

GRADUATE STUDIES
OTHER PROGRAMS

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1. Higher Education Teaching Certificate

The Higher Education Teaching Certificate (HETC) will prepare Graduate students for teaching responsibilities they may undertake during and/or post-degree. This program is intended to be an introduction to the teaching culture of Academia. It will also be useful for undergraduate students enrolled in Honors programs, and others for whom communication and presentation skills are important.

The HETC program has the following objectives:

- To introduce graduate students to the theory and practice of higher education pedagogy, including preparation, presentation, interaction and evaluation skills - and in particular, to support graduate students in their teaching experiences in the university setting
- To introduce graduate students to the skills needed for preparation of a learned paper for presentation in a class, to a research peer group, and to a conference audience
- To introduce and support students through the thesis defense process
- To give program participants the opportunity to develop their teaching and presentation skills in a supervised and collegial atmosphere

This program consists of the following three 18-hour courses:

1. **Planning and Preparing to Teach:** Topics will include, but are not limited to: preparation of a course syllabus, including the development of course objectives or course outcomes; preparation for teaching a course; philosophy of teaching and learning; evaluation; creating an assessment rubric; defending your assessment decisions; and issues related to course delivery. As part of this course, participants will prepare a Teaching Dossier and Curriculum Vitae.

2. **Teaching and Presenting in an Academic Setting:** Participants will have an opportunity to develop and practice oral communication skills. They will learn how to structure and deliver presentations, facilitate a seminar, and use interpersonal skills to respond effectively to other people. The goal is to increase participants' confidence and competence as communicators.

3. **Practicum:** Students create a plan to attend and engage in the following teaching and learning experiences: discipline-related workshops, conferences and/or departmental meetings/events. In addition, students arrange to participate in a supervised teaching experience of at least 9 hours involving classroom, seminar and/or lecture classes. The Practicum plan includes input and monitoring from the Practicum Supervisor.

2. Research Institutes, Centres and Chairs

a. Centre for Access to Information and Justice

Established in 2019, the Centre for Access to Information and Justice (CAIJ) promotes: (a) the study of access to information (ATI) and freedom of information (FOI); (b) research using ATI and FOI law; and (c) public interest research. The primary objective of the CAIJ is to promote access to information as a form of access to justice. The activities of the CAIJ should appeal to scholars from across the social sciences and humanities, as well as to public interest legal professionals, investigative journalists, and access advocates in Canada and beyond. For more information, contact Kevin Walby in the Department of Criminal Justice at k.walby@uwinnipeg.ca.

b. Aurora Family Therapy Centre

Aurora Family Therapy Centre is a United Way of Winnipeg Agency Partner located on The University of Winnipeg campus where students in the Masters of Marriage and Family Therapy Program complete the majority of their supervised clinical practice. Aurora offers therapy to families, couples and individuals from the general community on a sliding scale, seeking to promote interpersonal and personal well-being in clients, while nurturing the development of well-informed family therapists who will care for families and promote hope, caring and creativity wherever they serve. Aurora staff and therapists also see hundreds of people each week in our Newcomer Community Development Program and have special programming for families of murdered and missing loved ones. For more information on the centre, please visit <http://www.aurorafamilytherapy.com>.

c.. Canada Research Chairs and Chancellor's Research Chair

The Canada Research Chairs program stands at the centre of a national strategy to make Canada one of the world's top countries for research and development. Chairholders aim to achieve research excellence in natural sciences, engineering, health sciences, humanities, and social sciences. The University of Winnipeg continues to seek outstanding leaders who will create new synergies among researchers and across traditional disciplinary boundaries, and who push for innovation and research excellence.

The University of Winnipeg Chancellor's Research Chair is intended to encourage and sustain a high level of scholarly activity by faculty who have made, and will continue to make, exceptional contributions to research in their field.

For listings of current and past chairs, please see:

<https://www.uwinnipeg.ca/research/current-and-past-canada-research-chairs.html>

<https://www.uwinnipeg.ca/research/chancellors-research-chair.html>

d. Research Centre on Co-operative Enterprises

The new Research Centre on Co-operative Enterprises aims to further the knowledge of the co-operative enterprise sector of the economy through the teaching and training of students, the creation of experiential/work-integrated learning activities, the conducting of research, and the engagement of industry partners. The centre will provide a combination of both scholarly work on the co-operative business model and applied research relevant to the co-op sector in Manitoba, nationally and internationally.

e. Sanford Riley Centre for Canadian History

The Riley Centre brings together into one location associations and organizations committed to researching the history of Canada. All the groups involved strive to share their knowledge of Canadian history with other groups, academic colleagues, as well as community and high school audiences. Located in Bryce Hall, the centre is named after former University Chancellor H. Sanford Riley in recognition of his many contributions to the centre and his long standing, active interest in Canadian history. For further details, please visit <https://www.uwinnipeg.ca/riley-centre/index.html>

f. Centre for Research in Cultural Studies

Cultural Studies engages with pressing issues of local and global consequence and is at the forefront of developing critical understandings of the social and political dynamics of contemporary culture. Established in 2017, the Centre for Research in Cultural Studies (CRiCS) enhances UWinnipeg's ability to highlight these engagements and functions as a hub for interdisciplinary collaboration between students, faculty, and community research partners.

CRiCS increases research capacity on campus by providing a context for developing methods and tools for Cultural Studies research, supporting the program of the Canada Research Chair in Culture and Public Memory, and connecting student Research Assistants, Research Associates, Visiting Scholars, and Postdoctoral Fellows to the projects of the Centre. CRiCS aims to build sustainable, socially relevant research programs and raise the national and international profile of UWinnipeg as an outstanding place to do Cultural Studies research.

CRiCS shares space with the Centre for Research in Young People's Texts and Cultures (CRYTC). It is located in room 3C25 at the University of Winnipeg, on the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

The Centre features:

- A Collaborative Research and Knowledge Mobilization Lab used for workshops, cultural production, curatorial design and display, other forms of research creation, in-person meetings, and teleconferencing

- A connected workspace for Research Assistants
- A shared office for the Centre's Research Coordinator
- An office space for the Centre Director
- A resource room
- An interview and data storage room
- An office space for visiting scholars and postdoctoral fellows

For more information, find us here: <https://www.uwinnipeg.ca/crics/>

g. Centre for Forest Interdisciplinary Research

C-FIR is a research centre at The University of Winnipeg dedicated to the development of interdisciplinary research, education, and training in the areas of forestry, forest ecosystems, forest values and the human uses of forests. The intent is to assist all forest stakeholders to reach the goals of ecosystems-based forest management. C-FIR focuses on understanding the evolution of today's forests, the current conditions of the region's forests, the values of the public and special interest stakeholders for the forest, and using past and present information to assist in understanding future changes and impacts to the region's forests.

h. The University of Winnipeg Global College

The University of Winnipeg Global College fosters global citizenship and engagement in human rights through interdisciplinary teaching, research, dialogue, and action in local and global communities. The college coordinates a Bachelor of Arts (BA) in Human Rights, a Master in Development Practice (MDP): Indigenous Development, as well as a Master of Arts (MA) in Peace and Conflict Studies, which is a joint program with the University of Manitoba. These programs combine classroom study with opportunities for experiential learning in practicum placements and field courses in Canada and around the world. Student engagement is facilitated through the Global College Student Advisory Council, which organizes a wide range of activities each year.

For more information on the breadth of interdisciplinary academic and community learning opportunities at Global College, please visit <http://globalcollege.uwinnipeg.ca>

i. Centre for the Liberal Arts and Secular Society

This research institute (CLASS) comprises University of Winnipeg faculty and students engaged in interdisciplinary research concerning secularism and secularization within the liberal arts. The purpose of the centre is to engage in research focused on issues of the liberal arts in secular society. While traditional views on secularism and secularization have focused on the decline of religious adherence and a differentiation between spheres—most typically, the public (areligious) versus the private—interdisciplinary scholarship in the last decade has emerged that suggests that the secular is not simply a neutral, religious space.

j. Oral History Centre

The Oral History Centre at The University of Winnipeg is a national leader and global innovator in developing excellence in oral history teaching, research and collaborative community development. The centre promotes oral history as a means of democratizing history and thus of working towards social justice and human rights in a globalizing world.

Established in 2012 through approval by the University of Winnipeg Senate and the University of Winnipeg Board of Regents, the OHC serves as a hub for University of Winnipeg faculty and students and Manitoba's diverse communities to collaboratively learn about the practice and theory of oral history, to work together on projects and to develop new ways of using oral history to improve the quality of life for diverse communities. The Oral History Centre...

- provides the opportunity for students, academics, researchers, archivists, and community members to become members of the OHC.
- provides resources such as professional oral history training, equipment, studios, lab workstations and technical support for oral history projects.
- promotes analysis and integration of oral history into academic research and teaching, public policy, art, and creative community development.
- serves as a virtual and real meeting place for oral historians from the community and around the world.
- offers a program of local and international conferences, lecture series, workshops, and other events.
- develops innovative digital audio and video tools for oral history research, archiving, and dissemination.

The Oral History Centre supports the University's vision and priorities of accessibility, community outreach, and capacity building. It strengthens the University's research capacities and moves research, teaching, and community building forward through university-community and interdisciplinary collaboration. For more information on the Oral History Centre, please visit www.oralhistorycentre.ca.

k. Prairie Climate Centre

The Prairie Climate Centre (PCC) – located within the Richardson College for the Environment – aims to be a world class contributor to climate change science, policy, and communications for effective education and action in the Canadian Prairies and beyond. The PCC is committed to making climate change meaningful and relevant to Canadians from all walks of life. By merging climate science, multi-media communication, and outreach strategies, the PCC turns 'knowledge into action' and helps society navigate from 'risk to resilience.' The PCC is well known as an innovator of digital tools – including documentary films and interactive websites – such as the *Climate Atlas of Canada* (www.climateatlas.ca). The *Climate Atlas* brings together

the centre's expertise in climatology, digital storytelling, and community-based research across scales, and is increasingly the "go to" place for Canadians to get information about climate change. The PCC works in partnership with a diversity of individuals, communities, organizations, businesses, and governments to develop climate actions that support healthy environments and future generations. Visit the PCC's website to learn more: www.prairieclimatecentre.ca

I. Centre for Rupert's Land Studies

The Centre for Rupert's Land Studies (CRLS) is unique in its focus on Rupert's Land, the vast Hudson Bay watershed region claimed by the Hudson's Bay Company from 1670 to 1870, and its borderlands. We foster interdisciplinary research and conversation among all who share an interest in the history and peoples of the Hudson Bay watershed, with particular emphasis on Indigenous and fur trade history and the immense resources of the Hudson's Bay Company Archives, nearby. Since 1984, the Centre has been a nexus for sharing information, new research, and perspectives through three major means:

- Biennial Colloquiums---informal conferences that have met in a wide range of settings linked to Indigenous people and the fur trade.
- Publication of monographs, Colloquium proceedings, and Indigenous oral history materials, for example, the stories of Louis Bird at www.ourvoices.ca. The Rupert's Land Record Society series of documentary volumes, co-published with McGill-Queen's University Press, offers carefully researched original source materials for scholars, students, and communities. Subscribing members receive our biannual Rupert's Land Newsletter.
- Research assistance and networking, linking CRLS members and others across North America and abroad who have common interests and questions. We also maintain a roster of locally available assistants qualified to help with archival and other research.

The Centre offers annually the C. Richard Harington Fellowship to a student pursuing advanced studies in its areas of interest. It is also home to a small research facility and to the Elizabeth B. Losey Fur Trade Library of about 1000 works, many of them rare and out of print, and other resources.

For more information visit: <http://uwwebpro.uwinnipeg.ca/academic/ic/rupert/index.html>

m. Centre for Terrestrial and Planetary Exploration

The Centre for Terrestrial And Planetary Exploration (C-TAPE) was formally established as a University of Winnipeg Centre in March 2019.

C-TAPE is dedicated to the development of interdisciplinary research, education, and training in the areas of terrestrial and planetary exploration. The main areas of focus for terrestrial applications include environmental and Earth surface monitoring and mineral exploration. The main areas of focus in the area of planetary exploration include understanding the surface compositions of planetary bodies for insights into the origin and evolution of the solar system and for astrobiology. The overall goal is to enable participation in planetary and terrestrial exploration missions. The main components of C-TAPE's mandate include:

- *Research* - Research is the primary mandate of C-TAPE. C-TAPE is continuously developing new research capabilities and infrastructure that can support terrestrial monitoring and planetary exploration. C-TAPE's role includes the encouragement and facilitation of research programs through the creation of regional, national, and international partnerships.
- *Undergraduate education* - to develop and implement planetary and terrestrial exploration educational components and courses at the University of Winnipeg. This effort will include greater integration between course materials and the expertise and facilities of C-TAPE.
- *Post-undergraduate education*- to provide opportunities for the training of graduate students working on projects in the areas of terrestrial and planetary exploration. This will also include the opportunity to bring research staff (e.g., visiting research fellows, postdoctoral fellows, etc.) from outside the region to work on specific projects in addition to, or in conjunction with, the efforts of C-TAPE researchers.
- *Training* - to develop and provide tailored training courses, seminars, speakers, or workshops, at the Centre or in the community, which are designed to ensure that the region's workforce and researchers maintain a high level of technical competence and expertise and are able to fully benefit from C-TAPE's aggregate expertise.

n. Winnipeg Institute for Theoretical Physics

The Winnipeg Institute for Theoretical Physics is a formal Institute of both The University of Winnipeg and the University of Manitoba. It was created to support theoretical physics research in Manitoba. It has carried out this mandate by encouraging collaboration between members of the Institute, by financially supporting expert seminars in the research areas of concern, and by financially supporting the long-term visits of internationally respected scientists to the Institute to facilitate collaboration between these scientists and Institute members. The permanent members of the Institute include all theorists in the Physics Departments at The University of Winnipeg and The University of Manitoba, as well as theorists from Brandon University.

o. Institute of Urban Studies

The Institute of Urban Studies (IUS) is an independent research department within The University of Winnipeg. Since 1969, the IUS has functioned as both an academic and applied research centre committed to exploring urban issues in a broad, non-partisan manner. Originally focused on the challenges and resiliency of the inner city, the Institute's research now encompasses the social, physical, and economic well-being of Canadian communities. The IUS frequently partners with governments, community-based and non-profit organizations, and other stakeholders in its work. Its mandate also includes community outreach and education; and mentoring new scholars. Since 1992, the IUS has produced *The Canadian Journal of Urban Research*, a free multidisciplinary scholarly journal that publishes articles on issues relevant to urban studies. The IUS has worked with hundreds of students, community leaders, and scholars to produce more than 500 research reports, books, and other publications. This collection of work is available on the IUS's website (<http://www.uwinnipeg.ca/ius/>). To assist

students, faculty, and community members engaged in urban research, the IUS operates a lending library located with our offices, on the 3rd floor of the Richardson College for the Environment at 599 Portage Avenue.

p. The Centre for Research in Young People's Texts and Cultures

The Centre for Research in Young Peoples Texts and Cultures (CRYTC) supports scholarly inquiry into literary, media, and other cultural texts for children and youth. The Centre provides a focus for research in the field at the University of Winnipeg, houses the journal *Jeunesse: Young People, Texts, Cultures*, facilitates the development and management of collaborative national and international research projects, including the SSHRC Partnership Project, Six Seasons of the Asiniskaw Īthiniwak, hosts visiting speakers and researchers, and maintains links with other research centres in children's studies internationally. CRYTC was established by the University of Winnipeg in 2006, in order to recognize, organize, and extend the expertise in the study of texts for children and youth that had developed at the University, principally through the Department of English, over more than thirty years. Today, the Centre houses an office for the CRYTC director and an office for the Research Coordinator and the Managing Editor for *Jeunesse*. CRYTC also shares a Knowledge Mobilization Lab and work stations for visiting researchers and research assistants with the Centre for Research in Cultural Studies (CRICS). For more information, please visit <http://crytc.ca/>.