the Framework to establish a supportive foundation for the work ahead. Simultaneously, an implementation committee will be formed to guide the creation of an actionable plan that translates this framework into concrete steps aligned with its commitments. This will be led by discussions with UM's internal and external community members, including Elders, Knowledge Holders, students, faculty, staff and UM partners, who will all play a crucial role. The implementation plan will build on the ideas and actions generated from the initial engagement activities, ongoing initiatives and existing reports. Specific goals will be set and a timeline for achieving these goals will be developed.

Evaluation becomes central, comparing actions with initial commitments. Monitoring progress will hold us accountable and reinforce UM's dedication to forging positive relationships with First Nations, Métis and Inuit. The implementation committee's work will focus on supporting academic and administrative units to create action plans with resourcing commitments, develop evaluation and accountability mechanism tools that will help achieve UM's commitments toward advancing Reconciliation. The committee will also provide yearly progress updates, connect back with external First Nations, Métis and Inuit community partners, report on challenges and any needed changes on a dedicated webpage, ensuring transparency and accountability.

As UM continues to advance Indigenous engagement, excellence and equity throughout all aspects of the university, the decades of preceding work by the many First Nation, Inuit and Métis individuals who have brought us to this place in time is gratefully acknowledged.

Now is the time for UM to take big strides forward to advance Reconciliation and ensure First Nations, Métis and Inuit perspectives are valued and included at UM. Reconciliation requires the work of the entire UM community to create an equitable and safe space for all Indigenous Peoples at UM and in the community. It is time for action.



Acknowledgements

Thank you to all the Elders, Knowledge Holders, faculty, staff, students and community members who participated in engagement sessions and provided feedback on the Framework throughout its development. We look forward to future engagement as we move forward in a better way.

Thank you to the Reconciliation Advisory Committee, which reviewed the feedback from the community and provided thoughtful insight to structure the Truth and Reconciliation Framework that will collectively move us to action.

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Special thanks

Thank you to Nicki Ferland, Anny Chen, Mark O'Reilly (retired) and Dr. Cary Miller who organized and facilitated community engagement sessions to ensure we received feedback from across our community. Dr. Miller also made significant contributions to the writing of the Framework. Thank you as well to Dr. Catherine Cook, the inaugural Vice-President (Indigenous), whose leadership initiated this work. We are grateful to each of them for their time and genuine commitment to this work.