

**Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, June 20, 2012
1:30 p.m.
Regrets call 474-6892**

AGENDA

I **MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

- | | | |
|----|--|---------|
| 1. | <u>Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [April 12, 2012]</u> | Page 4 |
| 2. | <u>Report of the Senate Committee on Approved Teaching Centres</u> | Page 14 |

III MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|--|---------|
| 1. | Report of the Senate Committee on Awards – Part A
<u>[May 15, 2012]</u> | Page 17 |
| 2. | Report of the Senate Committee on Awards –
<u>[May 23, 2012]</u> | Page 26 |
| 3. | <u>Student Advocacy Annual Report (2010-2011)</u> | Page 29 |
| 4. | <u><i>In Memoriam: Ms. Margaret Mackenzie</i></u> | Page 34 |
| 5. | <u><i>In Memoriam: Dr. Bruce McDonald</i></u> | Page 35 |
| 6. | Statement of Intent and Correspondence from COPSE
RE: Bachelor of Arts (Honours) in Criminology | Page 36 |

IV REPORT OF THE PRESIDENT Page 46

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF May 16, 2012

VII BUSINESS ARISING FROM THE MINUTES

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

- 1. Report of the Senate Executive Committee** Page 61

2. **Report of the Senate
Planning and Priorities Committee**

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

IX **REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

1. **Report of the Senate Committee on Appeals**

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

2. **Report of the Senate Committee on Awards – Part B
[May 15, 2012]** Page 62

3. **Report of the Senate Committee on Admissions
Concerning a Proposal from the I.H. Asper School of
Business to Establish a Canadian Aboriginal Ancestry
Admissions Category** Page 66

4. **Report of the Senate Committee on Admissions Concerning
a Proposal from the Faculty of Engineering to Change
the Admissions and Transfer Regulations** Page 68

5. **Report of the Senate Committee on Admissions Concerning
a Proposal from the Faculty of Nursing to Introduce a Policy
for Screening for Oral English Proficiency in the Selection of
Students for the Bachelor of Nursing Program** Page 69

6. **Report of the Senate Committee on Admissions Concerning
a Proposal from the Université de Saint-Boniface to Effect
Four Changes in Admission Requirements that Will Align their
Requirements with those at the University of Manitoba** Page 77

7. **Report of the Senate Committee on Curriculum and
Course Changes - Part B [March 16, 2012]** Page 79

8. **Articulation Agreement Proposal: University of
Manitoba, Bachelor of Environmental Science -
University College of the North, Natural Resources
Management Technology Diploma** Page 81

a) **Report of the Senate Committee on Admissions** Page 86

b) **Report of the Senate Committee on Curriculum
and Course Changes** Page 87

9.	Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes RE: Actuarial Stream within the Master of Science in Management	Page 89
	a) <u>Report of the Senate Planning and Priorities Committee</u>	Page 99
10.	Report of the Senate Committee on Instruction and Evaluation RE: Revised Student Assessment Policy, Four-Year Baccalaureate Nursing Program, Faculty of Nursing	Page 101
11.	Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy on Examination Regulations	Page 110
	<i>NB: Attachments to the Report include both marked up and clean copies of the revised policy and three associated procedures.</i>	
	• Policy: Examinations and Final Grades	Page 114
	• Procedures: Final Examinations	Page 120
	• Procedures: Deferred, Special and Supplemental Examinations	Page 133
	• Procedures: Final Grades	Page 144
12.	Report of the Senate Committee on University Research RE: Periodic Review of the Centre for Professional and Applied Ethics	Page 153
13.	Report of the Senate Committee on University Research RE: Periodic Review of the Health, Leisure and Human Performance Research Institute (HLHPRI)	Page 156
14.	Report of the Senate Committee on University Research RE: Periodic Review of the Legal Research Institute	Page 160
15.	I.H. Asper School of Business: Proposal for a Chair in Agricultural Risk Management Insurance	Page 164
16.	Faculty of Medicine: Proposal for an Endowed Chair in Immunobiology of Infectious Disease	Page 173

X ADDITIONAL BUSINESS

XI ADJOURNMENT

Please send regrets to shannon_coyston@umanitoba.ca or call to 474-6892.



UNIVERSITY
OF MANITOBA

Office of the Dean
Faculty of Graduate Studies

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DATE: May 7, 2012

TO: Shannon Coyston, Office of the University Secretary,
312 Administration Bldg.

FROM: Dr. John (Jay) Doering, Dean, Faculty of Graduate Studies

SUBJECT: Program and Curriculum Changes for the Department of Educational
Administration, Foundations & Psychology (Faculty of Education),
and the Department of Psychology (Faculty of Arts).

The Faculty Council of Graduate Studies met on Thursday, April 12, 2012 and endorsed the program and curriculum changes for:

1. The Department of Educational Administration, Foundations & Psychology (Faculty of Arts): M.Ed. Social Foundations Concentration Name Change.
2. The Department of Psychology (Faculty of Arts):
 - a) Clinical Psychology: Curriculum Revisions
 - b) Psychology: Course Changes

We are now forwarding the proposals to Senate for approval.

(Please see attached report)

/py

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 12, 2012 to consider proposals from The Department of Educational Administration, Foundations & Psychology (Faculty of Education), and the Department of Psychology (Faculty of Arts).

Observations:

1. **The Department of Educational Administration, Foundations & Psychology** proposes a name change of the M.Ed. Social Foundations area group (concentration) to *Cross-Cultural, Sociological, and Philosophical Foundations in Education*.

This new name is a better reflection of the group's areas of expertise, as well as of areas that are contemporary to foundational issues in education. Much of this area group's teaching focuses on international issues in education and on cultural, philosophical and sociological frameworks. It is also believed that this name change will attract students who wish to work within these areas but do not necessarily see a fit with the name "Social Foundations." Much of the research in social foundations in education focuses on international and intercultural issues and does so through key sociological and philosophical constructs. The area group's new name makes it clear that attention is given to the area's increasingly diverse populations in public schools as well as to a strong theoretical foundation.

- The Faculty of Graduate Studies Programs and Planning Committee met on February 15, 2012 and unanimously endorsed the proposal for the Department of Educational Administration, Foundations & Psychology.
- The Faculty of Graduate Studies Executive Committee met on February 29, 2012 and unanimously endorsed the proposal for the Department of Educational Administration, Foundations & Psychology.

2. **The Department of Psychology** proposes revisions to its Clinical Psychology curriculum. The impetus for this revision was concerns about the curriculum raised by the Canadian and American Psychological Associations (CPA and APA) during their most recent site visit in 2010. In particular, both associations recommended that: (a) the program develop a clearer and more

circumscribed path through the program, and (b) that it be more explicit about how students can meet the requirements for the 5 core content areas (e.g., biological bases of behaviour).

During the process of the revisions the program made a decision to withdraw from APA accreditation for two reasons. First and most importantly, APA is ceasing to accredit Canadian programs in 2015 and as a result a growing number of Canadian Clinical Psychology programs have been withdrawing from APA accreditation. Second, after a long and somewhat contentious series of interactions with the APA accreditation office, even after very significant improvements to the program Psychology felt there was some risk of APA withdrawing its accreditation. As a result of Psychology's decision to withdraw from APA accreditation, which it did in November 2010, Psychology made additional changes to the curriculum because APA and CPA have different requirements for how programs can meet the bases of behaviour requirement.

(Attach. A) represents the culmination of very significant efforts to overhaul curriculum to better meet the needs of Psychology students and to satisfy the accreditation requirements of CPA. The following bulleted list summarizes the changes made:

- a. *Minor revisions:* Two small changes to correct the name of PSYC 7560 and to the credits assigned to PSYC 7260.
- b. *Use of superscripts and notes for points of clarification:* The 7 superscripts and two notes at the end of the table clarify when certain courses are to be taken, how bases of behaviour requirements can be met, and what senior practica are.
- c. *Changes to the bases of behaviour requirement:* A number of changes fall under this heading that involve the program's providing clearer guidance within the table about options for how students can meet the 5 bases requirements.
- d. *Changes to courses:* These changes include making a previously optional course (PSYC 7080) mandatory, amalgamating two similar courses into one (PSYC 8430) [note course change below], and moving several courses to different places within the curriculum (PSYC 8230, PSYC 7280).

3. **The Department of Psychology** proposes the deletion of four courses, **PSYC 7100 Intervention in the Early/Middle Years (3)**, **PSYC 7110 Intervention in Adolescence (3)**, **PSYC 8340 Cognitive Behaviour Modification (3)**, and **PSYC 8400 Behaviour Therapy (3)**, and the introduction of three courses, **PSYC 7820 Interventions I (3)**, **PSYC 7830 Interventions II (3)**, and **PSYC 8430 Cognitive Behaviour Therapy (3)**. The course changes are a result of recommendations raised by the Canadian and American Psychological Associations (CPA and APA) during their site visit in 2010.

Course Deletions

PSYC 7100 Intervention in the Early/Middle Years -3

PSYC 7110 Intervention in Adolescence -3

PSYC 8340 Cognitive Behaviour Modification -3

PSYC 8400 Behaviour Therapy -3

Course Introductions

PSYC 7820 Interventions I +3

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes and intervene in a range of maladaptive pathways.

PSYC 7830 Interventions II +3

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes (e.g., social competence, positive peer relations) and intervene in a range of maladaptive pathways (e.g., development of internalizing and externalizing problems and disorders). The course briefly introduces some specific programs available to assist in intervention design; however, the focus is on broad theoretical principles and aspects of evidence-based perspectives. Opportunities to integrate assessment and intervention will be presented throughout the course. Prerequisite: a grade of "C" or better in PSYC 7820.

PSYC 8430 Cognitive Behaviour Therapy +3

Students learn the theory and practices of empirically supported therapies that emphasize cognitive and behavioural methods. Opportunities for CBT skill development, which can be applied to a wide range of psychological problems, are provided. Prerequisite: written consent of the instructor. Students may not hold credit for PSYC 8430 and any of: the former PSYC 8340 (017.834) or the former PSYC 8400 (017.840).

NET CHANGE IN CREDIT HOURS -3

- The Faculty of Graduate Studies Programs and Planning Committee met on February 15, 2012 and unanimously endorsed the proposals for the Department of Psychology.
- The Faculty of Graduate Studies Executive Committee met on February 29, 2012 and unanimously endorsed the proposals for the Department of Psychology.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated April 12, 2012] regarding the Department of Educational Administration, Foundations & Psychology, and the Department of Psychology.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council
/py

CLINICAL TRAINING PROGRAM OF STUDY:

Revised Clinical Psychology Program of Study (~~August-December~~ 2011)¹

M.A.	FALL	WINTER	SUMMER
MA <u>1</u> Year 1	Quantitative Methods in Psychology I PSYC 7200 (3)	Assessment II: <u>Intellectual & Cognitive Assessment</u> <u>Personality and Psychological Assessment</u> PSYC 7560 (3)	<u>Schedule</u> M.A. Thesis Oral
	Assessment I: <u>Personality and Intellectual and Cognitive Assessment</u> PSYC 7550 (3) <u>(formerly PSYC 8150)</u>	Ethics and Professional Issues in Clinical Psychology PSYC 7520 (3)	
	Intervention I: Foundations of Evidence-Based Treatment PSYC 7320 (3)	Clinical Research Design PSYC 7140 (3)	
		<u>Case Conceptualization and Communication 1</u> PSYC 7260 (0) <u>Case Conceptualization and Communication 1</u> PSYC 7260 (3)	
	M.A. Thesis Proposal Development (Fall or Winter) PSYC 7780 (0)		
MA <u>2</u> Year 2	Psychopathology and Diagnosis PSYC 7290 (3) <u>(formerly PSYC 7870)</u>	<u>Intervention II: Empirically supported therapies:</u> <u>Cognitive Behaviour Modification</u> PSYC 8340 (3) or Behaviour Therapy PSYC 8400 (3) <u>MA Ancillary:</u> <u>Clinical Neuropsychology</u> PSYC 8230 (3) <u>(strongly recommended)</u> OR <u>Human Brain Functions</u> PSYC 8050 (3) OR <u>"Biological Bases of Behaviour alternative approved by DCT & Associate Head (Graduate)"</u>	Defend M.A. Thesis GRAD 8000 (3) Optional practicum <i>(students are eligible to apply for this practicum only if the M.A. defense has been scheduled)</i>
	<u>Clinical Neuropsychology</u> PSYC 8230 (3) OR <u>Suitable "Biological Bases of Behaviour" alternative approved by the Director of Clinical Training and the Associate Head</u>	Quantitative Methods in Psychology II PSYC 7210 (3) <u>(formerly PSYC 8420)</u>	

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	(Graduate) Child/Youth Psychopathology PSYC 7080 (3)	
	PSC Practicum I PSYC 7910 (0)	PSC Practicum II PSYC 7920 (0)
	Case Conceptualization and Communication 2 PSYC 7270 (30)	

CLINICAL TRAINING PROGRAM OF STUDY (CONTINUED):

Ph.D.	FALL	WINTER	SUMMER
PhD <u>1</u> Year 3	<u>Intervention II:</u> <u>Cognitive Behaviour</u> <u>Therapy</u> PSYC 8430 (3) <u>History and</u> <u>Systems of Psychology</u> PSYC 7280 (3)	<u>Doctoral Ancillary Social Bases of</u> <u>Behaviour Elective ³:</u> Person X Situation Interactionism PSYC 7620 (3) OR <u>Psychology of Health & Aging</u> PSYC 7192 (3) OR Social Psychology and Health PSYC 7190 (3) OR <u>Suitable "Social Bases of Behaviour"</u> <u>alternative approved by the DCT Director of</u> <u>Clinical Training & and the Associate Head</u> <u>(Graduate)</u>	Candidacy exam PSYC 8010 (0) Optional practicum
	Intervention III: Social and Community Intervention PSYC 8100 (3)	Program Evaluation & Consultation PSYC 8110 (3) <u>(strongly recommended)</u> OR <u>School Psychology Research Design &</u> <u>Program Evaluation PSYC 7130</u> <u>If approved by DCT & Associate Head</u> <u>(Graduate)</u>	
	PSC Practicum III PSYC 7930 (0)	Senior Practicum ⁴ PSYCH 7940 (0)	
	Case Conceptualization and Communication 3 PSYC 8080 (3)		
	Ph.D. Thesis Proposal and Development (Fall or Winter) ⁵ PSYC 7790 (0)		

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PhD <u>2</u> Year 4	<u>Required Elective A</u> <u>(see Notes below for</u> <u>an explanation)</u> <u>Doctoral</u> <u>Ancillary:</u> <u>History and Systems of</u> <u>Psychology</u> <u>PSYC 7280 (3)</u>	<u>Required Elective B</u> <u>(see Notes below for</u> <u>an explanation)</u> <u>Cognitive-Affective Bases</u> <u>Elective ⁶:</u> <u>Topics in Cognitive Development</u> <u>PSYC 7330 (3)</u> <u>OR</u> <u>alternative approved by DCT & Associate</u> <u>Head (Graduate)</u>	Propose Ph.D. Thesis
	Senior Practicum PSYC 7950 (0)	<u>Optional</u> Senior Practicum PSYC 7952 (0)	
	Clinical Supervision in Psychology PSYC 8090 (3)		
PhD <u>3</u> Year 5	Optional Senior Practicum PSYC 7954 (0)	Optional Senior Practicum PSYC 7956 (0)	
	Dissertation data collection & internship applications ⁷ <u>(Data collection from at least one participant must have begun prior to</u> <u>applying for an internship position)</u>		
PhD <u>4</u> Year 6	Internship PSYC 7980 (0)		
	Ph.D. Dissertation Oral Final GRAD 8000 (0)		

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¹ Students may take an optional elective course at any point in their graduate program under the advisement of their advisor and/or advisory committee.

² Although this course can be taken during any one of the first four terms of full-time study in the M.A. program (including the summer session), we recommend that students complete this requirement early in the course sequence.

³ This course can be waived by the DCT if students have taken 6 credits of suitable undergraduate course work meeting this basis requirement.

⁴ Senior Practica are also known as specialty practica that are typically completed in the community, but may also be completed with a specific focus by clinical faculty at the PSC.

⁵ Although this course can be taken during any one of the first eight terms of full-time study in the PhD program (including the summer session), we recommend that students complete this requirement early in the course sequence.

⁶ This course can be waived by the DCT if students have taken 6 credits of suitable undergraduate course work meeting this basis requirement.

⁷ PhD oral proposal must be passed by May 15th of the year applications are due in order to apply for internship.

Note: This table presents an ideal sequence through the clinical program. Some modifications to this sequence may be necessary because of when courses are offered or because of student needs.

Note: CPA requires coverage in 5 core content areas through: (a) passing suitable exams in each area, or (b) completing 3 credits of graduate or 6 credits of undergraduate courses in each area. The 5 content areas are:

- (1) Biological bases of behaviour (e.g. neuropsychology, psychopharmacology, physiological psychology).
- (2) Cognitive-affective bases of behaviour (e.g., learning, thinking, motivation).
- (3) Social bases of behaviour (e.g., social psychology, group processes, sex roles).
- (4) Individual behaviour (e.g., personality theory, human development, individual differences, abnormal psychology)
- (5) Historical and scientific foundations of general psychology

Our program fulfills core content area 1 via the MA ancillary in MA Year 2, area 2 through the Cognitive-affective elective in PhD Year 4, area 3 through the Social elective in PhD Year 3, area 4 through PSYC 7080 (Child/Youth Psychopathology), and area 5 through PSYC 7280 (History and Systems of Psychology).

NOTES:

- Number of credit hours is shown in parentheses
- Senior Practica are also known as specialty practica that are typically completed in the community, but may also be completed with a specific focus by clinical faculty at the PSC
- This table presents an ideal sequence through the clinical program. Some modifications to this sequence may be necessary because of when courses are offered or because of student needs.
- CPA requires coverage in 5 core content areas through: (a) passing suitable exams in each area, or (b) completing 3 credits of graduate or 6 credits of undergraduate courses in each area. The five content areas are:
 - (1) Biological bases of behaviour (e.g., neuropsychology, psychopharmacology, physiological psychology);
 - (2) Cognitive-affective bases of behaviour (e.g., learning, thinking, motivation);
 - (3) Social bases of behaviour (e.g., social psychology, group processes, sex roles);
 - (4) Individual behaviour (e.g., personality theory, human development, individual differences, abnormal Psychology)
 - (5) Historical and scientific foundations of general psychologyOur program fulfills core content area 1 via *Neuropsychology* (Psych 8230) or an alternative, area 3 through the doctoral ancillary in the first PhD year, area 5 through *History and Systems of Psychology* (Psych 7280), and areas 2 and 4 through Required Electives A & B in the second PhD year.

Required Elective A is intended to provide students with a foundation in Cognitive/Affective Psychology. For this required elective, students must choose one of the following courses [or a suitable alternative approved by the Director of Clinical Training and the Associate Head (Graduate)]:

 - (1) PSYC 7330 Cognitive Development
 - (2) PSYC 8390 Development of Learning and Cognition
 - (3) PSYC 7070 Social, Emotional, and Personality Assessment of Children/Youth
 - (4) PSYC 7310 Contemporary Issues: Child Neuropsychology
 - (5) PSYC 8050 Human Brain Functions
 - (6) PSYC 7990 The Psychology of Language
 - (7) PSYC 7580 Advanced Motivation
 - (8) PSYC 7370 Cognitive Processes
 - (9) PSYC 7310 Contemporary Issues: Introduction to the Psychology of Addiction

Required Elective B is intended to ensure that students have a foundation in Individual Behaviour. Students who choose PSYC 7330 (Cognitive Development), PSYC 8390 (Development of Learning and Cognition), PSYC 7070 (Social, Emotional, and Personality Assessment of Children/Youth), or PSYC 7310 (Contemporary Issues: Child Neuropsychology) as Required Elective A will have met this objective, and will therefore be able to choose a course that does not relate to Individual Behaviour for Required Elective B, with approval of the Director of Clinical Training and the Associate Head (Graduate).

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~~Students who do not choose one of the four courses listed above as Required Elective A will need to further expand their training in Individual Behaviour, and should select one of the following courses [or a suitable alternative approved by the Director of Clinical Training and the Associate Head (Graduate)] as Required Elective B:~~

- ~~(1) PSYC 7470 Advanced Developmental Psychology~~
- ~~(2) PSYC 8040 Psychology of Aging~~
- ~~(3) PSYC 8200 Development and Its Deviations 1~~
- ~~(4) PSYC 7080 Child/Youth Psychopathology~~
- ~~(5) PSYC 8060 Advanced Adolescent Development~~
- ~~(6) PSYC 8350 Developmental Psychobiology~~

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2012-2013

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2.
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College and by the Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2012-2013.

Observations

1. **Booth University College**

The Committee considered cross-registered courses to be offered by Booth University College in the 2012-2013 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

2. **Prairie Theatre Exchange**

The Committee reviewed cross-registered courses to be offered by the Prairie Theatre Exchange in 2012-2013 and proposed instructors, as set out in Appendix A. Approval has been received from the Department of English, Film, and Theatre.

Recommendations:

The Senate Committee on Approved Teaching Centres recommends THAT:

Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors, as outlined in Appendix A [June 11, 2012].

Respectfully submitted,

Senate Committee on Approved Teaching Centres

APPENDIX A

Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2012-2013

Table 1 – Booth University College

U of M Dept, School or Faculty	Course No.	Booth University College
English, Film, and Theatre	ENGL 1200	Representative Literary Works - Michael Boyce, Ph.D. - Allyna E. Ward, Ph.D.
Psychology	PSYC 1200	Introduction to Psychology - James Cresswell, Ph.D.
Religion	RLGN 2160	Introduction to the Hebrew Scriptures - Roy Jeal, Ph.D.
	RLGN 2170	Introduction to the New Testament - Roy Jeal, Ph.D.
	RLGN 3780	Selected New Testament Literature & Themes - Roy Jeal, Ph.D.
	RLGN 3800	Selected Old Testament Literature & Themes - Donald Burke, Ph.D.
Sociology	SOC 1200	Introduction to Sociology - Sherrie Steiner, Ph.D.

Table 2 – Prairie Theatre Exchange School

U of M Dept, School or Faculty	Course No.*	Prairie Theatre Exchange School
English, Film, and Theatre		Musical Theatre - Erin McGrath
		Improvisation - Stephen Sim
		Playwriting - Hope McIntyre
		Theatre Design - Brenda Mclean
		Sketch it Out - Stephen Sim
		Audition - John B. Lowe
		Acting on Camera - John B. Lowe

Table 2 – Prairie Theatre Exchange School (continued)

U of M Dept, School or Faculty	Course No.	Prairie Theatre Exchange School
English, Film, and Theatre		Spoken Voice - Debbie Patterson
		Outside to Inside - Brenda Mclean

* Students who complete two special workshops in the fall term will receive credit for THTR 2170. Students who complete two special workshops, one in the fall term and one in the winter term, will receive credit for THTR 2490.

REPORT OF THE SENATE COMMITTEE ON AWARDS - PART A

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

At its meeting of May 15, 2012 the Senate Committee on Awards approved four new offers and fourteen amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 15, 2012).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve four new offers and fourteen amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 15, 2012). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A

May 15, 2012

1. NEW OFFERS

Dr. Lotfollah Shafai Bursary in Electrical and Computer Engineering

On the occasion of Dr. Lotfollah Shafai receiving the 2011 Killam Prize in Engineering in Canada, he and his family have established an endowment fund at the University of Manitoba. The purpose of the fund is to provide financial support to an undergraduate student in the Department of Electrical and Computer Engineering in the Faculty of Engineering. Each year, the annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in the second, third or fourth year of study in the Department of Electrical and Computer Engineering in the Faculty of Engineering;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

This bursary may not be held concurrently with the Dr. Lotfollah Shafai Bursary in Electrical and Computer Engineering – TWF established at The Winnipeg Foundation.

The selection committee will be the Scholarship, Bursaries, and Awards Committee of the Faculty of Engineering.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of the 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.

MMCF – Entrance Scholarship for Medical Rehabilitation

Established in 2011 at The Winnipeg Foundation by the board of the Manitoba Medical College Foundation at the time of dissolution of the board, the MMCF – Entrance Scholarship for Medical Rehabilitation will be used to support the education of students enrolled in the School of Medical Rehabilitation. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba.

Each year, the available annual income from the fund will be used to offer four scholarships, one for each of the programs in the School of Medical Rehabilitation including the Master of Occupational Therapy (MOT), Master in Physical Therapy (MPT), Bachelor of Medical Rehabilitation (Respiratory Therapy – RT) and the Master of Science in Rehabilitation (MSc Rehab).

Each year, the scholarships will be offered to students who:

- (1) are enrolled full-time in either the first year of the Bachelor of Medical Rehabilitation – Respiratory Therapy program or the first year of the Master of Occupational Therapy, Master of Physical Therapy or Master of Science in Rehabilitation program in the School of Medical Rehabilitation at the University of Manitoba;
- (2) have achieved the highest admission grade point average upon entrance into their program with a minimum of 3.0 (or equivalent).

If, in the opinion of the selection committee, there is no qualified applicant(s) for one or more of the available scholarships in any given year, the unused scholarship will be re-capitalized.

This award cannot be held in conjunction with a University of Manitoba Graduate Fellowship or the Arthritis Society Entrance Scholarship.

The selection committee will be the School of Medical Rehabilitation Awards Committees who shall select the students from the pool of applicants to each of its programs according to their ranked standing in the pool of applicants.

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 to the expressed intention of the donor in establishing the award.

Unicity Labs Family Medicine Travel Award

Unicity Labs has established an endowment fund at the University of Manitoba with an initial gift of \$25,000. Unicity Labs is a full service community clinical laboratory that provides services to physician clinics in Winnipeg. It has provided services for more than 30 years and is locally owned by four partners.

The purpose of the fund will be to provide financial support to a first or second year family medicine resident to attend a national meeting or conference (e.g., CCME or FMF). Unicity Labs has offered to contribute an extra \$2,500 so that one award valued at \$1,250 may be offered in each of the 2012-2013 and 2013-2014 academic years. As of the 2014-2015 academic year the available earnings from the fund will be used to offer one travel award to a student who:

- (1) is enrolled full-time in the first or second year of study in the Postgraduate Medical Education Program (PGME), in the Faculty of Medicine in the Department of Family Medicine;
- (2) is traveling to a conference, seminar, or other approved event that is associated with their program.

Selection of candidates will be based on preceptor's annual evaluations of residents.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate).

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.

Victor (Vic) Miller Scholarship for Accounting and Finance

Dr. Charles Mossman has established an endowment fund at the University of Manitoba, with an initial gift of \$12,079 in 2010. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund will be to provide scholarships to students in the I.H. Asper School of Business who are pursuing studies in accounting and finance. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has achieved a minimum degree grade point average of 3.0;
- (2) has achieved an minimum grade point average of 3.5 (B+) with a grade no less than 3.0 (B) in any one of the following courses (or their equivalent): ACC 2010 – *Intermediate Accounting - Assets*, ACC 2020 – *Intermediate Accounting - Equities*, FIN 3480 – *Corporate Finance Theory and Practice*;
- (3) has completed at least one of the courses listed in criterion (2) within the last 12 months;
- (4) in his or her most recent regular academic session (i.e. excluding any co-operative work term or foreign exchange) was registered for a minimum 60 % course load;

- (5) is enrolled for a minimum of one more academic term at a minimum 60% course load in the B.Comm (Hons.) program at the I.H. Asper School of Business in the year in which the scholarship is tenable.

A student may be considered for the Victor (Vic) Miller Scholarship for Accounting and Finance only once.

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

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

Agricultural and Food Sciences Centennial Entrance Scholarship

The following amendments have been made to the terms of reference for the Agricultural and Food Sciences Centennial Entrance Scholarship:

- New wording was added to the preamble to clarify when the funds would be disbursed to students due to the new Direct Entry degree option for students wishing to pursue a degree in the Faculty of Agricultural and Food Sciences: “For Direct Entry degree students, the funds will be applied during his/her first year of study. For degree students entering the Faculty of Agricultural and Food Sciences after completion of University 1, the funds will be held by the University of Manitoba until the recipient has enrolled in the first year of the agriculture degree program.”
- New criteria section specifically for students registered in the Faculty of Agricultural and Food Sciences degree program.
- Criterion (1), the minimum average was changed from 75% to 85% to reflect the Direct Entry minimum average entrance requirement.
- Criterion (2) has been amended to read: “will enter into the Faculty of Agricultural and Food Sciences as a Direct Entry student and register for the degree program; or”
- New criteria section specifically for students registered in the School of Agriculture for the Diploma program:
 - (1) Will have graduated from a high school in the province of Manitoba and who will be attending the University of Manitoba on a full-time basis in the year in which they apply for the scholarship;
 - (2) Will enter into the School of Agriculture as a Direct Entry student registered for the Diploma program;
 - (3) Have been pre-selected through an internal competition among applicants designated by the geographic boundaries of the various Growing Opportunities (GO) Teams within Manitoba Agricultural, Food and Rural Initiatives. The current geographic boundaries are found at <http://www.gov.mb.ca/agriculture/contact/agoffices.html>;
 - (4) Demonstrate an interest and commitment to building vibrant rural communities and a strong interest in pursuing a career in the agri-food and rural economy sectors.
- As part of the application process, students will now be required to provide an official high school transcript.
- Standard wording about the Board of Governors has been included.

- Several editorial changes have been made.

Andrew and Nellie Pawlik Scholarship

The following amendments have been made to the terms of reference for the Andrew and Nellie Pawlik Scholarship:

- The replacement of the word ‘cumulative’ with the word ‘degree’ in criterion (2).
- New wording has been added to the second last paragraph to the effect that “In any given year that there is no qualified candidate, the scholarship will not be offered.”
- Editorial changes have been made.

Arthritis Society Entrance Scholarship in Physical Therapy

The following amendments have been made to the terms of reference for the Arthritis Society Entrance Scholarship in Physical Therapy:

- This award was re-written to accommodate the new Master of Physical Therapy program starting in Fall 2012. It now reads:

The Arthritis Society, Manitoba division, offers to provide an annual entrance scholarship of \$1,500 to be awarded to a student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the first year of the Master of Physical Therapy program at the University of Manitoba School of Medical Rehabilitation;
- (2) has achieved the highest admission grade point average with a minimum of 3.5 (or equivalent).

This award cannot be held in conjunction with a University of Manitoba Graduate Fellowship (UMGF) or the MMCF – Entrance Scholarship for Medical Rehabilitation.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the School of Medical Rehabilitation Awards Committee to name the selection committee for this award.

Clinical Pharmacy I Award of Excellence

The following amendments have been made to the terms of reference for the Clinical Pharmacy I Award of Excellence:

- The name of the award has been changed to *Petrasko Award of Excellence for Clinical Pharmacy I*.
- The one reference to *Clinical Pharmacy I Award of Excellence* in the terms of reference has been changed to *Petrasko Award of Excellence for Clinical Pharmacy I*.

D. George Morell Memorial Award

The following amendments have been made to the terms of reference for the D. George Morell Memorial Award:

- All of the biographical information contained in the preamble was removed from the main body of the terms and is now included in a separate biography section at the end of the formal terms of reference.
- All references to ‘Greek’ have been replaced with ‘Hellenic Civilization’.
- Criterion (1) has been amended to read: “is enrolled, full-time or part-time, in any year of undergraduate study at the University of Manitoba;”
- The list of what will be considered as study of Hellenic Civilization has been expanded to now also include philosophy and religion.
- Criterion (4) has been amended to read: “has a minimum degree grade point average of 3.0;”
- Criterion (5): the word ‘cumulative’ has been replaced with the word ‘degree’.
- The last three paragraphs outlining the application process, restrictions and the selection committee have been removed and replaced with the following two paragraphs:

Preference will be given to students whose courses include the ancient Greek language at any undergraduate level and who intend to pursue further study of Hellenic Civilization.

The selection committee will be named by the Head, Department of Classics (or designate).
- Standard wording about the Board of Governors has been included.
- Several editorial edits have been made.

E.H. Price Entrance Scholarships for Engineering

The following amendments have been made to the terms of reference for the E.H. Price Entrance Scholarships in Engineering:

- The name of the award has been changed to *Price Industries Limited Entrance Scholarships for Engineering*.
- All references to *E.H. Price* have been amended to *Price Industries Limited*.
- Editorial changes have been made.

E.H. Price Faculty of Architecture Recruitment Award

The following amendments have been made to the terms of reference for the E.H. Price Faculty of Architecture Recruitment Award:

- The name of the award has been changed to *Price Industries Limited Faculty of Architecture Recruitment Award*.
- All references to *E.H. Price* have been amended to *Price Industries Limited*.
- The description of the selection committee has been amended to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee for this award.”
- Editorial changes have been made.

E.H. Price Undergraduate Award

The following amendments have been made to the terms of reference for the E.H. Price Undergraduate Award:

- The name of the award has been changed to *Price Industries Limited Undergraduate Award*.
- All references to *E.H. Price* have been amended to *Price Industries Limited*.
- The preamble has been amended to clarify the source of the funding and the purpose of the scholarships: “The company offers annual scholarships to recognize overall achievement in the first year of the Environmental Design program, in the Faculty of Architecture at the University of Manitoba.”
- Criterion (2): the credit hours requirement was amended from 27 to 24 and the course number was removed.
- New paragraph which outlines the student assessment process:

“Candidates will be assessed on the basis of their overall academic performance (degree grade point average) and demonstrated improvement in the quality of Studio assignments submitted throughout the first and second term. The recipient will have exhibited the greatest overall improvement in his/her ability and skill in, and understanding of, design during the ED 1 Studio term.”
- The description of the selection committee has been amended to read: “The selection committee will be named by the Dean of the Faculty of Architecture and may include representatives selected from the ED 1 studio instructors, the Environmental Design Student Advisor, and the Chair of the Environmental Design program.
- Several editorial changes have been made.

Janice Anderson Memorial Award

The following amendments have been made to the terms of reference for the Janice Anderson Memorial Award:

- Standard bursary application language added in criterion (5).
- Standard wording about the Board of Governors has been included.

Paul Stelmaschuk Awards

The following amendments have been made to the terms of reference for the Paul Stelmaschuk Awards:

- The name of the award has been changed to *Prof. Paul and Anna Stelmaschuk Awards*.

Paul Stelmaschuk Bursaries

The following amendments have been made to the terms of reference for the Paul Stelmaschuk Bursaries:

- The name of the award has been changed to *Prof. Paul and Anna Stelmaschuk Bursary*.

- There will now be only one bursary valued at \$300 offered to an undergraduate student from rural Manitoba as opposed to two bursaries, each valued at \$300.
- Several editorial changes have been made.

Pharmasave / McKesson Bursary

The following amendments have been made to the terms of reference for the Pharmasave / McKesson Bursary:

- The name of the award has been changed to *Pharmasave Bursary*.
- All references to McKesson Canada Corporation have been removed from the terms of reference.
- The donor has committed to annually fund the award for two years.
- The donor will notify Financial Aid and Awards before the 2014-2015 academic year if they wish to continue offering this bursary.
- The second last paragraph has been completely removed. It stipulated that should there be no applications based on financial need the award could be offered to a student based on academic merit.
- Several editorial changes have been made.

The Bruce D. Campbell Bursaries

The following amendments have been made to the terms of reference for The Bruce D. Campbell Bursaries:

- The name of the award has been changed to *Bruce D. Campbell Bursaries*.
- The value of each bursary was increased from \$3,000 to \$5,000.
- Criterion (2) has been amended to read: “are admitted to and subsequently are enrolled full-time in the Faculty of Agricultural and Food Sciences or the School of Agriculture;”
- Criterion (3)(i) has been amended to read: “as degree students, are entering from high school with a minimum admission average of 85 percent or have completed University 1 with a minimum grade point average of 2.5;”
- Criterion (3)(ii) has been amended to read: “as diploma students, have been admitted from high school with a minimum admission average of 60%;”
- The paragraph referring to the selection committee has been amended to read: “The selection committee will have the discretion to determine the dispersal between the degree and diploma programs.”
- Several editorial changes have been made.

Zita Bernstein Prize

The following amendments have been made to the terms of reference for the Zita Bernstein Prize:

- The preamble clarifies that a trust fund was established for this prize.
- The purpose of the fund is made more explicit in the preamble: “The purpose of the fund is to encourage the study and performance of German Lieder.”

- The minimum annual value of the award has been removed. The wording has been amended to indicate that the value of the award will be determined by the available annual interest which will be used to offer two prizes to students in the Bachelor of Music program.
- The terms of reference have been significantly re-written and re-formatted to conform to the standard format for terms of reference.
- The competition process and adjudication of the competition is now clearer and more explicit.
- The way in which the available annual interest will be divided between the first-prize recipient and the second-prize recipient is explained in detail.
- The jury has the option not to award first and/or second prizes but rather declare ‘honourable mentions’ instead and any unspent prize allocations are to be recapitalized in the fund.
- Every year, 20 percent of the available annual interest will be used to cover costs to provide a special educational experience for the finalists. Unspent amounts from this 20 percent will accumulate for the purpose of funding a more substantial event related to the study of German Literatur.
- Standard wording about the Board of Governors has been included.

3. WITHDRAWALS

None.

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

Observation

In an electronic poll conducted between May 17 and May 23, 2012, the Senate Committee on Awards approved one new offer and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 23, 2012).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 23, 2012).

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A May 23, 2012

1. NEW OFFERS

Robert T. Ross Post Graduate Medical Education Scholarship

In honour of Robert T. Ross (M.D. /48), an endowment fund, with an initial gift of \$50,000, has been established at the University of Manitoba by his son, John L. Ross, (B.A. /77). The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of this fund is to encourage and reward Post Graduate Medical Education students to pursue a rotation at the National Hospital for Neurology & Neurosurgery in London, England. The available annual income and any accumulated revenue from the fund will be used to offer a scholarship, up to \$15,000, to a student who:

- (1) is a resident in the Post Graduate Medical Education Program enrolled in the Department of Internal Medicine, Section of Neurology in the Faculty of Medicine, at the University of Manitoba;
- (2) has been accepted to do a rotation that is between three to six months in duration, at The National Hospital for Neurology & Neurosurgery in London, England;
- (3) is a Canadian Citizen or Permanent Resident of Canada.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate). The selection committee shall also include the Section Head, Neurology.

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

Great-West Life Actuarial Career Scholarship

The following amendments have been made to the terms of reference for the Great-West Life Actuarial Career Scholarship:

- The credit hour requirement in criterion (2) has been changed from 60 – 90 to 54 - 84.
- Criterion (6) has been amended to read: “are committed to participating in a four-month work placement with Great-West Life within 12 months after the term in which the award recipient is selected.”
- Candidates for the scholarship are now required to submit “a course plan demonstrating their plan to graduate at the conclusion of the next ensuing academic session”.
- The renewal criteria have been amended. The first criterion has been removed. A new criterion (criterion (4)) has been added which states: “demonstrates their plan to graduate at the conclusion of the academic session in which the scholarship is tenable.”
- An explanation has been added after the renewal criteria that provides clarification of criterion (2) of the renewal criteria. The explanation reads: “If the recipient is eligible and has applied for graduation

in December of the year the renewal is awarded, the recipient must be enrolled full-time (80% course load) in the Fall Term (September to December) of that year.”

- Several editorial changes have been made.



UNIVERSITY
OF MANITOBA

Student Advocacy and Accessibility
Student Services

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Received

MAY 22 2012

University Secretariat

DATE: May 22, 2012
TO: Jeff Leclerc, University Secretary
FROM: Brandy Usick, Director, Student Advocacy and Accessibility
RE: Student Advocacy Annual Report (2010-2011)

Usick

I am submitting the Student Advocacy's annual report for the period of September 1, 2010 to August 31, 2011, as per our Terms of Reference.

Lynn has provided me with her approval to forward this document to you. It is my hope that it can be added to the next Senate Executive agenda. Lynn and I will be available to attend the Senate Executive and Senate meetings to speak to the report should questions should arise.

Encl. (2)

- c. Lynn Smith, Executive Director, Student Services
Susan Gottheil, Vice-Provost (Students)



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DATE: May 21, 2012
TO: Lynn Smith, Executive Director, Student Services
FROM: Brandy Usick, Director, Student Advocacy and Accessibility
RE: 2010 - 2011 Student Advocacy Annual Report

Usick

The Student Advocacy's Terms of Reference require that the Director report to the Senate annually on the activities of the office. Enclosed is the Student Advocacy office's annual report for the period of September 1, 2010 to August 31, 2011.

This report provides selected statistics of the overall data collected for the reporting year and limits the summary of office activities to the highlights.

We will continue to make the annual report available to the larger university community by uploading an electronic copy to our website.

I respectfully request that you review the enclosed report and permit me to submit the document to Mr. Jeff Leclerc, University Secretary on Tuesday, May 22, 2012 so that it may be placed on the next Senate Executive agenda.

Encl. (1)

Student Advocacy Mission Statement

The mission of the Student Advocacy office is to ensure that students are treated fairly in their dealings with the University. The Student Advocacy office is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University. While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.

This report provides selected statistics and activity highlights of the Student Advocacy office for the reporting period from September 1, 2010 to August 31, 2011.

Staff

Heather Morris was the Acting Director while Brandy Usick was on leave (March 2010 – February 2011). Full time staff during 2010-2011 were Brian Barth, Student Advocate and Angel Therrien, Assistant to the Director. Ali Wood-Warren was in a term position for part of the year and was later hired into a full time position when the office received new baseline funds for enhancement of services at the Bannatyne campus. Student employees were Diana Nguyen, Jena Colpitts, and Matthew Bhullar.

Contacts

In 2010-2011, the Student Advocacy office received a total of 1929 requests for assistance by students, staff, and faculty. Student contacts lead to the creation of an 'individual student case' file or are categorized as 'general student contacts' (inquiries, potential cases, online chat, cancellations/no shows). Individual cases that continue past the end of the last reporting year are carried forward into the next. 'Issue cases' are matters brought to the attention of the office that might affect a group of students but may not result in individual files being created. Faculty and staff who contact the office for assistance are identified as 'faculty/staff consults'. Table 1 provides comparison of office contacts between the current and the last reporting year. With the exception of staff consults, there has been an overall decrease in the number of student contacts.

Table 1: Office Contacts	2010-2011	2009-2010
Individual Student Cases	960	994
Carried Forward	11	18
General Student Contacts	831	862
Total Student Contacts	1802	1874
Faculty/Staff Consults	127	108
Issue Cases	2	3
Total Office Contacts	1931	1985

Demographics

Of the 960 students for whom an individual case file was opened, 54% were female and 46% were male, and approximately 20% self-identified as international students. Most students were enrolled in University 1 (23%), followed by Science (18%), Arts (15%), and Graduate Studies (9%), which is generally consistent with the proportion of students registered in these faculties and our data from previous reporting years. 72% indicated they were referred to Student Advocacy for assistance.

Categorization of Issues

In 2010-2011, the advocates assisted students with a total of 1104 issues (students may bring forward more than one issue within a reporting year, thus the numbers of individual student files and issues differ). These issues are categorized as Academic (63%), Discipline (19%), Administrative (15%), Equity (2%), and Admission 1%.

Academic issues are further sub-categorized: "special requests" (70%) e.g., authorized withdrawals, deferred examinations, term work extensions, or leaves of absences; "complaints" (17%) e.g., grade appeals, conflict with instructor or graduate advisor; "academic deficiency" (10%) i.e., not meeting minimum academic performance requirements; and "professional misconduct" (3%) i.e., professional unsuitability or debarment. *Discipline* issues are divided into two categories: academic discipline, which refers to issues of academic dishonesty (see table 2) and non-academic discipline, which refers to issues of student misconduct (see table 3).

Table 2: Academic Discipline	2010- 2011	2009- 2010
Cheating	55	57
Plagiarism	87	84
Inappropriate collaboration	28	23
Unauthorized materials	16	12
False admission information	4	3
False documentation	1	2
Academic fraud	2	2
Total	193	183

Table 3: Non- Academic Discipline	2010- 2011	2009- 2010
Inappropriate/ disruptive behaviour*	9	9
Inappropriate computer use	1	0
Residence discipline	0	6
Other	2	2
Total	12	17

*May not reflect incidents with which Director provides assistance.

The remaining issue categories are: *Administrative* are matters that involve an administrative office (e.g. Registrar's Office or Financial Services); *Admission* involves denied entry into a prospective faculty or program; and *Equity* issues involve referral to or coordination with the Human Rights and Advisory Services office.

Resolution of Issues

In 2010-2011, almost two thirds (73.5%) of the issues were resolved informally, the office's preferred avenue of resolution, if appropriate. 26% of the issues required submission of a formal request/appeal or appearance before a tribunal. Of the issues resolved within a formal process, 58% were granted in favour of the student, 7% were modified outcomes, 24% were denied, 3% appeals were not heard and 8% had decisions pending. Less than 1% of issues were closed because the student retained a lawyer or withdrew his/her appeal.

Advocates attended 195 meetings (34 involving academic matters and 161 regarding disciplinary allegations) and 123 hearings (101 academic appeals at faculty/school or senate and 22 discipline appeals heard by local or university discipline committees).

Educational Activities

An important mandate of the office is education and outreach. In 2010-2011 the staff prepared and delivered a total of 62 sessions. Staff were invited speakers to student orientations and were asked throughout the year to present within classes or to groups of students on student rights and

responsibilities, avoiding academic dishonesty or student conduct. In addition to presenting at orientation sessions for new faculty and administrators, staff also offered workshops on the student discipline process, incivility in the classroom and promoting a culture of academic integrity.

Academic Integrity Week 14 was held from February 14-17, 2011. The event included information booths, prize draws, as well as an Academic Integrity Quiz Show.

Programs and Projects

Peers: Students Helping Students (SHS) – Heather Morris continued as Program Administrator and the Chair of the Steering Committee and oversaw the submission of the annual report that was submitted to UMSU, Student Affairs, and to other stakeholders. This program is now under the direction of the Office of Student Life.

Academic Integrity Ambassadors program – this was the inaugural year for this new leadership opportunity for students interested in promoting academic integrity on campus. Heather received the CAISJA Outstanding Contribution Award for this initiative.

Canadian Academic Integrity and Student Judicial Affairs – Heather continued as the central representative for CAISJA, a division of our national organization, CACUSS.

Research and Scholarly activities

Heather and Marlene Pomrenke (Student Counselling and Career Services) published an article “Social Workers And Employment In Student Affairs: A Non-Traditional Path” in the *CACUSS Communique*, Volume 11, Issue 2. Brian was the Acting Chair of the University’s Joint Faculty Research Ethics Board from August 2010 to July 2011. Brandy and Heather co-taught two offerings of the *Role of the Student*, a three week online course through CHERD.

21 May/12

Margaret Mackenzie, 5 February 1917 – 3 April 2012

Margaret Mackenzie, former University of Manitoba Libraries' archivist, rare books librarian, and Head of the Reference Department passed away 3 April 2012, at the age of 95.

Margaret was born 5 February 1917 in Boissevain, Manitoba. She received a B.A. from Brandon College and her library degree from the University of Toronto. Margaret spent most of her career at the University of Manitoba, starting as a librarian in the Junior Library on the Broadway campus in 1942. From 1948 to 1952 Margaret worked at the University of British Columbia Library, returning to the University of Manitoba in 1953 where her enthusiastic and knowledgeable assistance to faculty and students is still remembered. Margaret was respected for her prodigious memory and for her knowledge of Canadian history, and has been described as a pre-computer "walking database". Among Margaret's lasting contributions are a bibliography on the history of the University and a catalogue of the University's Dysart Collection of manuscripts, rare books, and private press editions.

Margaret was a longtime member of the Canadian and Manitoba Library Associations, the Manitoba Historical Society, and the Manitoba Naturalists' Society. She loved the outdoors and enjoyed vacations on the west coast of Vancouver Island, in particular at Point-no-Point. Margaret remained interested in library developments at the University after her retirement in 1977 and would often contact other retired librarians, especially after the publication of a new issue of the University *Bulletin*.

Margaret was "one of a few librarians who made a huge difference to me and my colleagues", recalls Richard Johnson, former University Provost and Associate Vice-President. She is also remembered as a gracious mentor and teacher to many beginning librarians at the University and to those who were considering work in the profession. Quiet and reserved, dedicated and hard-working, with high standards, Margaret had a twinkle in her eye that was suggestive of her keen and ironic sense of humour. An admiring former colleague speaks for many in summing Margaret up, saying: "She was an impossible act to follow".

Memoriam

Dr. Bruce McDonald

Sadly, Bruce E. McDonald, Professor Emeritus of the Department of Human Nutritional Sciences and past Dean of the Faculty of Human Ecology, passed away suddenly on April 27, 2012. Dr. McDonald graduated with a Bachelor of Science in Agriculture in 1958 and completed a Masters in Nutrition in 1960, both from the University of Alberta. He obtained a doctorate in Nutrition and Biochemistry from the University of Wisconsin, Madison in 1963. Following a post-doctorate at the University of Illinois, he was appointed as Assistant Professor at McGill University in 1964.

When his department head at McGill University, Dr. Lewis Lloyd, moved to the University of Manitoba as Director of the School of Home Economics, Dr. McDonald joined him in 1968 as Associate Professor. During the next 30 years, Dr. McDonald distinguished himself as a Professor and Administrator, serving as Dean of the newly formed Faculty of Human Ecology between 1977-85.

Dr. McDonald was the author of several books, many chapters and 50 publications. His research work on nutrition of canola, conducted with Dr. Vivian Bruce, was critical to the successful development of canola oil throughout the world. He received many accolades and honors for this pioneering research work and following his retirement was honoured with the title Professor Emeritus. Following his retirement in 1998, Dr. McDonald became Executive Director of the Manitoba Health Research Council, a position he held until 2004. He also served in a number of appointments for Health Canada/Heart and Stroke Canada and the Canadian Agri-Food Policy Institute. In 2005, he served as Secretary to the National Trans Fat Task Force, which produced the “TRANSforming the Food Supply” report that significantly changed the understanding of trans fats and the policy response in Canada.

Dr. McDonald was intimately involved in nutrition education and policy in Canada throughout his career. During the period 1988-1998, he chaired Dietitians of Canada committees that developed guidelines for undergraduate education in nutrition and dietetics in the 21st century. He was internationally recognized and respected for his research on the nutritional properties of canola oil, in particular the effect of its fatty acid composition on cardiovascular risk factors and in 2005 served as Secretary to the National Trans Fat Task Force.

Bruce was a strong family man and would have celebrated 50 years of marriage this June. Besides his wife, Judy McDonald, his five children, seven grandchildren and siblings survive him. Many students and colleagues who worked with him will miss Dr. McDonald. The University of Manitoba is fortunate to have had an individual who valued dignity and integrity in dealing with his colleagues, friends and family.

STATEMENT OF INTENT

Institution

☒ Brandon University
☒ University of Manitoba
☒ University of Winnipeg
☒ Collège universitaire de Saint-Boniface

☐ Assiniboine Community College
☐ University College of the North
☐ Red River College

Program Overview

Program Name: Single Honours Program in Criminology

Credential to be offered: Bachelor of Arts (Honours)

Does the program require accreditation from a licencing group? YES ☒ NO

Length of the program: 4 Years Months Semesters

Proposed program start date: 01 / 09 / 13
Day/Month/Year

Which department(s) within the institution will have responsibility for the program?

Department of Sociology

As compared to other programs your institution will be proposing, is the priority of this program:

☒ High
☐ Medium
☐ Low

Is this a new program? ☒ YES NO

Is this a revision of an existing program: YES ☒ NO

If YES, name program

What are the impacts of changing this program?

Will the program be available to part-time students? ☒ YES NO

Will this program have a cooperative education component? ☒ YES NO
If YES, how long with the field placement be?

Students enrolled in the program will have the option of completing a 6 credit hour "Practicum in Criminological/Sociological Research" course (SOC 3100), which is currently offered to undergraduate majors in sociology and criminology. The course offers students the opportunity to gain experience and training in field research through a placement with a criminal justice or other social service agency. Students are required to spend a minimum of 105 hours in their placement, normally averaging 5 hours per week over the academic year.

Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? YES ☒ NO
Provide Details

Will there be distance delivery options? X YES NO
Provide Details

Approximately 60 credit hours (or 50%) of the program can be completed through distance and online education courses offered by the University of Manitoba.

Will this program be delivered jointly with another institution? YES X NO
If YES, name the institution

Are similar programs offered in Manitoba or other jurisdictions? X YES NO
If YES, indicate why this program is needed (e.g., area of specialization)

While there are no similar Criminology Honours Programs offered in Manitoba, such programs exist in other Canadian provinces and internationally. Recently, the University of Winnipeg has introduced a 4-year Honours Program in Criminal Justice. However, this program is different from our proposed Criminology Honours Program. In particular, while the University of Winnipeg program exists within a separate Department of Criminal Justice and is intended as an interdisciplinary and applied program for training criminal justice professionals, our program is based in the Department of Sociology, and is primarily intended to provide students with advanced training in criminology, with a focus on research, program development, and policy analysis. Illustrative of the different foci of the two programs is that graduates of the University of Winnipeg program are not currently eligible for direct admission to our Masters program in sociology, whereas our proposed future Criminology Honours Program graduates will meet the qualifications for admission to a graduate program.

What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

Normal Faculty of Arts/UofM transfer credit policies will apply.

Specific Program Information

1. Program Description

Describe the program and its objectives:

Currently the Department of Sociology offers a three-year (90 credit hour) BA General degree in criminology, in which students are required to complete two foundational sociology courses (Introductory Sociology and Social Research Methods), along with 18 credit hours of 2000 and 3000-level criminology courses that are taught through the Department of Sociology. Historically, there have been far more criminology majors than sociology majors. (For example, in 2010-2011, there were 123 criminology majors and 99 sociology majors). Currently students interested in doing more advanced studies in criminology at the University of Manitoba have limited options available to do this. Specifically, they can either enroll in our 4-year Sociology Honours Program, which provides students with only a minimal amount of additional training specifically in criminology, or they can graduate with their 3-year degree in criminology, and then apply to our pre-MA program in sociology, which is even more cumbersome and inefficient. In recent years, we have observed that very few students have pursued either of these options and that most have chosen to either graduate with a 3-year General degree, or to pursue more advanced honours and graduate-level education in criminology by applying to programs outside of Manitoba.

The aim of the proposed Criminology Honours Program is to fill this serious program gap in the post-secondary training of criminologists in Manitoba. The Department of Sociology at the University of Manitoba is uniquely situated to be able to fill this gap, because of our already strong 3-year criminology

program and the fact that the new Criminology Honours Program will require few, if any, additional resources to implement.

The Criminology Honours Program will require students to complete 120 credit hours of course work. In addition to giving students the option of taking more 3000-level courses in criminology, they will be required to complete additional courses, including several advanced 3000 and 4000-level courses that are currently offered to Sociology Honours students, along with a new 4000-level advanced criminology seminar. The primary focus and objective of the proposed Program will be to prepare graduates for careers in criminal justice research and policy-related occupations and to provide them with the academic training required for them to apply to more advanced graduate (MA and PhD) programs in criminology.

Provide an overview of the content to be taught in this program:

Provided below is an outline of the program requirements, by year of the program.

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
HONOURS SINGLE			
SOC 1200 (6) OR SOC 1211 AND SOC 1221 plus 24 additional credit hours	SOC 2010 (3) SOC 2220 (3) SOC 2290 (6) SOC 2510 (3) SOC 2610 (3) 12 credit hours in ancillary options	3 credit hours of criminology-related theory courses from: SOC 3310 (3) [crime theory], or SOC 3700 (3) [law theory] 3 credit hours of criminology or sociology-related theory courses from: SOC 3310 (3) [crime theory] SOC 3330 (3) [origins] SOC 3350 (3) [feminist] SOC 3360 (3) [soc psych] SOC 3380 (3) [politics] SOC 3390 (3) [contemp] SOC 3700 (3) [law theory] 12 credit hours of 3000-level criminology-related courses from the following*: SOC 3100 (6) [practicum] SOC 3310 (3) [crime theory] SOC 3400 (3) [policing] SOC 3700 (3) [law theory] SOC 3710 (3) [careers] SOC 3720 (3) [crim law] SOC 3740 (3) [sel. topics] SOC 3750 (3) [violence] SOC 3790 (3) [women] SOC 3830 (3) [youth] SOC 3850 (3) [restorative] SOC 3860 (3) [genocide] SOC 3880 (3) [global] 12 credit hours in ancillary options	SOC 4450 (6) [honours seminar] SOC 4570 (3) [quant. analysis] 3 credit hours of research methods courses from: SOC 3820 (3) [qual. and historical methods] SOC 4580 (3) [social research methods] 3 credit hours of advanced theory courses from: SOC 4460 (3) [soc theory] SOC 4560 (3) [soc theory] SOC 4490 (3) [NEW: advanced seminar in criminology] 12 credit hours in ancillary options
[30 hours total]	[30 hours total]	[30 hours total]	[30 hours total]

*These courses can include SOC 3100 or SOC 3700 if not already completed as a theory requirement.

2. Enrollment

What is the program's initial projected enrollment?

We anticipate a strong demand for the program. Indicatively, the results of an in-class survey of 211 students enrolled in criminology courses at the University of Manitoba in the Winter 2012 term showed that 76 of these students were criminology majors, while an additional 48 students were considering criminology as an undergraduate major. Of the 211 students who were surveyed, 144 (or 68 %) stated that they would have

considered enrolling in a Criminology Honours Program if it existed when they started taking criminology courses, while an overwhelming number of students (209, or 99 %), said they knew other students who would likely be interested in enrolling in a Criminology Honours Program if it was introduced at the University of Manitoba. Based on data of this type, we anticipate an initial enrollment of 8 to 10 students.

What is the projected enrollment for the 2nd and 3rd years?

We anticipate that the program will attract 10 to 15 students in each of the following 2nd and 3rd years. If enrollments exceed this mark by the end of the 3rd year of the program, the Department of Sociology may consider increasing the minimum Honours student GPA from the current 3.0 to limit the number of students entering the program.

Describe the expected student profile?

We expect that most of the students enrolled in the program will want to remain in Manitoba upon graduation. Some will begin careers that involve working directly in the criminal justice system (for example, as police, court, or corrections personnel). We anticipate that other graduates of the program will pursue careers as program administrators, researchers, and policy analysts with criminal-justice related government and non-profit organizations, while others will obtain employment in the private sector (eg. with research companies). A number of our graduates will also no doubt go on to pursue graduate-level training in criminology at the MA and PhD levels. It is also expected that the Criminology Honours Program, like our current 3-year program, will continue to attract students who plan on applying to law school, social work, and other professional programs.

3. Labour Market Information

What labour market need is the program expected to meet?

As indicated above, the program is expected to help fill the serious gap that currently exists in the post-secondary training of criminologists in Manitoba. There are many job opportunities in Manitoba for university graduates with Honours and Master's degrees in criminology. For example, recent graduates of our Sociology Master's program who have concentrated their studies in criminology have gained employment with the RCMP, as Crime Intelligence Analysts, with the federal Department of Justice, as policy analysts, and with Statistics Canada, as sociologists/economists. A number of our MA program graduates are also currently employed in senior administrative positions with Manitoba Child and Family Services, Manitoba Justice and Manitoba Corrections.

This program will allow students to develop specific skills appropriate to their future prospective careers. Specifically, the training we propose to provide to students in the Criminology Honours Program will prepare them to enter professional occupations with criminal justice and social-service related agencies, as well as the private sector. Also, because a criminology degree is often a preferred undergraduate degree for individuals planning to apply to law school and other professional schools like social work and public administration, we expect that our program will help to meet this type of labour market need.

Are there currently jobs in Manitoba in this field? X YES NO
If yes, where (geographic location and industry)?

Most of the graduates of the proposed Honours Program will likely gain employment in Winnipeg and other urban centres in Manitoba, since this is where major criminal justice and social service-related employers are concentrated. As indicated previously, many graduates of our current criminology and sociology programs

have managed to obtain employment related to their training, and we anticipate that graduates of the proposed Criminology Honours Program will be even better prepared for entering careers in the field of criminology and criminal justice.

What is the future job forecast for individuals with this education/training/credential?

Data provided by Human Resources and Skills Development Canada (HRSDC) and Service Canada (SC) indicate that the job prospects for graduates of criminology programs are better than those for graduates of other social science undergraduate programs. In fact, criminology graduates appear to be somewhat unique in this regard. For example, Service Canada notes that while overall the job prospects for graduates of social science programs are worse than for graduates of other programs (like engineering and business), the one notable expectation cited is criminology graduates. More specifically, Service Canada states that: "The situation for graduates of criminology programs is similar to that of all university graduates in general." Although pointing out that "between 2001 and 2009, less than 10% of bachelor's and master's graduates in criminology worked as criminologists a year and a half after graduation", they found work "in a variety of occupations, mainly in the social sciences", including half of them who held positions as community and social service workers, or probation or parole officers. Service Canada concludes that training in criminology appears to be a significant factor in obtaining employment in these types of occupations. It is our hope that students who graduate from our Criminology Honours Program will be even better prepared to take up employment in occupations requiring more advanced training in criminal justice research, program development, and policy analysis.

Accessed at: (HRSDC) <http://www5.hrsdc.gc.ca/noc/english/noc/2011/Profile.aspx?val=4&val1=4169>, and (SC) http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/4169.shtml

How does this program fit with Manitoba's stated economic, social and other priorities?

Priorities for the Province of Manitoba as reported in their five-year economic plan are "to invest in vital front-line services: continue to improve health care, education, training, policing and supports for families." Manitobans also place public safety and supports for families as a high priority. Graduates of the proposed program will be even better prepared for entering careers directly or indirectly related to priorities of the Province and Manitobans.

What agencies, groups, institutions will be consulted regarding development of the program?

As noted above, as part of our program planning we have carried out an in-class survey of 211 students enrolled in criminology courses in the Winter 2012 term. In addition, we are contacting graduates of our undergraduate and graduates programs who are now working in criminology-related professions along with representatives of various criminal-justice related agencies and other universities where similar programs currently exist. A detailed description of the outcome of these consultations will be included in the next phase of our application in our required "Formal Program Proposal".

As highlighted in the qualitative responses provided by students who completed our in-class survey, and letters from professionals endorsing the program that we have received so far, there appears to be considerable support for introducing a Criminology Honours Program. In addition to showing widespread general interest in the Program, some students included written responses indicating that they enthusiastically endorsed the Program. These comments included:

1. "I think this is a good idea. I have friends interested in the criminology field and this would definitely benefit them."

2. "This sounds like a great program to start. I am definitely interested."
3. "I wish they offered this earlier before I graduate this year. It's a great opportunity for those who want to further themselves."
4. "I think this would be an awesome addition to the criminology program!"
5. "I wish this program was available when I first went to school. I love sociology and criminology. I would have pursued this had it been available. It is a great idea."
6. "The reason I went to university was because of criminology and I was greatly disappointed not to find an Honours Program in Criminology!"

Included in the attached **Appendix A**, are the letters of support we have received so far from former students and representatives of criminal justice related agencies and other universities.

Is there any other information relevant to this program?

4. Financial Information

Projected Program Costs: Salary
 Operating
 Capital
Total cost

Projected Program Revenue: Tuition
 Other_
Total revenue

Submitted by:

 Name (print)

 Position

 Signature

 Date

APPENDIX A: LETTERS OF SUPPORT

To date letters of support have been received from the following individuals. Additional letters of support will be included in our more detailed Program Proposal.

Murray Dyck, Constable, Royal Canadian Mounted Police, Oakbank, Manitoba

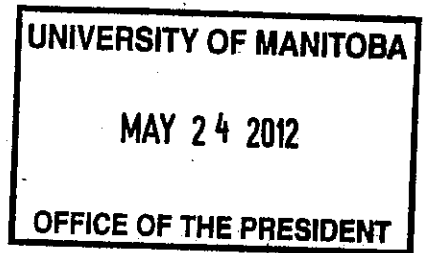
Bryan Hogeveen, Associate Professor, Department of Sociology, University of Alberta

John Hutton, Executive Director, John Howard Society of Manitoba

Jodi Koffman, Crown Attorney, Manitoba Prosecution Service

Murray Scott, Coordinator, CHOICES Youth Program

John Winterdyck, Professor and Director of the Centre for Criminology and Justice Research, Mount Royal University



May 17, 2012

Dr. David Barnard
President and Vice Chancellor
University of Manitoba
202 Administration Building
Winnipeg MB R3T 2N2

Dear Dr. Barnard:

At its meeting on May 11, 2012, Council reviewed a Statement of Intent from the University of Manitoba (UM) for an Honours Program in Criminology. I am pleased to report that the UM may proceed to develop a full program proposal for Council's consideration. However, this is not an indication that the UM will receive approval or funding for this program.

Sincerely,

A handwritten signature in black ink, appearing to read "Josh Watt".

Josh Watt
A/Secretary

c. Joanne Keselman
David Collins
Carlos Matias



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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

April 30, 2012

Mr. Josh Watt, Acting Secretary
Council on Post-Secondary Education
608 - 330 Portage Avenue
Winnipeg MB R3C 0C4

Dear Mr. Watt,

**Statement of Intent:
Honours Program in Criminology**

On behalf of the University of Manitoba I am pleased to submit for your review the attached Statement of Intent (SOI) to introduce a new four year Bachelor of Arts (Honours) in Criminology, in the Department of Sociology, Faculty of Arts.

Please note that at the University of Manitoba, a SOI is not subject to Senate review and as such cannot be accorded an institutional priority as is requested on the SOI template. The 'High' priority rating in this instance has been provided by the initiating Department, and does not necessarily reflect an institutional priority. For your information, I have attached a copy of the University of Manitoba Undergraduate Program Approval Process Guide that documents our procedures in this regard, and would welcome feedback on this process.

Please note that financial information will not be available until the Full Program Proposal has been completed and reviewed by the University of Manitoba Senate Planning and Priorities Committee, and the Senate Committee on Curriculum and Course Changes.

My colleagues and I would be pleased to provide any additional information your Council may require during its consideration of this Statement of Intent.

Sincerely,

David M. Collins, Ph.D.
Vice-Provost (Academic Planning & Programs)

Encl.

cc David Barnard, President and Vice-Chancellor
Joanne Keselman, Vice-President (Academic) and Provost
Jeff Taylor, Dean, Faculty of Arts
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Thelma Lussier, Director, Institutional Analysis

PRESIDENT'S REPORT: June 20, 2012

GENERAL

There has been much to celebrate at the University of Manitoba in recent weeks. For instance, the YM/YWCA Women of Distinction Awards are an annual recognition of leadership and excellence, and the University of Manitoba is fortunate that 10 of its faculty and staff were nominees for this year's awards. University of Manitoba faculty nominees included: Zana Lutfiyya, education; Usha Mittoo, business; Colleen Plumton, kinesiology and recreation management; Lorna Turnbull, law; Cheryl Rockman-Greenberg, medicine; and Judy Chipperfield, psychology. Nadia El-Gabalawy, co-coach of the Bison cheerleading program, also was nominated. Congratulations to Tina Chen, history; Jeannette Montufar, civil engineering; and Maureen Heaman, nursing for having been selected as award recipients in 2012.

Similarly, it was a pleasure to take part in the 2011 Rh Awards and the 2011 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award presentations on April 12, at which we celebrated the innovation being demonstrated by academic staff in the early stages of their careers as well as the accumulated wealth of accomplishment in research of Distinguished Professor Jan Oleszkiewicz (civil engineering).

On April 12, the Knowledge Infrastructure Program (KIP) was completed at the University of Manitoba with the opening of the ARTlab, the last of the seven projects funded at the University of Manitoba. KIP funding has made a significant difference in the University of Manitoba facilities on both campuses, and the seven funded projects all will assist in attracting and retaining top quality students at the University of Manitoba.

On the strength of a multi-year commitment from the Government of Manitoba to a 5% operating grant increase and tuition increases at the rate of inflation, the University of Manitoba was able to develop its 2012-2013 operating budget in a stable and predictable fiscal environment. The operating budget and financial plans for all other fund types (Research and Special, Capital, Trust and Endowment) will be presented to the Board of Governors (BoG) on May 22, 2012.

The University of Manitoba's participation in the Association of Universities and Colleges of Canada (AUCC) mission to Brazil was an important step in strengthening partnerships with Brazilian institutions. It was aimed at developing stronger connections with a country poised to become a top five global economy within the next five years, which is investing heavily in research. The University of Manitoba will invest up to \$880,000 over five years to attract Brazilian graduate students, and also has entered into three additional agreements with Brazilian institutions that are designed to provide new research and learning opportunities.

An agreement has been reached between AUCC and Access copyright that establishes a model license that will allow universities to reproduce copyright-protected materials in both digital and print formats, in effect until December 31, 2015. The University of Manitoba Copyright Office is making information about the agreement and the use of copyright-protected materials available to units.

ACADEMIC MATTERS

- Digvir Jayas, Vice-President (Research and International) and Distinguished Professor of the University of Manitoba, was inducted as a Fellow of the Indian Society of Agricultural Engineers (ISAE) for his contributions to global grain storage research and profession of agricultural engineering at the 46th Annual Convention of the ISAE at the G.B. Pant University of Agriculture and Technology, Pantnagar, India.
- Gary Crow, animal science, was selected to receive the North American Colleges and Teachers of Agriculture (NACTA) Teaching Award of Merit and Victoria Tkachuk, M.Sc. student in Animal Science, received the Graduate Student Teaching Award of Merit. These awards are given annually to individuals who excel in teaching an agricultural discipline.
- Ed Tyrchniewicz, agribusiness and agricultural economics, has been named as an inductee to the Manitoba Agricultural Hall of Fame.
- Nick Turner, business administration, has been appointed Associate Editor of the organizational behavior division for the Canadian Journal of Administrative Services.
- Brett Sheffield, agricultural and food sciences student, will participate in the Advancing Canadian Entrepreneurship 2012 National Student Entrepreneur competition in May. Mr. Sheffield was named the Provincial Champion and Central Canada Regional Champion and will now compete nationally.
- The Asper School of Business, undergraduate student team won first place at the Global Investment Research Challenge put on by the Chartered Financial Analysts (CFA) in Calgary in March. This win allows our team to compete in the North America round of the challenge which the CFA will be hosting in New York City in April.
- Dayna Steinfeld, law student, was placed as one of 27 law students to serve as a law clerk to the Justices of the Supreme Court of Canada for the 2012-2013 year. Clerkships at the Supreme Court of Canada are considered to be among the most desirable and prestigious post-graduation opportunities for law students in Canada.
- A partnership between the Canadian Cochrane Centre and the George and Fay Yee Centre for Healthcare Innovation hosted their 2012 Symposium in Winnipeg. The Symposium will provide Manitoba researchers, clinicians and decision makers with an opportunity to interact, collaborate and build networks with others from across Canada and internationally and will build capacity in the conduct and application of systematic reviews to identify best practices to enhance patient care, influence policy development or decision making in health service planning.
- The Faculty of Law has launched two new journals in the past month. The century old Manitoba Law Journal has been recreated with a specific focus on legal developments relevant to Manitoba.

The Canadian Journal of Human Rights, a partnership with the Canadian Museum for Human Rights, launched its first volume.

- Let's Talk Science continues to reach out to high school students and attended the Sagkeeng First Nation's Jr. High School. Sixty youth in grades 5 and 6 were exposed to science through hands-on activities, including DNA extraction, It's Electrifying, and Spaghetti Bridge. The program also held another successful large scale outreach event at St. Vital Mall during spring break. Over the two day period over 400 children and youth were exposed a range of activities.

RESEARCH MATTERS

- On March 13, 2012, three new **Canada Research Chairs** (CRCs) were awarded to the University of Manitoba: professors Michael Anthony Hart, Tamra Werbowetski-Ogilvie, and Zhenyu Wu. A fourth professor, Joerg Stetefeld, had his CRC designation renewed. The appointments were announced in Ottawa by the Honourable Gary Goodyear, Minister of State for Science and Technology. They each receive a \$500,000 Tier 2 Chair over five years. The new CRCs will also receive a combined \$368,594 from the Canada Foundation for Innovation (CFI). **Michael Anthony Hart**, Canada Research Chair in Indigenous Knowledges and Social Work, will connect with Elders to explore their cultural philosophies and practices which relate to helping. **Joerg Stetefeld**, Canada Research Chair in Structural Biology, studies the structure, function, and regulation of proteins involved in the extra-cellular matrix. **Tamra Werbowetski-Ogilvie**, Canada Research Chair in Neuro-oncology and Human Stem Cells, is doing her part to improve and extend the lives of those diagnosed with brain tumours. **Zhenyu Wu**, Canada Research Chair in Entrepreneurship and Innovation, explores the risk-taking behaviours of entrepreneurs and investors in new venture financing. The University of Manitoba is now home to 47 Canada Research Chairs.
- On March 28, 2012, it was announced that the Natural Sciences and Engineering Research Council of Canada (NSERC) awarded a new **Chair in Design Engineering** to **Douglas Ruth**, the newly appointed associate dean (design education). The activities of Ruth's chair began April 1, 2012, with \$1 million in funding from NSERC over the next five years. Ruth is both a graduate of the engineering faculty at the University of Manitoba, holding a B.Sc. in mechanical engineering, and also served as dean of the faculty for 11 years. The goal of the NSERC Chairs in Design Engineering program is to expand the level and quality of design engineering education in Canada.
- The premiere screening of the documentary **Drive for Free, The Alternative Fuel Revolution** took place March 28, 2012, at the Robert Schultz Theatre in St. John's College. The made-in-Manitoba film explores the use of and the research into alternative fuel sources in the province, covering a range of approaches, including the high-tech research done by University of Manitoba professors **David Levin** (biosystems engineering) and **Richard Sparling** (microbiology).
- The Research Quality Management office will purchase an annual membership to the Network of Networks (N2) consortium for the 2012/13 fiscal year. This membership will provide the University of Manitoba clinical research community with access to on-line Good Clinical Practice (GCP) training, clinical research Standard Operating Procedures (SOPs) that have been used at other Canadian research sites, and other resources specific to Responsible Conduct of Research (RCR) and Research Quality Assurance (under development).

- The **2011 Rh Awards** and the **2011 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award** were celebrated on April 12, 2012 at an awards presentation, reception, dinner and lecture. The Rh Awards are given to academic staff members who are in the early stages of their careers and who display exceptional innovation, leadership and promise in their respective fields. The recipients in the categories Applied Sciences, Natural Sciences, Creative Works, **Health Sciences**, Humanities, Social Sciences, Interdisciplinary Studies respectively are: **Jun Cai** (electrical and computer engineering), who has made major contributions in radio resource management; **Michael Gericke** (physics and astronomy), who is an emerging leader in experimental nuclear and particle physics; **Neil McArthur** (philosophy), who is a promising filmmaker whose work has been screened at Canada's premiere film festivals; **Robert Schroth** (pediatrics and child health, preventive dental science), who is committed to improving the oral health of children in Manitoba; **Christopher Frank** (history), who is an historian of modern Britain; **Jessica Cameron** (psychology), who is interested in how personality influences relationships and how relationships in turn influence personality; and **Song Liu** (textile sciences), who is developing a new generation of multi-functional textile materials for medical uses.

The 2011 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award recipient is Distinguished Professor **Jan Oleszkiewicz (civil engineering)**. A public lecture was held following the awards dinner, entitled *Cleaning Up the Mess: Managing Waste*. Attendees heard how Dr. Oleszkiewicz applies his innovative and pioneering expertise in the area of environmental engineering to the challenge of reducing the world's ecological footprint. His research has changed how wastewater treatment plants are designed around the globe as well as right here in Winnipeg. The award recognizes his outstanding research accomplishments.

- Nine researchers received a combined \$264,900 from the **Natural Sciences and Engineering Research Council of Canada (NSERC)**. The researchers who were awarded funds are:

Researcher	Program	Project Title	Funding
Barber, David	PromoScience	Schools on Board	\$77,400
Budzelaar, Peter	Engage	Selection of computational and kinetics methods for studying chlorine dioxide formation and decomposition	\$25,000
Chen, Ying	Engage	Soil bin testing of seeding tools	\$25,000
Friesen, Marcia	Engage	Spatial-temporal data mining and analysis for telecommunications network management	\$16,750
Gorczyca, Beata	Engage	Analyses of nanofilter fouling in potable water treatment	\$25,000
Jones, Peter	Engage	Development of a rapid, sensitive and accurate method to quantitate resveratrol (CIS and trans-isomers) and emodin in trans-resveratrol dietary supplements	\$25,000

Kazem Moussavi, Zahra	Engage	Scheduled usage optimization of Sunnex light and eyeglass technologies to avoid jet lag	\$25,000
McLeod, Robert	Engage	Wireless detection, intrusion, and tracking system	\$20,850
Thomson, Douglas	Engage	Flow impedance spectrometer	\$24,900

- Thirty-seven researchers received a combined \$3,519,472 from 18 sponsors. The researchers who were awarded funds are:

Researcher	Sponsor	Project Title	Funding
Arora, Rakesh (Surgery)	University Medical Group	Understanding mechanisms of altered intercellular communication in the diabetic heart	\$20,000
Carlberg, Jared (Agribusiness & Agricultural Economics)	University of Alberta	A conceptual model of the economic benefits from functional foods in Canada	\$43,000
Carlberg, Jared (Agribusiness & Agricultural Economics)	University of Alberta	Do Canadians care about dairy animal welfare? Exploring consumer perceptions and preferences	\$37,000
Dart, Allison (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	The perinatal determinants of congenital anomalies of the kidney and urinary tract	\$11,000
Davie, James (Biochemistry and Medical Genetics)	Children's Hospital Foundation of Manitoba Inc.	Next generation sequencing platform	\$150,000
Dixon, Ian (Physiology)	CIHR	Role of Ski in myofibroblast regulation in heart failure	\$605,234
Elias, Brenda (Centre for Aboriginal Health Research (MFN CAHR))	CIHR	Cherishing water, claiming health: A planning symposium on water as a holistic health right	\$25,000
Freed, Darren (Surgery)	University Medical Group	Optimal resuscitation of hearts from donor after circulatory death for transplantation	\$15,000
Grymonpre, Ruby (Dean's Office - Faculty of Pharmacy)	CIHR	Internation Research Network in IPE&P	\$25,000

Hatch, Grant (Pharmacology and Therapeutics)	Barth Syndrome Foundation, Inc.	MLCL AT-1 elevates cardiolipin and mitochondrial function in cardiac myocytes of Taz knockdown mice	\$40,000
Hatch, Grant (Pharmacology and Therapeutics)	University of British Columbia	Cardiolipin synthesis as a therapy for heart failure in persistent pulmonary hypertension	\$22,500
Hughes, Judith (Faculty of Social Work)	University of British Columbia	Building knowledge on determinants of health of immigrants in smaller cities: A photovoice study	\$16,595
Jacobsohn, Eric (Anaesthesia)	Manitoba Medical Service Foundation	Assessment of obstructive sleep apnea risk in obstetric patients	\$20,000
Keijzer, Richard (Surgery)	University Medical Group	Exploring prenatal therapeutic interventions using nanotechnology	\$15,000
Kobinger, Gary (Medical Microbiology)	Defyrus Inc.	Post-exposure therapy against Ebola virus with monoclonal antibodies in non-human parasites	\$56,700
Li, Yan (Medical Microbiology)	Gouvernement du Québec	Immunogenicity of the 2010-2011 trivalent inactivated influenza vaccine (TIV) against Swine-origin influenza virus (S-OIV)	\$6,000
Li, Yan (Medical Microbiology)	University of British Columbia	Immuno-epidemiologic survey: Swine-origin influenza virus (S-OIV)	\$15,000
Li, Yan (Medical Microbiology)	Dalhousie University	PHAC/CIHR Influenza Research Network (PCIRN): Controlled comparison in Canadian seniors of seasonal influenza vaccine for 2011-2012	\$41,850
Liu, Songyan (Biochemistry and Medical Genetics)	Manitoba Medical Service Foundation	Identification of RALDH2 allelic variation by exome-wide DNA capture and next generation sequencing in patients with fetal alcohol syndrome	\$23,000
Mai, Sabine (Physiology)	CIHR	Étude transdisciplinaire du cancer du sein au Mali	\$42,001
Marrie, Ruth (Internal Medicine)	McGill University Health Centre	A population study of risk factors for multiple sclerosis: The Canadian contribution to an international study	\$5,000
Marrie, Ruth (Internal Medicine)	CIHR	Critical illness in inflammatory bowel disease, multiple sclerosis and rheumatoid arthritis	\$183,622
Metge, Colleen (Community Health Sciences)	CIHR	E-mental health services for children and youth: An evidence synthesis of qualitative and quantitative research on availability, effectiveness, cost-effectiveness, acceptability, and equity	\$99,999

Miller, Donald (Pharmacology and Therapeutics)	University of Kansas Center for Research, Inc.	Modulating the BBB to improve drug delivery to the brain	\$47,500
Minuk, Gerald (Internal Medicine)	Health Sciences Centre	Retrospective study investigating the association between cancer rates and freshwater cyanobacterial contamination in Manitoba	\$16,000
Murphy, Leigh (Biochemistry and Medical Genetics)	Canadian Cancer Society Research Institute	Epigenetic-like codes for estrogen receptor alpha (Era): Era phosphorylation profiling ex vivo in human breast tumors	\$198,150
Oen, Kiem (Pediatrics and Child Health)	SickKids Foundation	Teens taking charge: An internet-based self-management program for adolescents with arthritis: A randomized coordinated trial	\$13,952
Ominski, Kimberly (Animal Science)	Alberta Beef Producers	Using residual feed intake to improve lifetime productivity of beef cattle under forage-based beef cattle production systems	\$42,000
Pathak, Kumar (Surgery)	University Medical Group	Micro RNA profile of follicular neoplasm	\$15,000
Sareen, Jitender (Psychiatry)	CIHR	Culturally grounded suicide intervention in Cree Nation communities	\$100,000
Schmidt, Brian (Physiology)	CIHR	Propriospinal transmission of the locomotor command signal	\$747,524
Singh, Harminder (Internal Medicine)	American College of Gastroenterology	Academic performance among children with inflammatory bowel disease: A population-based study	\$35,000
Soussi Gounni, Abdelilah (Immunology)	Children's Hospital Foundation of Manitoba Inc.	Role of semaphorin-3E in airway remodeling	\$40,000
Werbowski-Ogilvie, Tamra (Biochemistry and Medical Genetics)	Canadian Cancer Society Research Institute	Using human embryonic stem cells to understand early molecular events during pediatric brain tumorigenesis	\$179,835
Woodgate, Roberta (Nursing)	CIHR	Youth's voices: Their lives and experiences of living with an anxiety disorder	\$366,010
Zarychanski, Ryan (Internal Medicine)	CIHR	A pilot randomized controlled trial to evaluate the efficacy of unfractionated heparin in septic shock	\$100,000
Zarychanski, Ryan (Internal Medicine)	Manitoba Health Research Council	A pilot randomized controlled trial to evaluate the efficacy of unfractionated heparin in septic shock	\$100,000

- Five investigators have received a total of \$148,006 for seven projects from the National Networks Centres of Excellence. They are:

Researcher	Sponsor	Project Title	Funding
Linden, Rick (Sociology)	Auto21	Antisocial behaviour and the automobile: Focusing resources to prevent automobile-linked crime in Canada	\$45,000
Linden, Rick (Sociology)	Auto21	Antisocial behaviour and the automobile	\$7,000
Ojo, Olanrewaju (Mechanical & Manufacturing Engineering)	Auto21	Laser welding and durability of advanced high strength steels	\$21,250
Porter, Michelle (Kinesiology & Rec. Mgmt)	Auto21	A comprehensive training approach to enhance safe driving in older adults	\$29,756
Thomson, Douglas (Electrical & Computer Engineering)	Mitacs Inc.	Interrogation of passive wireless RF cavity sensors	\$15,000
Thompson, Shirley (Natural Resources Institute)	Mitacs Inc.	An evaluation of the energy system in an off- grid northern community: a case study at Brochet, Manitoba, Canada	\$15,000
Thompson, Shirley (Natural Resources Institute)	Mitacs Inc.	Economic and energy efficiency assessment of biomass harvesting at a northern off-grid community: a case study at Brochet, Manitoba, Canada	\$15,000

- Eight projects over \$20,000, were awarded contracts for a total of \$ 1,053,519. They are:

Researcher	Sponsor	Project Title	Funding
Arntfield, Susan (Food Science)	Canadian International Grains Institute	Use of milled pea flours with varying properties to prepare gluten free baked goods	\$24,000
Bullock, Paul (Soil Science)	Government of Canada	Integration of remote sensing data, in situ soil moisture and soil moisture modeling for improved soil moisture observation	\$80,000
Lobb, David (Soil Science)	Agriculture and Agri-Food Canada	Soil erosion study (Solicitation Number: 01799-120603/A)	\$85,500
MacDonald, Sharon (Community Health Sciences)	Health Canada	Northern Medical Unit Initiative - Medical transportation	\$698,539
Mahmud, Salaheddin (Community Health Sciences)	Manitoba Health	The Manitoba sentinel influenza vaccine effectiveness (VE) pilot project	\$50,000
Ominski, Kimberly (Animal Science)	Environment Canada	Ecoregion examination of feeding and management strategies in the Canadian beef industry	\$25,000

Roth, James (Biological Sciences)	Manitoba Conservation	Dietary reconstruction of Manitoba wolves: Implication for moose declines	\$50,000
Sareen, Jitender (Psychiatry)	Queen's University	Development of a mental health grant proposal	\$40,480

ADMINISTRATIVE MATTERS

- A draft Action Plan for **the Outstanding Workplace Initiative** has been prepared and reviewed with the President's Executive Team and is scheduled for a review with the Outstanding Workplace Guiding Team.
- **International Design Competition for a Master Plan including the former Southwood Lands** - Rejeanne Dupuis, Physical Plant and Wendy Parker, Office of the Vice-President (Administration) have joined the Campus Planning Office on one year seconded appointments to work with Michelle Richard, Director of Campus Planning, on the upcoming International Design Competition for a Master Plan including the former Southwood Lands. Rejeanne in her role as Project Director assumes responsibility for the overall management of the design competition. Wendy in her role as Competition Promotion Manager will be responsible for the overall communication and marketing of the competition. A project management team has been created to provide overall guidance and expertise to the competition process. It is comprised of Ralph Stern, Dean of Architecture; Richard Milgrom, Head of City Planning, Alan Simms and the core competition team.

A workplan including a communications/marketing and engagement component, and governance was presented to the Campus Planning Advisory Committee in March. Key next steps in the workplan will be the engagement of a Competition Advisor to assist with the overall competition, the announcement of a competition jury and the completion of the Competition Brief, a guide to the competition to be used by competing teams. The Board of Governors will review the jury selection and competition brief.

An engagement plan has been drafted, outlining engagement opportunities for the University community and external community throughout the planning process. Three neighbourhood network meetings have been held with area residents to date. Internal and external meetings with stakeholders are on-going. A major outreach/information campaign is planned to allow interested University and external stakeholders an opportunity to hear about the competition, design process – including the guiding principles and design elements and how to get involved in the process.

- Overall, the **ROSE program** is entering the current fiscal year with 24 active projects. Three projects have completed since the last report and a number will be concluding within the next six months.

Highlights include:

Finance Stream Integrated Travel & Expense System: Concur was launched at the end of October and user volume on the system continues to increase as the product is rolled out. Over 1,600 individuals are now active in the system, almost 1,000 flights have been booked, and over 1,700

expense reports have been filed. Phase in of this service is nearing completion, with Bannatyne campus being brought on board over the next several weeks. Project will conclude in June 2012.

eProcurement: A naming contest for eProcurement elicited almost 70 suggestions; 160 individuals voted on the short list and selected the name EPIC – Electronic Procurement and Information Centre. The 40 week implementation of EPIC remains on target for a scheduled launch in July, followed by 4-5 additional months of roll out across the University. Recently, a group of 22 users participated in a 1 ½ day session demonstrating the functionality of EPIC as it has been tailored to UM requirements. Feedback from that session is being used to drive some further refinements. The project is targeted to go live in July 2012.

Research Accounting: Development of four agency templates to be used for reporting financial information to various granting agencies continues. The estimated completion date is end of May 2012.

HR Stream ESS: In March, operational security issues caused by a software bug in ESS resulted in a shutdown of ESS and the postponement of any further project work on ESS. These issues have now been resolved, and ESS has been brought back online. Project work has restarted for the implementation of the Management Portal, with a planned go-live for fall 2012.

REACH-UM: Project team is currently working on developing the future state processes for hiring sessional instructors and teaching assistants. Planned go-live is fall 2012.

IT Stream - Shared Services: The project will be using the next six months to slow down and perform a collaborative assessment of the project. The intent of the review would be to identify “lessons learned” to date and to engage stakeholders with the goal of identifying opportunities for increased customer satisfaction. The deployment of service continues with existing units.

Email/Calendar: Mass migrations started at the end of February. The project recently passed the 2,000 mark for the number of faculty and staff that have been migrated to Exchange. Meetings are being held with certain units to address specific issues.

Managed Print Services: Project is fully underway. First implementations (Education, Dentistry and Administration) to be done by end of June. Forecast to have all implementations completed by March 2013.

IT Procurement Centre (ITPC): ITPC office established in University Centre. ITPC Manager hired effective May 1, 2012. Hiring of ITPC Solution consultant almost complete. Project will conclude in June 2012.

PC Commissioning and Decommissioning (PCCD): Design workshops completed and target operating model being presented for review. Planning for implementation has begun. Current forecast is a May start but completion will depend on the decision of the future state operating model.

Physical Plant Stream - Work Order Improvements: Completed and closed this period.

Integrated Workplace Management System: High level requirement definition completed. Detailed process mapping to begin in May 2012.

Project Management Improvements: Training and communication for small project procedures is complete. Model for simulating alternative tendering process is being tested. Two new design positions have been reposted.

Research Services Stream - Contracting: Institutional Costs Policy will be submitted to the Board of Governors for May 22, 2012. New functionality to allow researchers to see where their contract is in the contract tracking process to be rolled out in May 2012.

Compliance Systems Implementation: Agreement signed with Locus Technology Inc. for the Lab Animal Facilities Management modules. Reviewer processes for Human and Animal Ethics have been finalized.

Students Stream –Undergrad - Financial Aids and Awards: BSAC 8.6 upgrade completed. Configuration and development continues in the following areas: eligibility checking for awards selection; accounts payable transactions and automation of the annual finance feed for endowment funds.

Admissions: Software solution purchased from Hobsons. Team is working with the vendor to define the data needed for the on-line forms.

Customer Relationship Management (CRM): Student pages and communication messages under development with Hobsons. Student messages will be personalized based on their expressed interests.

Future Students Website: Completed and closed this period.

Classroom Scheduling: Creation of the first schedule for the Fall/Winter term of 2012 on the Fort Garry campus is expected to be completed by May 1, 2012. After that, the system will be available for additions and changes. Strategy for integrating Bannatyne Campus will begin in spring 2012.

Students Stream - Grad Studies GSEM: The CRM and Admissions projects were combined into one project: Graduate Student Enrolment Management (GSEM). Project charter approved. Software solution purchased from Hobsons. Communication and consultation with the graduate units has begun. Process review underway.

Legal Stream - Policy Development & Management: Work on the policy for the establishment of governing documents to start in May.

External Relations Stream - Marketing Communications Office: Continue to onboard people on the basis of the talent/recruitment plan. Short and long-term space issues have been resolved. Positive feedback from units as new operating model deploys.

Philanthropy: Philanthropy will continue to onboard people on the basis of the talent/recruitment plan. Report from KCI (external consultant) provided and being evaluated for impact on the planned organizational structure and resourcing needs.

- The University reached an agreement with **AESES** that was ratified by its membership on April 30, 2012. With a voter turnout of approximately 1200 members, 86% voted in favour of accepting the agreement. The agreement is on all outstanding issues with the exception of the order of the general salary adjustments. The parties have referred to Final Offer Selection arbitration the issue of whether the University's proposal for 0%, 0%, 2.9% and 2.9% over 4 years will be successful or whether the Union's proposal of 0%, 2.9%, 0%, and 2.9% will be awarded by the arbitrator. This agreement resolved a potential strike situation as a strike mandate had been achieved by the Union's bargaining team.
- The **Workplace Safety and Health** unit of the Department of Labour is reviewing the formation and operation of University safety committees to ensure compliance with the legislation.
- **US Centers for Disease Control Audit** - US funding of research above certain thresholds requires that we engage external auditors to report on the project spending. The audits must be done in accordance with US government auditing standards and include reports on internal controls and compliance with US legislation. There are two projects that exceed the threshold, one in India that has been active for a number of years, and a new one in Africa. Through an RFP, the University has retained Ernst & Young to perform the audit of the Kenya based "Increasing Access to Quality Comprehensive HIV Prevention Services for Most At Risk" funded by Centers for Disease Control and Prevention.
- The **Bottle-fill stations in University Centre** are receiving a tremendous amount of positive attention and are being used extensively. At the end of March the equivalent of over 12,000 single-uses plastic water bottles have been avoided.
- **Manitoba Hydro presented the University of Manitoba with a cheque for \$100,000.00** for the University's participation in a Power Smart for Business program. The incentive cheque was for the installation of qualifying energy efficient windows in the new Pembina Hall Residence on MacLean Crescent. Along with the financial incentive, the University has also been recognized as an Efficiency Partner by making efficiency upgrades, conserving energy and contributing to a cleaner environment. The proceeds of the cheque will go against the cost of the construction of the Pembina Hall Residence.
- **Payment Card Industry Data Security Standards (PCI DSS) Compliance** –Statement of Work documents are signed. Core cashiering work has begun. Project Planning for University of Manitoba tasks is underway.
- **CCTV Policy** – Security Services is working together with Legal Services and Risk Management, for creation of a formalized Closed Circuit Television (CCTV) Policy and Procedure and will be in compliance with UM guidelines all applicable legislation, including but not limited to Freedom of Information and Protection of Privacy Act, Privacy of Manitoba Act.
- **Construction Updates**
 - **ART Lab** - Grand Opening was held on April 12, 2012.
 - **Elizabeth Dafoe Library Learning Commons** - Gateway Construction has mobilized to site. Library functions have relocated to the second floor. Demolition began the week of April 23, 2012. Construction completion is scheduled for late August 2012.

- **Taché Hall Redevelopment** - A multi-phased construction schedule has been developed with multiple tender packages identified. The team is working on numerous packages at once, focusing on the critical path items within the greater project schedule. Upcoming tenders include piling and foundation work for the new construction components. The Taché bulk demolition has been awarded and will commence on June 8, 2012. Interior selective demolition and preparation for window replacement work is well underway. Substantial completion for all components is anticipated by July 2014.

EXTERNAL MATTERS

- As of April 30, 2012, the university has raised \$26,040,195.02 in this fiscal year.

2011/2012 Fundraising Achievements

Constituency	Total Gifts
Alumni and Friends	\$9,911,547.05
Corporations	\$3,015,376.27
Foundations/Organizations	\$7,894,693.06
Staff	\$1,200,576.13
Students and Parents	\$4,018,001.51
	\$26,040,194.02
Where gifts were allocated	Total Gifts
Capital Funds	\$5,574,745.56
Chairs/Professorships	\$1,803,560.14
Faculties/Schools/Colleges Support	\$7,248,688.05
Gifts in Kind	\$375,694.75
Libraries/Galleries/Museums	\$278,885.17
Research	\$459,062.28
Student Support	\$9,804,593.00
Unrestricted and Other gifts	\$494,965.07
	\$26,040,194.02

Significant gifts include:

- A gift of \$159,750.88 from the estate of Anne DuMoulin, to create the Anne DuMoulin Bursary in the Faculty of Social Work.
- The Manitoba Métis Federation has made a gift of \$150,000 to the Louis Riel Bursaries at the University of Manitoba.
- **Visionary Conversations**
On March 27, 2012, the 3rd Visionary Conversations “on the road” took place at the Petroleum Club in Calgary, Alberta. The event featured Dr. Michael Benarroch, Dean of the I.H. Asper School of Business, on the topic of “The Global Economy, Teetering on the Brink”. The event was attended by approximately 150 attendees comprising alumni and friends of the University of Manitoba.

The 6th Visionary Conversation – “Gender Equality: Fact or Fiction?” occurred on April 11, 2012 at the University of Manitoba Fort Garry Campus. The conversation featured the University of Manitoba’s own Dr. Kelley Beaverford, Dr. Karen Busby, Dr. Sherry Farrell Racette, and Dr. Debra Parkes. The next visionary conversation will take place on June 13, 2012 on the subject of “The Food We Eat.”

- **2012 Provincial Budget**

Honourable Stan Struthers, Minister of Finance delivered the 2012 Provincial Budget on Tuesday, April 17th. The budget provided the University with a 5% increase in operating grants and permits tuition increases at the rate of inflation. In the lead up to the budget, External Relations supported advocacy and awareness efforts for Dr. Barnard.

- **Knowledge Infrastructure Projects Update**

The University being awarded 7 projects, more than any other university in the country. Through this program the University secured \$32 million in federal funding, which was matched by provincial dollars. On April 12, 2012 the Art Research Technology Lab (ARTLab), the last of the seven Knowledge Infrastructure projects at the University of Manitoba, was officially opened.

A tremendously successful event was held to celebrate the opening of the ARTLab. The event showcased the new space while also recognizing the generous contributions of government to the funding of the building. The event earned significant media coverage, including a full morning broadcast live from the ARTLab by CTV Morning Live on April 16, 2012. Paul Hess, Director of the School of Art, as well as Patricia Bovey, Vice-Chair of the Board of Governors, President David Barnard and a number of students were among those interviewed live as the morning show highlighted the new facility for thousands of viewers.

- **Marketing Communications Update**

A number of strategic print media advertising placements helped the University of Manitoba further establish its successful, resonant "Trailblazer" brand with a wide variety of key audiences. These ads included one in *Outward* magazine (May/June issue) featuring Karen Busby as a "Trailblazer"; an advertisement in the *Globe and Mail* research insert showcasing University of Manitoba research in the *North* (April 25, 2012); and one in *Say* magazine's Made in Manitoba issue (April 20), highlighting the University of Manitoba's unique contributions to Indigenous achievement.

- **Stephen Lewis Events/Learning to Earning**

The Alumni Association sponsored a series of student events through the Learning to Earning events. In addition, the Association sponsored the two Stephen Lewis public speaking events as well as the Emerging Leader’s Dinner where Mr. Lewis was the guest speaker. Over 1500 people had the opportunity to hear Mr. Lewis speak over the two days.

- **April 2012 issue of *On Manitoba***

The April edition of *On Manitoba* magazine was mailed to 116,879 addresses. This issue features alumnus Wab Kinew, a farewell to Peter Dueck and an in-depth look at the challenges/opportunities facing researchers tasked with understanding climate and its impact on the globe.

- **Board of Directors update**

The Alumni Association Board of Directors met on April 10th. Brian Bowman, Lawyer, Pitblado, attended the Board meeting and presented a new draft of bylaws for the Association membership to vote on at the June Annual General Meeting. These bylaws were based on a set of recommendations approved by the board earlier in the year. These new bylaws open the door for a new agreement between the University of Manitoba and the Alumni Association Inc.

- The Committee of the Alumni Fund will be meeting soon to determine the recipients of the Alumni Association bursaries and scholarships.

- **Homecoming dates for 2012**

Please mark your calendars for Homecoming September 12-16, 2012.

- **Reunions update**

Thirty seven class reunions are scheduled to take place throughout 2012.

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor John Anderson will be the Speaker for the Executive Committee for the June 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. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

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

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observation

At its meeting of May 15, 2012, the Senate Committee on Awards reviewed one new offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 15, 2012).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated May 15, 2012).

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

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

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A May 15, 2012

1. NEW OFFERS

Dr. Lotfollah Shafai Bursary in Electrical and Computer Engineering - TWF

On in the occasion of Dr. Lotfollah Shafai receiving the 2011 Killiam Prize in Engineering in Canada, he and his family have established an endowment fund at The Winnipeg Foundation. The purpose of the award is to provide financial assistance to undergraduate students pursuing their studies in the Department of Electrical and Computer Engineering. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in the second, third or fourth year of study in the Department of Electrical and Computer Engineering in the Faculty of Engineering;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

Preference will be given to female students. If there are no female students who meet the criteria listed above, the bursary may be awarded to a male student who meets the selection criteria for this bursary. This bursary may not be held concurrently with the Dr. Lotfollah Shafai Bursary in Electrical and Computer Engineering established through the University of Manitoba.

The selection committee will be the Scholarship, Bursaries, and Awards Committee of the Faculty of Engineering.

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.

(Attachments I)



UNIVERSITY
OF MANITOBA

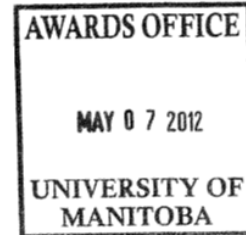
Faculty of Engineering
Office of the Dean



E2-290 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone (204) 474-9809
Fax (204) 275-3773

4 May 2012

Dr. Phil Hudson
Chair of the Senate Committee on Awards
c/o Ms. Candace Prejet, Awards Establishment
Coordinator
417 University Centre



Dear Dr. Hudson:

Re: Dr. Lotfollah Shafai Bursary in Electrical and Computer Engineering

The Faculty of Engineering at the University of Manitoba is committed to the growth of the number of women enrolled in engineering education. The female population at the University of Manitoba makes up approximately 50% of the total University of Manitoba population. The percentage of females in the Engineering graduating class is approximately 15%. However, in the Electrical Engineering program it has been as low as 5% in recent years.

The last six years of statistics from the University of Manitoba's Institutional Analysis that is listed below, substantiates our case for this award.

2001	
Computer	7/49 – 14% female
Electrical	13/44 – 30% female
2002	
Computer	5/52 – 10% female
Electrical	8/35 – 23% female
2003	
Computer	1/39 – 3% female
Electrical	8/35 – 23% female
2004	
Computer	5/45 – 11% female
Electrical	11/38 – 29% female
2005	
Computer	2/35 – 6% female
Electrical	2/22 – 9% female
2006	
Computer	1/27 – 4% female
Electrical	6/35 – 17% female

2007	
Computer	1/27 – 4% female
Electrical	2/34 – 6% female
2008	
Computer	1/14 – 7% female
Electrical	5/22 – 23% female
2009	
Computer	1/6 – 16% female
Electrical	1/18 – 6% female
2010	
Computer	2/32 – 6% female
Electrical	2/37 – 5% female

The Faculty of Engineering continues to remove any perceived or existing barriers that prevent females from entering the Faculty of Engineering. This under-represented population is very real in the Department of Electrical and Computer Engineering, and as a Faculty we believe that the proposed scholarship will aid in recruiting and retention of female students to our program. I therefore strongly support the establishment of the Dr. Lotfallah Shafai Bursary in Electrical and Computer Engineering.

Sincerely,



Jonathan Beddoes, Ph.D. , P.Eng.
Professor and Dean

JB/jt

Report of the Senate Committee on Admissions concerning a proposal from the Asper School of Business to establish a Canadian Aboriginal Ancestry Admissions Category (2012.04.03)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. To draw a robust cohort of Aboriginal students to the undergraduate program and to support the University strategic plan supporting Aboriginal achievement, the Asper School of Business is proposing to create a supernumerary admissions category for 10 students based on Canadian Aboriginal ancestry. These students will be registered with Aboriginal Business Education Partners (ABEP), a faculty-supported program created in 1994 to recruit and retain Aboriginal students.
3. This proposal was approved by Faculty Council on March 16, 2012.

Observations:

1. The Asper School currently admits students on a competitive basis through three main options. Track 1, Track 2 and Direct Entry have minimum Grade Point Average (AGPA) requirements or high school marks. Track 1 requires a minimum 2.0 AGPA, Track 2 requires a minimum 3.1 AGPA and Direct Entry requires an 85% high school average. The current competitive admission process commonly raises the minimum AGPA for admission to a point above the minimum required for eligibility consideration. Based on the history of enrolment statistics in ABEP, there are students who meet the minimum eligibility requirements but not the competitive AGPA.
2. By setting 10 spaces for students of Canadian Aboriginal ancestry, students with the minimum AGPA or high school record will gain entrance into the program, ensuring a solid Aboriginal representation in the student body.
3. Students selected for admission in this Category will be required to register with ABEP for a period of at least two academic terms. Confirmation of Aboriginal ancestry is a part of this process.
4. If there are more than 10 students who qualify in this category, then it will be a competitive process amongst the applicants. The quota will be filled by selecting students from an AGPA rank-ordered list of applicants, with first priority given to eligible applicants within Track 1, second priority given to eligible applicants within Track 2, and third priority given to high school average-ranked Direct Entry student.
5. By not altering the minimum admission requirements the quality of Asper students will be supported and, most importantly, the diversity of the student body will be enhanced. Similar special consideration categories for applicants of Aboriginal ancestry are available through several other faculties of the University.

Recommendation:

The Senate Committee on Admissions recommends to Senate that, effective for September 2013 intake, students of Canadian Aboriginal ancestry may apply for admission into the Bachelor of Commerce (Honours) Degree program for a supernumerary admission category entitled Canadian Aboriginal Ancestry Category, under the regulations stated below:

1. All minimum admission requirements must be met but up to ten spaces will be available for students who may not be competitive within the general applicant pool.
2. If more than 10 qualified students apply through this category, then successful applicants will be determined on a competitive basis within this pool of applicants following a specific priority system that recognized preparedness for the degree.
3. All students admitted within the category will register with the Aboriginal Business Education Program (ABEP) for a minimum of two terms following admission.
4. The Dean of the I.H. Asper School of Business will review this supernumerary admission category after a three-year period of time, from implementation, report back to Faculty Council, and then make a decision to continue or dissolve this admission category.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering proposing a change to the admissions and transfer regulations (2012.04.16)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Engineering's Student Progress and Academic Status regulations stipulate that a student may be ruled ineligible to proceed in Engineering if, after the completion of 72 credit hours, the ratio of credit hours passed to credit hours attempted drops below 75%. These regulations were not reflected in the Faculty's admission requirements and, thus, a student could be assessed as eligible for admission while failing to meet the minimum standards for student progress. This proposal will integrate the student progress and academic status regulations with the admission requirements. The proposal was approved at the Engineering Faculty Council on February 15, 2012. This was also discussed and approved as part of the April 16, 2012 SCADM meeting.

Observations:

1. The wording in the Faculty of Engineering Undergraduate Calendar for the 2012-2013 academic year will read: (additions in italics):

A minimum of 8 of the 12 courses in the Preliminary Engineering Program, section 4.2, each with a minimum grade of "C" and a minimum adjusted grade point average (AGPA) of 2.0. *In addition, if the total number of credit hours attempted by the student in all courses that apply in the Faculty of Engineering meets or exceeds 72, then the ratio of those credit hours passed to hours attempted must be greater than or equal to 75%*

2. This new wording and procedure will provide early identification of students experiencing academic difficulty

Recommendation:

The Senate Committee on Admissions recommends to Senate that, effective for the September 2012 intake, students who will fail to meet the 75% success standard on 72 or more credit hours applicable in the Engineering program be denied admission to the Faculty.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Nursing to introduce a policy for screening for oral English proficiency in the selection of students for the Bachelor of Nursing program (2012.04.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. Oral English is defined in this document as language transmitted and received through speech and hearing.
3. Lack of proficiency in oral English is creating significant problems for some students who are admitted to the Four-Year Baccalaureate Nursing Program, even though these students have demonstrated their language proficiency through an assessment test such as the Test of English as a Foreign Language (TOEFL), or who qualified for a waiver of assessment tests by virtue of length of residency or completion of high school in Canada.
4. This proposal was approved by Faculty Council on April 12, 2012.

Observations:

1. All applicants for admission to the University are assessed for English language proficiency in accordance with the policies set out in Attachment 1. Applicants demonstrate proficiency either through an English language proficiency test or by qualifying for a waiver. Canadian citizens and citizens of other English speaking countries qualify for English proficiency by virtue of years lived in an English-speaking country.

All of the acceptable proficiency tests assess reading, writing, and listening, but not all test speaking skills.

All applicants are screened at point of entry to the University and, currently, the same standard is applied across all faculties with the exception of applicants to Law where only four different proficiency tests are allowed (Test of English as a Foreign Language [TOEFL], the International English Language Testing System [IELTS], the Canadian Test of English for Scholars and Trainees [CanTEST], or the Canadian Academic English Language Assessment [CAEL]) and higher minimum standards are required.

2. A growing number of applicants to the Faculty of Nursing report a primary language other than English.

Over the period of 2007-2011, 2933 applications were submitted for the Four-Year Baccalaureate Nursing program, and 1229 offers of admission were made. Thirteen percent of all applicants to Nursing over this five year period declared a primary language other than English. Twenty-three percent of all students who were offered admission had a primary language other than English. Permanent Residents were the group most likely to have a primary language other than English.

The number of applications from the groups most likely not to have English as their primary language has increased over this time period, from 56 in 2007 to 87 in 2011. The total pool of applicants has also risen over the past five years, from 476 to 608. If all applicants to Nursing were asked to declare their primary language, using the definition from the general application for admission to the University, an estimated 13% would state their 'mother tongue' was not English. With a projected applicant pool of 640 students, approximately 83 applicants would report that their primary language is not English.

See Attachment II for details of applications over the five year period.

3. The ability to communicate effectively in the clinical setting is a critical element of the student's ability to provide safe, ethical and competent care.

The University's current admission policy [must demonstrate a command of the English language sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions] is silent on the issue of proficiency in oral English in the clinical practice setting.

English is the working language of the Manitoba Health Care System.

The College of Registered Nurses of Manitoba (CRNM) requires all graduates of nursing education programs in Manitoba whose primary language is not English or French to write a language test (CELBAN, IELTS Academic Version or TEF) prior to allowing them to sit for the Canadian Registered Nurse Examination (CRNE). Candidates are tested in all four domains (writing, speaking, listening, and reading) (Attachment III). In the future, the CRNE hopes to require all graduates of nursing education programs in Manitoba to write a language test prior to allowing them to sit for the CRNE.

4. Lack of proficiency in oral English is creating significant problems for the students who are admitted to the Four-Year Baccalaureate Nursing Program without any assessment of their oral English proficiency.

A growing number of students whose primary language is not English:

- experience significant psychological and financial stress related to the academic challenges associated with the Faculty's high expectations related to oral communication in English;
- experience difficulty in achieving the course objectives for the program's clinical courses;
- receive learning contracts in clinical courses because of communication errors;
- fail clinical and skills courses;
- are debarred from clinical courses because of unsafe clinical practice;
- are required to withdraw from the program because of failures in clinical courses¹

¹ The Faculty's regulation regarding failures in clinical courses reads as follows: "Students will be permitted to repeat a nursing course only once following a failure. Withdrawal from the program will be required following a second failure in the same nursing course or any two clinical courses. Students who fail a Nursing course twice and are required to withdraw from the Faculty of Nursing are ineligible for re-admission to the Faculty of Nursing."

- are not allowed to register in any further nursing courses until they can improve their oral English proficiency, including accepting referrals to the English Language Centre, Employment Solutions for Immigrants, Inc. or other programs offering EAL programs;
- experience delays in program completion; and/or
- abandon the Faculty and/or the University of Manitoba because of the difficulties associated with meeting the demands for oral communication in English.

Percentage of Oral English Issues in Clinical Courses by Status and Declared Primary Language: 2007 – 2011

Status in Canada	Total admits	English primary language	EAL	% EAL	Identified oral English issues	% of EAL Students
Canadian Citizen	1094	1033	196	18%	7	3.6%
Permanent Resident	93	27	66	71%	14	21.2%
Study Permit*	38	20	16	42%	9	56.3%
Other**	4	3	1	25%		
TOTAL	1229	1083	279	23%	30	2.4%

The academic and personal issues experienced by students who lack the level of oral English proficiency required by a health care professional is creating a significant burden for the Faculty of Nursing. The Faculty does not have the skills and resources necessary to assist these students.

The Faculty believes that it is unethical to admit a student to the Four-Year Baccalaureate Nursing Program if the student does not have the proficiency in oral English required to be a safe practitioner.

Recommendation:

The Senate Committee on Admissions recommends to Senate that, effective for the September 2013 intake, applicants to the Four-Year Baccalaureate Nursing program be screened for English oral proficiency (listening and speaking) sufficient to meet the profession's standards for the provision of safe, ethical and competent care.

All applicants will be required to provide the following information:

- the language that the applicant primarily uses for reading, writing, listening and speaking;
- the language that the applicant first learned and understood in childhood; and
- the language that is known best and with which the applicant is most comfortable.

Any applicant who provides a response of any language other than English to at least one of the three criteria listed above will be categorized as an applicant whose primary language is not English. These applicants will be required to provide an objective assessment of their oral English proficiency as part of their application to the Four-Year Baccalaureate Nursing Program.

To be considered for admission to the Four-Year Baccalaureate Nursing Program, applicants must demonstrate level of oral English proficiency equivalent to a Canadian Test of English for Scholars and Trainees (CanTEST)² score of:

- Listening: 5
- Speaking: 5

CanTEST assessments will be offered by the English Language Centre at several times during the year. The results of the assessment are valid for two years from the date of the assessment. Any cost associated with the assessment will be the responsibility of the applicant.

Dishonest applications with regards to the identification of the applicant's primary language will be considered application fraud and the admission of these applicants may be revoked.

The Faculty of Nursing reserves the right to require any student at any point in the program who demonstrates an unsatisfactory command of oral English to meet with the Associate Dean, Undergraduate Programs or designate to address the concern and implement an appropriate remediation plan. Failure to meet the remediation plan may result in the student being required to withdraw from the Four-Year Baccalaureate Nursing Program or being required to take a leave of absence from the program to obtain a higher proficiency in oral English.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

² The selection of CanTEST was based on a recommendation from the English Language Centre. Equivalent scores in other language tests will be considered on a case-by-case basis.

Attachment 1: University of Manitoba English Language Proficiency Policy

English is the language of instruction and communication at the University of Manitoba. Accordingly, an applicant whose **primary language** is not English, or whose previous education has been conducted in another language, must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions.

Applicant Categories

1. **Canadian Citizens, Permanent Residents and others whose primary language is English**
All such applicants are deemed to be proficient in English by virtue of having lived and been educated in a country where English is a common or primary language.
2. **Canadian Citizens and Permanent Residents whose primary language is *NOT* English**
All such applicants must provide evidence of proficiency in English by meeting the University of Manitoba standards as outlined in the following English Proficiency Options numbered 1-5.
3. **Student Authorization Applicants (Student Visa)**
All applicants who are NOT Canadian Citizens or Permanent Residents of Canada and whose primary language is not English must provide evidence of proficiency in English by meeting The University of Manitoba standards as outlined in the following English Language Proficiency Options numbered 2-5.

Please note: the term "primary language" is defined as that language which is most commonly used in homes, communities and daily commerce in your native country. It may or may not be the country's official language or one of the country's official languages or the language of instruction.

English Language Test Score Requirements

If your primary language is not English, you will be required to demonstrate your proficiency in the use of the English language by meeting any of the options 1-7 listed below. Please note that the information in this section applies to students entering undergraduate programs of study. If you are applying for admission to a graduate program, please check their website for information on each program's English language proficiency requirements.

1. a) ***Paper-Based TOEFL*** (Test of English as a Foreign Language)
Achieve a minimum score of 550 with no less than 50 (unscaled) in each component.
OR
b) ***Computer-Based TOEFL*** (Test of English as a Foreign Language)
Achieve a minimum score of 213 with no less than 17 in each component.
OR
c) ***Internet-Based TOEFL*** (Test of English as a Foreign Language)
Achieve a minimum score of 80 with no less than 19 on each of component.

2. Achieve minimum scores of 4.5 in Reading, 4.5 in Listening, and 4.0 in Writing on the **CanTEST** (Canadian Test of English for Scholars and Trainees) .
3. Achieve a minimum score of 6.5 based upon the Academic Module on the **IELTS** (International English Language Testing System).
4. Achieve a minimum score of 80 on the **MELAB** (Michigan English Language Assessment Battery) offered by the University of Michigan.
5. Achieve a minimum grade of C in the **University of Cambridge Certificate of Proficiency in English**.
6. Achieve a score of 60 or more in the **CAEL** (Canadian Academic English Language Assessment).
7. Achieve a minimum of 58% in the **Pearson Test of English**.
8. Achieve a minimum of 65% in Level 5 of the direct entry English program (also known as Intensive Academic English Program or **IAEP**), as taught by the English Language Centre of the University of Manitoba.

Results for most language tests, including TOEFL, IELTS, and CanTEST, expire two years from the test date. Please confirm the validity of your test results.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT WAIVER

An English language proficiency waiver may be granted to anyone who is a Permanent Resident, Naturalized Canadian, or on a Student Authorization. Persons seeking a waiver must complete an application for the waiver, provide supporting documentation, and have the evidence assessed as satisfactorily meeting one of the following qualifications:

1. Ten consecutive years of residency in Canada this may include years of study in Canada. The period of residency will be the time lapsed between the 'Landed On' date on the 'Record of Landing' document and July 1 of the year of application form.
2. Successful completion of a three year secondary school program in Canada or a three year post secondary education in Canada or any combination of three years of successful secondary and post secondary education in Canada.
3. Graduation from a Manitoba high school with 5 credits at the Senior 4 level, which include two credits of English at the 40 level with an average grade of 75%.
4. A grade of 5 or better on the International Baccalaureate Higher Level English course, or a grade of 4 or greater on the Advanced Placement English (English Composition; Literature and Composition).

For further information on the criteria for an English language proficiency waiver, or for the addresses for TOEFL, CanTEST, IELTS, or MELAB, contact the Enrolment Services Office

Attachment II: Application and Admission Data: 2007 – 2011

Over the period of 2007-2011, 2933 applications were submitted for the Four-Year Baccalaureate Nursing program, and 1229 offers of admission were made.

Thirteen percent (13%) of all applicants to Nursing over this five year period declared a primary language other than English. Twenty-three percent (23%) of all students who were offered admission had a primary language other than English. Permanent Residents were the group most likely to have a primary language other than English.

Status in Canada	Applicants				Admitted			
	English primary language	Other primary language	Total applicants	% Other primary language	English primary language	Other primary language	Total admits	% Other primary language
Canadian Citizen	2390	178	2568	7%	1033	196	1094	18%
Permanent Resident	71	158	229	69%	27	66	93	71%
Study Permit*	69	53	122	43%	20	16	38	42%
Other**	9	5	14	36%	3	1	4	25%
TOTAL	2539	394	2933	13%	1083	279	1229	23%

* including Minnesota Reciprocity applicants

** includes unknown, other, refugee, in Canada on another visa

If all applicants to Nursing were asked to declare their primary language, using the definition from the general application for admission to the University, an estimated 13% would state their 'mother tongue' was not English. With a projected applicant pool of 640 students, approximately 83 applicants would report that their primary language is not English.

Application year	Sep-07	Sep-08	Sep-09	Sep-10	Sep-11
Canadian Citizen	414	491	584	560	519
Permanent Resident	38	49	41	50	51
Study Permit*	18	19	23	26	36
Other**	6	6	0	0	2
TOTAL	476	565	648	636	608
Applicants who are PR or hold Study Permits	56	68	64	76	87
% of pool	12%	12%	10%	12%	14%

Attachment III: College of Registered Nurses of Manitoba Language Testing Fact Sheet, Excluding Tables

FACT SHEET

LANGUAGE TESTING

To provide safe, ethical and competent care, registered nurses must be able to understand and be understood by their clients, advocate for them and communicate effectively with other health care providers. Communication skills – speaking, listening, reading, writing and comprehension – are extremely important for providing safe registered nursing care.

As a result, fluency in English or French is a requirement for registration with the College of Registered Nurses of Manitoba. This requirement is specified in the Registered Nurses Act.

ENGLISH LANGUAGE FLUENCY

Applicants for registration in Manitoba who meet one or more of the following criteria are deemed to have reasonable fluency in English:

- (a) applicants who have declared their first language is English*;
- (b) applicants who are currently registered or have been registered in the previous two years as a registered nurse in another jurisdiction in Canada;
- (c) applicants who have recently successfully completed a course of instruction where the College of Registered Nurses of Manitoba is satisfied that completion establishes fluency in written and spoken English.

All other applicants are required to provide evidence of competence in and a comprehension of the English language by successfully completing one of the tests in Table 1.

FRENCH LANGUAGE FLUENCY

Applicants for registration in Manitoba who meet one or more of the following criteria are deemed to have reasonable fluency in French:

- (a) applicants who have declared their first language is French*;
- (b) applicants who are currently registered or have been registered in the previous two years as a registered nurse in another Canadian jurisdiction where French is an official language;
- (c) applicants who have recently successfully completed a course of instruction where the College of Registered Nurses of Manitoba is satisfied that completion establishes fluency in written and spoken French.

All other applicants are required to provide evidence of competence in and a comprehension of the French language by successfully completing one of the tests in Table 2.

*The College defines first language as:

The language you primarily use for reading, writing, listening and speaking, and is

- a) the language you first learned and understood in childhood, or
- b) the language you know best and are most comfortable with.

Report of the Senate Committee on Admissions concerning a proposal from the Université de Saint-Boniface to effect four changes in admission requirements that will align their requirements with those at the University of Manitoba (2012.04.18)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The following motions were adopted by the Conseil de direction des études (CDE) on January 26, 2012 (recommendations 2 and 3 below) and February 23, 2012 (recommendations 1 and 4 below).

Observations:

1. The Université de Saint-Boniface proposes to increase the minimum grade point average (GPA) required for admission to the Bachelor of Education programs from 2.0 to 2.5, to reflect the motion that was passed by the University of Manitoba Senate in May 2011. This change in policy at the Université de Saint-Boniface will not only bring the GPA required for admission to the B. Ed. program in line with the GPA required for progression through the program, but also with the GPA required by other professional faculties at the Université de Saint-Boniface such as the School of Social Work. Moreover, the change in policy will also reflect the admission policies of many other faculties of Education across the country.
2. The Université de Saint-Boniface will establish direct entry options for their programs in Arts, Science, and Business Administration that are in keeping with, and that respect all of the conditions of direct entry, as adopted by the University of Manitoba Senate in December 2010. The only difference in the standards is the requirement for French/français 40S or 40U instead of English 40S or 40U.

Recommendation:

The Senate Committee on Admissions recommends to Senate that, effective for the September 2012 intake, applicants to the Université de Saint-Boniface meet the admission requirements listed below which reflect policies previously established at the University of Manitoba:

1. That the minimum cumulative grade point average required for admission to the Faculty of Education be increased from 2.0 to 2.5 to align with the requirements for admission to the Faculty of Education that was passed by Senate in May 2011.
2. That the applicants for direct entry to the Faculty of Arts at USB be required to meet the same entrance standards as applicants to Arts at the University of Manitoba:

Applicants must have a minimum 85% average in three specified Manitoba Grade 12 S (Specialized) or U (Dual Credit- University) courses, including:

- a. One credit in French/français

- b. Two additional 40S or U courses

Each of these three designated courses requires a minimum 60% grade. Applicants must also meet the general University requirements which include Manitoba high school graduation, with a minimum of five full credits at the Grade 12 level in courses designated S, U, or G (General).

- 3. That the applicants for direct entry to the Faculty of Science at USB be required to meet the same entrance standards as applicants to this Faculty at the University of Manitoba:

Applicants must have a minimum 85% average in three specified Manitoba Grade 12 S or U courses, including:

- a. One credit in French/français
- b. One 40S or U credit in Pre-Calculus Mathematics (recommended) or Applied Mathematics.
- c. One 40S or U credit in 40S Biology, Chemistry, Physics, or Computer Science

Each of these three designated courses requires a minimum 60% grade. Applicants must also meet the general University requirements which include Manitoba high school graduation, with a minimum of five full credits at the Grade 12 level in courses designated S, U, or G (General).

- 4. That the applicants for direct entry to the School of Business Administration at USB be required to meet the same entrance standards as applicants to this Asper School of Business at the University of Manitoba:

Applicants must have a minimum 85% average in three specified Manitoba Grade 12 S or U courses, including:

- a. One credit in French/français
- b. One 40S or U credit in Pre-Calculus Mathematics (recommended) or Applied Mathematics
- c. Another 40S or U credit

Each of these three designated courses requires a minimum 60% grade. Applicants must also meet the general University requirements which include Manitoba high school graduation, with a minimum of five full credits at the Grade 12 level in courses designated S, U, or G (General).

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

Report of the Senate Committee on Course and Curriculum Changes Part B – Submitted to Senate for Ordinary Debate

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. This part of the report contains observations and recommendations on course change proposals for units where the net increase is more than nine credit hours. The Senate Planning and Priorities Committee was provided with copies of these proposals as well.

Observations

1. Faculty of Agricultural and Food Sciences

Approval of the following courses was implicit in the approval of the proposal for the Internationally Educated Agrologists Program **AGRI 1010 Business Communication (3)**, **AGRI 4000 Practising the Profession of Agrology I (3)**, and **AGRI 4010 Practising the Profession of Agrology II (3)** (Senate Committee on Curriculum and Course Changes ; Senate Planning and Priorities Committee, ; Senate, April 4, 2012).

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT Senate approve the curriculum and course changes from the units listed below:

Faculty of Agricultural and Food Sciences

Respectfully submitted,

Professor H. Frankel, Chair
Senate Committee on Curriculum and Course Changes

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

Faculty of Agricultural and Food Sciences

Introductions:

AGRI 1010 Business Communication Cr.Hrs. 3 +3
Strengthen the thinking, writing, speaking and listening skills required by IEAP students to succeed in the agricultural, food science or agri-business world. Students will develop an understanding of cultural influence in communication tasks used in academic and workplace settings. Pre-requisite: Must be enrolled in the Internationally Educated Agrologists Program.

AGRI 4000 Practising the Profession of Agrology I Cr.Hrs. 3 +3
Prepare IEAP students to practise the profession of Agrology in Manitoba with an emphasis on understanding and therefore integrating into the Manitoba Agriculture sector; how it functions, and networking with industry. Pre-requisite: Must be enrolled in the Internationally Educated Agrologists Program.

AGRI 4010 Practising the Profession of Agrology II Cr.Hrs. 3 +3
Understanding of the role of a practising agrologist in Manitoba, with an emphasis on professional ethics and responsibilities, regulations of the agriculture profession in Canada, cultural differences, and the culture of the work environment. Pre-requisite: Practising the Profession of Agrology I, AGRI 4000.

NET CHANGE IN CREDIT HOURS: +9

University of Manitoba


ARTICULATION AGREEMENT PROPOSAL

Articulation agreements are formal signed bilateral agreements between two institutions that spell out the terms and conditions for recognizing the prior learning of a student at one of the institutions (the 'partner' or 'sending' institution) within the context of a specific program and credential offered by the second institution (the 'receiving institution', in this case the University of Manitoba). Typically, the student earns a credential at the partner institution and is granted guaranteed block transfer credit within a program at UM, usually shortening the path to the credential that is ultimately sought. Often, the first credential is a one-year or two-year certificate or diploma earned at a college with the second credential being a three-year or four-year degree earned at UM.

NOTE: Please prepare two (2) copies of this proposal for signature and delivery to the Vice-Provost (Academic Planning and Programs).

PROPOSED BY

This form should be completed by the UM Program Link Person (the person with oversight for the proposal—identified in "1" below) and submitted to the relevant Faculty Council for approval. The proposal should be approved by the relevant Faculty Council and then forwarded to the Vice-Provost (Academic Planning and Programs) for processing.

1. **UM Link Person:**  Dr. Bonnie Hallman 03/16/12
Signature PRINT NAME
 Associate Dean, Academic bonnie_hallman@umanitoba.ca 8591
Position Email Phone

PROPOSAL

2. **Proposing Faculty:**
 Clayton H. Riddell Faculty of Environment, Earth, and Resources (Riddell Faculty)
3. **Department:**
 Department of Environment and Geography
4. **UM program to which advanced entry is sought** (Provide approved program name, credential and credential abbreviation):
 (B.Env. (Environmental Science)) Major, Major Co-op, Honours or Honours Co-op, with focus area in Natural Resource Management or Wildlife Management
5. **Name and address of partner institution:**
 University College of the North (UCN)
 Box 3000
 436 7th Street East
 The Pas, Manitoba R9A 1M7
6. **Name and designation of the Link person from the partner institution proposing the Articulation Agreement** (Include full contact information including phone & email):

Associate Dean, Academic, UM, Riddell Faculty	Dr. Bonnie Hallman 474-8591 bonnie_hallman@umanitoba.ca
VP Academic and Research University College of the North (UCN)	Kathryn A. McNaughton, Ph.D. The Pas, MB R9A 1M7 tel: 204.627.8558 fax: 204.623.4831 kmcnaughton@ucn.ca
Chair, Science Area, Faculty of Arts and Science University College of the North (UCN)	Rob Penner T. 204-623-0550 rpenner@ucn.ca

7. **Name and designation of person to sign the Articulation Agreement for the partner institution** (Include full contact information including phone & email):

VP Academic and Research University College of the North (UCN) Box 3000 436-7 th Street East	Kathryn A. McNaughton, Ph.D. The Pas, MB R9A 1M7 tel: 204.627.8558 fax: 204.623.4831 kmcnaughton@ucn.ca
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8. Numbers of students to be admitted at each intake: Expected No. [3 – 5]; Maximum No. [10].
9. Start date, number of years for which the agreement is proposed to run: Start date [September / 01 / 2012]; Period of agreement [5 years, followed by review] years.

10. Detail any costs accrued to UM arising from this proposal:

A letter from the Budget Dean detailing how any costs arising will be met must accompany the completed proposal, and funding requests for consideration by the Senate Planning and Priorities Committee (SPPC) must be submitted on the SPPC Program Proposal Budget form (available at <http://umanitoba.ca/admin/governance/forms/index.html> -> OTHER FORMS -> Senate Planning and Priorities Committee Program Proposal Budget Form)

Funding needed for recruitment trip(s)

Riddell Faculty Student Services and Dean's Office representation at UCN events on the main campus in The Pas. (See attached letter from Dean)

11. Benefits anticipated from this agreement to the partners and students:

Extends opportunities for resource management training / knowledge for northern/indigenous/aboriginal students
Develops identity of Riddell Faculty and UM as an educational 'first choice' in northern Manitoba
Increases diversity of B.Env. (Environmental Science) program

12. Have any challenges or barriers to this agreement been identified? If so, how will they be ameliorated:

Potential advising/adjustment issues addressed via:

- Early and regular interaction with Student Services staff
- Early and regular contact with Red Eagle Lodge
- Orientation for transfer students (to UM, Winnipeg and the Riddell Faculty)

13. Partner program from which advanced entry is sought:

Natural Resources Management Technology (NRMT) Diploma

14. Is transfer limited to graduates of the above program? [☒] YES [] NO.

Provide details of the requirements for advanced entry (provide a detailed mapping of the Partner's course/work requirements to the UM program on the attached Mapping Form):

'C' average or higher with no grades of 'F'

15. Combined duration of the articulation program, in years, e.g., 4 (UM 2 + Partner 2) yrs.

NRMT Diploma: 2 years

B.Env. (Environment Science): 2 years (60 credit hours)

Total = 4 years – equivalent of 120 credit hours.

16. Is there a co-op requirement/option to the program? [☒] YES [] NO.

There is a co-op option in the Bachelor of Environment (Environmental Science)

17. What mechanisms are in place to allow any students on the articulation pathway to complete their studies should the articulation be withdrawn:

Any in-course articulation students would of course finish their degrees as UM students. Any discontinuation of the articulation agreement would have to have a 1-year 'lag' to allow students entering the 2nd year of their NRMT Diploma and intending to move to the UM B.Env (Environmental Science) to do so.

18. Are formal interactions with faculty and students at the partner institution planned in relation to this agreement (please describe):

Yes.

- Regular interaction and communication with the UCN Science Area Chair
- Annual recruitment event(s)/trip(s)

19. Will feedback be provided to the partner program about student performance and attainment (please describe):

Yes. An annual summary report will be prepared on the performance of articulation students, and shared between UM and UCN.

20. Frequency of review of this agreement:

The agreement will be formally reviewed after 5 years. Revisions to the agreement may be made as needed on an annual basis.

APPROVALS

FACULTY REVIEW AND APPROVAL *(completed by proposing Faculty)*

Approved by Dean, UM Faculty: _____

[Signature]

NORMAN HADEN

03/16/12

Approved by UM Faculty Council: _____

[Signature]

SKIESCH

03/16/12

Proposing Faculty to forward the completed proposal to the Vice-Provost (Academic Planning and Programs)—Electronic and original copies

SENATE REVIEW AND APPROVAL

Senate Committee on Curriculum & Course Changes Review: _____

Date (mm/dd/yyyy)

Senate Committee on Admissions Review: _____

Date (mm/dd/yyyy)

Senate Planning and Priorities Committee Review (required []Y/[]N): _____

Date (mm/dd/yyyy)

Senate Approval: _____

Date (mm/dd/yyyy)

PROVOST REVIEW AND APPROVAL

Approved by Vice-President (Academic) and Provost: _____

Signature

Date (mm/dd/yyyy)

Conditions:

PARTNER INSTITUTION APPROVAL *(Please sign both copies; retain one for your files and return the other to the Vice-President (Academic) and Provost, UM)*

Approved by Partner Institution: _____

Signature

PRINT

Date (mm/dd/yyyy)

Signed Copy Routing (* Action by Provost's Office):

- ☐ Copy to Dean's Office, Proposing UM Faculty
- ☐ Copy to Partner Institution Signatory
- ☐ Copy to Admissions
- ☐ Copy to COPSE

Articulation 'Mapping Form' – Detailed mapping of the Partner's course/work experience to the UM program.

UMB Program:			Partner Program: Subject(s) that map to UMB courses.	
Course ID	Course Name	Cr Hrs	Course	Grade Minimum ¹
ENVR 1000	Environmental Science 1 - Concepts	3	Totality of program	'C'
STAT 1000	Basic Statistical Analysis 1	3	UC.MSC.1690 Biostatistics	'C'
BIOL 1XXX	Unallocated Credit	3	UC.RRR.1030.L Botany	'D'
BIOL 1XXX	Unallocated Credit	3	UC.RRR.1060.L Zoology	'D'
GEOL 1XXX	Unallocated Credit	3	UC.RRR.1020.L Earth Science	'D'
GEOG 1XXX	Unallocated Credit	3	UC.RRR.1050.L Navigation and Global Positioning Systems	'D'
BIOL 2XXX	Unallocated Credit	3	UC.RRR.2050.L Fisheries Management	'D'
BIOL 2390	Introductory Ecology	3	UC.RRR.1010 General Ecology	'D'
BIOL 2XXX	Unallocated Credit	3	UC.RRR.2100.L Aquatic and Wildlife Ecology	'D'
GEOG 3200	Introduction to Remote Sensing	3	UC.RRR.2030.L Air Photo Interpretation	'D'
GEOG 2250	Introduction to Geographic Information Systems	3	UC.RRR.2010 Geographic Information Systems	'D'
ENVR 2XXX	Unallocated Credit	3	UC.RRR.2020 Environmental Assessment	'D'
ENVR 2350	Technical Communication in the Environmental Sectors	3	UC.ART.1800 Scientific Writing + IIC ART 2450 Public Relations and	'D'
REC 2XXX	Unallocated Credit	3	UC.RRR.2410. Park Management	'D'
ENVR 3020	Extended Field Topics in Environmental Science 1 (Course topics vary. Students may hold more	3	UC.RRR.2070.L Forestry Practices	'D'
ENVR 3020	Extended Field Topics in Environmental Science 1	3	UC.RRR.2080.L Timber and Forestry Management	'D'
ENVR 3020	Extended Field Topics in Environmental Science 1	3	UC.RRR.1040.L Water Resources	'D'
ENVR 3020	Extended Field Topics in Environmental Science 1	3	UC.RRR.1201.L Resource Field Safety and Skills +	'D'
ENVR 3XXX	Unallocated Credit (Not to be held in lieu of ENVR 3160 Environmental Responsibilities and	3	UC.RRR.1080.L Natural Resources Law Enforcement	'D'
BIOL 4390	Principles of Wildlife Management	3	UC.RRR.2090.L Wildlife Management	'D'
		60 ch	¹ Note: 'C' average or higher with no grades of 'F'	

April 11, 2012

Dr. Bonnie Hallman
Associate Dean Academic
Clayton H. Riddell Faculty of Environment, Earth, and Resources
University of Manitoba
Winnipeg, MB R3T 2M5

Dear Dr. Hallman:

I am writing in support of the proposed Natural Resources Management Technology (NRMT) diploma-Bachelor of Environmental Science (B.Env.Science) articulation agreement, which will be presented to the University of Manitoba Senate committee on Admissions for review. The University College of the North has enjoyed a strong working relationship with the University of Manitoba, in particular the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Currently, two NRMT graduates are pursuing degrees at Clayton H. Riddell; faculty members from UCN are also enrolled in doctoral programs at the Natural Resources Institute within the Clayton H. Riddell Faculty.

We believe that the proposed articulation agreement presents a well-designed road map which will assist future NRMT graduates in their progress to completion of undergraduate degrees at the University of Manitoba. Partnerships such as this are vital to us in meeting our students' educational needs, and also provide greater opportunities for our faculty members. We value the relationships that have been forged between our two institutions, and look forward to having an articulation agreement in place.

Sincerely,



Kathryn A. McNaughton, Ph.D.
Vice-President, Academic & Research

Report of the Senate Committee on Admissions concerning a Proposal from the Clayton H. Riddell Faculty of the Environment, Earth and Resources proposing an articulation agreement with University College of the North (2012.04.16)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Clayton H. Riddell Faculty of Environment, Earth, and Resources (Department of Environment and Geography) has proposed an articulation agreement with the University College of the North. The agreement would allow graduates of the Natural Resources Management Technology (NRMT) Diploma advanced entry into a Bachelor of Environmental Science Major, Major Co-op, Honours or Honours Co-op, with focus areas in Natural Resources Management or Wildlife Management. This articulation was approved by the Riddell Faculty Council on March 16, 2012. This was also discussed and approved as part of the April 16th, 2012 SCADM meeting.

Observations:

1. Students are required to successfully complete an NRMT Diploma (2 years) from the University College of the North and will then be required to complete an additional 2 years (60 credit hours) of study in the Riddell Faculty after which they will receive a B. Env. (Environmental Science) degree.
2. Students will require a 'C' average or higher with no grades of 'F' in order to be eligible to transfer into the program at the University of Manitoba.
3. This agreement will extend opportunities for resource management training and knowledge for northern students

Recommendation:

The Senate Committee on Admissions recommends that Senate approve this articulation agreement between Clayton H. Riddell Faculty of the Environment, Earth and Resources and University College of the North (UCN); the agreement includes completion of a two year NRMT diploma at UCN, followed by two years (60 credit hours) of studies in Clayton H. Riddell Faculty of the Environment, Earth and Resources, and culminates in a B. Env. (Environmental Sciences). The agreement would be effective September 2012, and be reviewed after a five year period.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

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

Report of the Senate Committee on Course and Curriculum Changes RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Environmental Science Degree – University College of the North, Natural Resources Management Technology Diploma

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. At its meeting of April 26, 2012, the SCCCC considered a proposal for an articulation agreement between the University of Manitoba and the University College of the North (UCN), for a term of five years beginning September 2012. The proposed articulation agreement would permit graduates of the Natural Resources Management Technology (NRMT) Diploma program at UCN to receive advanced standing in a Bachelor of Environmental Science (B.Env.Sci.) degree in the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

Observations

1. The objectives of the proposed articulation agreement between the University of Manitoba, Clayton H. Riddell Faculty of Earth, Environment, and Resources and the University College of the North, are to: (i) extend opportunities for the acquisition of resource management training and knowledge to northern, Indigenous, and Aboriginal students; (ii) increase the diversity of the B.Env.Sci. program; (iii) increase students’ opportunities for mobility between the participating institutions; and (iv) develop an identity for the Clayton H. Riddell Faculty of Earth, Environment, and Resources and the University of Manitoba in Northern Manitoba as a leading choice for postsecondary education.
2. The articulation agreement would permit graduates of the NRMT Diploma, who have attained a minimum average of “C” with no “F” grades and who have been admitted to the University, to receive credit for the first two years (60 credit hours) of a B.Env.Sci. degree. Students would complete the final two years (60 credit hours) of the degree program at the University. Students would register in the Major, Major Co-op, Honours, and Honours Co-op programs, with a Focus Area in Natural Resource Management or Wildlife Management.
3. The Committee observed that students who elect to complete a co-operative option would require more than two years to complete the B.Env. Sci. degree.
4. The Committee heard that the UCN courses, UC.ART.1800 Scientific Writing and UC.ART.2450 Public Relations and Communications, are very challenging courses and would, although it is not necessary given that students are admitted to year three of the degree program, satisfy the University’s “W” requirement.

5. The Committee considered that the proposed articulation agreement would formalize a long-standing relationship between the Clayton H. Riddell Faculty and the NRMT Diploma program at UCN, which has seen graduates of the Diploma program enter and succeed in the B.Env. (Environmental Science) degree for a number of years.
6. It is expected that three to five graduates of the NRMT Diploma program would be admitted to the B.Env.Sci. degree program each year.
7. If the articulation agreement were approved and implemented, \$3,000 - \$4,000 would be required to fund recruitment activities, to support student services in the Faculty, and for travel to UCN to participate in meetings and relevant events. The Committee noted that the Clayton H. Riddell Faculty of Environment, Earth, and Resources has committed to covering these costs using income from the Riddell Fund.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT:

Senate approve the articulation agreement between the University of Manitoba, Clayton H. Riddell Faculty of Environment, Earth, and Resources and the University College of the North concerning advanced standing for graduates of the Natural Resources Management Technology Diploma program in the Bachelor of Environmental Science degree program, for a term of five years effective September 1, 2012.

Respectfully submitted,

Professor H. Frankel, Chair
Senate Committee on Curriculum and Course Changes

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

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on December 5, 2011 to consider a proposal from Asper School of Business.

Observations:

1. **The Asper School of Business proposes the introduction of an Actuarial Mathematics stream within the existing M.Sc. in Management.**

- The proposed program meets all the requirements under the current faculty based M.Sc. in Management. The specific program requirements of the stream will include:
 - A thesis
 - A minimum of 18 credit hours of courses consisting of the following:
 - At least 6 credit hours from:
 - ACT 7540 Advanced Topics in Actuarial Mathematics
 - ACT 7300 Seminar in Actuarial Sciences (course introduction proposal below)
 - ACT 7100 Actuarial Practice I (course introduction proposal below)
 - ACT 7200 Actuarial Practice II (course introduction proposal below)
 - And up to 12 credit hours from:
 - ACT 7050 Readings in Quantitative Methods
 - STAT 7310 Research Tools for Statistics
 - ABIZ 7410 Risk Management
 - FIN 6072 Corporate Finance
 - Other 7000 level courses relevant to the Actuarial Mathematics specialization (e.g., Finance, Investments, etc.) subject to the approval of the student's advisory committee
- The demands for this program and its graduates are two-fold. Insurance and consulting actuarial firms will be most interested in this program's highly qualified graduates. Further, those graduates who wish to pursue Ph.D. studies and become career academics will have no problem finding employment in that field, due to the great shortage of qualified candidates in the actuarial studies field. The M.Sc. would be the highest degree offered in actuarial science at the University of Manitoba and actuarial recruiters will target this group of students very aggressively, as they will not only have more specific actuarial training than undergraduates, but they are also likely to have completed more professional actuarial examinations.

- The high quality students admitted to the program will have a strong background in Mathematics and Statistics. The program explores the many aspects of the theory of actuarial science and equips students with a rigorous understanding of the how to apply this theory in real world financial, insurance, actuarial consulting, and demographic situations.
- It is expected that 3 to 6 students will be admitted per year.
- The following faculty are eligible to be thesis supervisors and course teachers (include Adjuncts).
 - Jeffrey Pai, Ph.D., specialization: Actuarial Mathematics, Statistics, Risk Management
 - Hal Pedersen*, Ph.D., specialization: Actuarial Mathematics, Finance
 - *Dr. Pedersen recently resigned. A tenure track position has been allocated to replace him, starting July 1, 2012, at the rank of Assistant or Associate Professor.
 - Samuel Hao, Ph.D., specialization: Actuarial Mathematics, Statistics
 - Samuel Cox, Ph.D., specialization: Actuarial Mathematics, Risk Management, Finance
 - Xikui Wang, Ph.D., specialization: Statistics
 - Milton Boyd, Ph.D., specialization: Economics, Risk Management
- The typical timeline for a student to complete the program requirements is approximately 16 months. Students will normally be admitted for the fall term and they will take 8 months (fall and winter term) to complete the course requirements. They will then spend another 8 months completing the thesis requirement.
- A letter of support was obtained from the Society of Actuaries. The proposal dovetails with the Society of Actuaries' commitment to actuarial research and education. In the feedback letter following their accreditation of the Warren Centre as a Center of Actuarial Excellence (CAE), the CAE Committee noted, *"Within a very small department and without a graduate program, the Warren chair provides opportunities for research support that allow the faculty to make contributions to research and scholarship. This could be further enhanced if your pursuit of opportunities to build a graduate program is successful."*
- As per the Statement of Library Support, the University of Manitoba Libraries (UML) can adequately support the Actuarial Mathematics stream as described in the documentation provided to the UML. In new topics are added to the program a systematic checking of the collection would be necessary to consider if any funding support would be needed to augment that resource support. Meanwhile, the UML will be \$7000.00 in gift funds to start updating and expanding the monograph collection in the Actuarial Mathematics subject area.
- The budgetary implications of the proposal (and accompanying courses) are explained in the Budget Dean's letter from Dr. Michael Benarroch.
- In order to be able to effectively deliver the proposed Management M.Sc. stream in Actuarial Mathematics, the Asper School of Business proposes three (3) course introductions: ACT 7100 Actuarial Practice I (3), ACT 7200 Actuarial Practice II

(3), and ACT 7300 Seminars in Actuarial Science (3). Letters of support were received from Dr. Sarath Abeysekera, Head, Dept. of Accounting and Finance, indicating insignificant overlap with the department's existing finance courses.

Course introductions:

ACT 7100 Actuarial Practice I (3)

The objective of the course is to develop students' basic knowledge about the business environment and expose them to real-world situations by using the Control Cycle as a practical problem-solving framework that applies to all aspects of actuarial work. Pre-requisite: ACT 4140 or consent of instructor.

ACT 7200 Actuarial Practice II (3)

The objective of the course is to develop students' knowledge about the business environment and expose them to real-world situations. The learning objectives include design and pricing of an actuarial solution, actuarial models and model selection, setting assumptions and monitoring experience. Pre-requisite: ACT 7100 or consent of instructor.

ACT 7300 Seminars in Actuarial Science (3)

The course consists of several presentations by working actuaries on current issues in actuarial practice. Such issues may include but are not limited to: pension; universal life; critical illness; group benefits; individual retirement savings; capital guarantees under variable products; Canadian life & health insurers; micro-insurance; and code of professional conduct. Pre-requisite: ACT 4140 or consent of instructor.

NET CREDIT HOUR CHANGE = +9

- The Faculty of Graduate Studies Programs and Planning Committee met on September 8, 2011 and endorsed the proposal for Asper School of Business pending revisions and subject to receiving a letter from the budget dean.
- The Faculty of Graduate Studies Executive Committee met on November 24, 2011 and unanimously endorsed the proposal for Asper School of Business.

Recommendations:

THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated December 5, 2011] regarding Asper School of Business.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council
/py

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



UNIVERSITY
OF MANITOBA

Asper School of Business

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MEMORANDUM

Date: February 8, 2012

To: Dr. John (Jay) Doering, Dean Faculty of Graduate Studies

From: Dr. Michael Benarroch, Dean, I.H. Asper School of Business
M. Benarroch

Subject: Actuarial Stream to Management MSc Program

In a memorandum dated October 12, 2011 Dr. Charles Mossman, the Acting Dean, I.H. Asper School of Business, expressed the School's strong support for the addition of an Actuarial Stream to our MSc program and pledged financial support for the program. As the new Dean of the Asper School, I thought it was important to reiterate the school's commitment and support for the addition of an Actuarial Stream to our MSc Program. The Actuarial Stream remains a high priority for our School and we are committed to covering costs associated with the program not funded through other revenue streams.

I wanted to also take this opportunity to correct a statement made by Dr. Mossman that could mislead one to believe that the addition of an Actuarial Stream would result in a significant transfer of teaching resources from the undergraduate program to graduate program. In his memorandum, Dr. Mossman wrote that financial support would be required "for four sessional instructors teaching undergraduate courses to free up time for tenure track professors ... to teach in the MSc program." This statement does not accurately reflect the plan to staff the graduate courses in the Actuarial Stream. In particular, the new stream requires that we offer 3 or 4 Actuarial courses per year. A number of the required graduate courses in the program, between 9 and 12 credit hours, are existing graduate courses in other departments (i.e., Statistics, Finance, Agribusiness and Agriculture), and thus do not draw resources from undergraduate programs.

/continued



In addition, Dr. Sam Cox, The Warren Chair in Actuarial Studies, will teach at least one of the required graduate courses in the Actuarial Stream. Dr. Cox's current position does not have a teaching requirement. He is however strongly committed to the Actuarial MSc stream and has agreed to teach graduate courses in the program. While the school will cover the cost of his teaching, it will not take anything away from the undergraduate program. The department is also in the process of hiring a new faculty member who will contribute to both the graduate and undergraduate programs. Finally, Actuarial Studies is a very applied program and always has courses taught by people in the field. Our expectation is that this will also occur in the graduate program. The plan is that at least one course per year will be taught by a visiting lecturer. Again, the School is committed to cover these costs without drawing resources from the undergraduate program.

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

FACULTY _____

PROGRAM _____

	Funding Request	Funding Request	Funding Request	Total
PROGRAM COSTS:	Year 1	Year 2	Year 3	
Direct Program Costs				
Number of new academic positions (FTE)				0
Number of new administrative positions (FTE)				0
Academic Salaries (incl bpl)	28000			28000
Administrative (incl bpl)				0
Capital / One Time Expenses				0
Subtotal Direct Program Costs	28000	0	0	28000

Indirect Program Costs				
Operating (Appendix A)	0	0	0	0
Graduate/Undergraduate Support (Appendix B)	0	0	0	0
Admin Overhead (10% of Total Direct Program Cost)	2800	0	0	2800
Subtotal Indirect Program Costs	2800	0	0	2800

Total Program Costs (Direct & Indirect)	30800	0	0	30800
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CURRENT RESOURCES:				
Program Revenue				
Incremental Enrollment (headcount)	6			6
Tuition Fees - University % Dollars in	27000			
Tuition Fees - Faculty % Dollars in				0
Other Revenue				0
Subtotal Direct Program Revenue	0	0	0	0

Faculty In Kind				
Academic Salaries				0
Administrative Salaries	2800			2800
Capital				0
Indirect Costs				0
Subtotal Faculty In Kind Funding	2800	0	0	2800

Total Current Resources (Program Revenue & Faculty In Kind)	2800	0	0	2800
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New Program Funding Request:				
Funding Request (Total Program Costs - Total Current Resources)	28000	0	0	28000

NOTES:

- The source for all program funds requested on this form must be shown clearly in the program proposal document including the requirements to confirm funding prior to program approval.
- Where implementation of an approved program exceeds three years add additional pages to show subsequent annual funding changes until the steady-state funding year. Indicate that annual steady-state value as the final year.
- Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full- time equivalent staff on an annual basis) and total annual (continuing).
- Please leave any areas in the budget sheet not applicable to your new program funding request blank. Fields with formulas are locked and cannot be altered.

Program Costs:

- Direct program costs (instructional and research) include salaries and fringe benefits of faculty, instructional support staff (e.g. laboratory assistants/technicians, etc.), administrative support staff and capital equipment. One time expenses should be accounted for in year 1.
- Indirect program costs include the operating expenses (complete Appendix A), Graduate and undergraduate support costs (Appendix B) will be calculated by the appropriate office to take into account the required funds to maintain the per capita support for awards and scholarships that exists prior to the implementation of the program. Administrative Overhead will automatically be calculated base on Direct Program Costs. See Appendix A tab for examples of indirect operating costs.

Current Resources:

- Program Revenue is determined based on the faculties tuition %. Please contact the University Budget Officer @ 474-8189 to determine the appropriate % for your faculty. The University tuition % is not included in the total direct program revenue.
- Not all new programs will result in additional tuition revenue. Tuition revenue should ONLY be included when the departmen/faculty is reasonably assured that there will be new students.
- Current faculty program funding is to be identified in Faculty in Kind. If the faculty does not require the 10% overhead automatically calculated in program costs enter the same amount in this section to zero it out.

APPENDIX A

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Indirect Program Costs

<u>Operating Expense Type</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7001	Travel Academic			
7002	Travel Administration			
7003	Relocation			
7004	Staff Recruitment			
7040	Printing			
7041	Copying			
7060	Office Supplies			
7061	Lab Supplies			
7062	Audio Visual Supplies			
7066	Books and Subscriptions			
7067	Other Supplies			
7068	Computing Supplies			
7082	Physical Plant Postage			
7085	Departmental Communications			
7100	Affiliated Personnel Costs			
7101	Professional Development			
7102	Professional Memberships			
7104	Other Services			
7107	Advertising and Promotion			
7109	Software Maintenance			
7180	Professional Fees			
7261	Computer/Electronic Equipment			
7263	Capital Leases			
7264	Other Equipment and Furnishings			
7400	Equipment Repairs & Maintenance			
7401	Building Repairs & Maintenance			
7402	Equipment Rental			
Other (Please Specify)				
Subtotal Operating		0	0	0

For more information on expense types:

http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm

APPENDIX B

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Indirect Program Costs

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7700	Scholarships	0	0	0
7710	Bursaries	0	0	0
7720	Awards	0	0	0
Subtotal Operating		0	0	0

For more information on expense types:

http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm

There is no fee sharing agreement in place at present with regard to new tuition generated by this stream. The University Budget Officer has indicated that a fee sharing arrangement or an increase to the Asper School's baseline budget may be considered when the overall impact of this new stream on the School's graduate enrolment is determined.

At present the School does not plan to provide financial support in the form of fellowships, bursaries or awards for M.Sc. Students from its operating funds. There are no trust or endowed funds that would provide financial support for M.Sc. students.

Report of the Senate Planning and Priorities Committee on a Proposal to Establish an Actuarial Stream within the M.Sc. in Management

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Graduate Studies on Program and Curriculum Changes has approved, and recommends that Senate approve a proposal to establish an Actuarial Stream within the existing M.Sc. in Management degree.

Observations:

1. The I.H. Asper School of Business is proposing to establish the Actuarial Stream as a new area of focus within the existing Master of Science in Management degree. Given a current shortage of actuarial mathematicians, it is expected that both student demand for the program and demand for graduates by employers in the insurance industry and at actuarial firms will be high. The proposal calls for three to six students to be admitted to the program each year.
2. Following an initial concern that teaching resources might be diverted from the undergraduate program to support the proposed graduate Actuarial Stream, the Committee was satisfied that this would not be the case. The Committee heard that instructors in the graduate stream would include the L.A.H. Warren Chair in Actuarial Studies, a new faculty hire (who will also teach in the undergraduate program), and a visiting guest lecturer. In addition, the proposed stream will make use of a number of existing graduate courses offered through other departments.
3. Resources (up to \$28,000 annually) would be required to cover the cost of instructors' salaries, as a number of instructors, including faculty from other departments (Mathematics, Statistics, Finance) and the L.A.H. Warren Chair in Actuarial Studies, would be paid on an overload basis. The funds required would vary from year to year based on the number of courses offered (between nine and twelve credit hours).
4. The Committee observed that the proposed budget reflects that one hundred percent of the tuition revenue generated by the Actuarial Stream would be retained centrally by the University.
5. The I.H. Asper School of Business indicated to the Committee that it would be committed to allocating existing resources to the proposed Actuarial Stream if additional resources were not available from other sources.

6. The Committee observed that the proposed budget does not describe indirect costs of graduate support, and the I.H. Asper School of Business confirmed that resources will not be allocated to graduate student awards for students in the Actuarial Stream. The SPPC notes, however, that the program will entail the entrance of new students into the pool of potential applicants for Manitoba Graduate Fellowships, which will mean some incremental increase in indirect costs.
7. The University of Manitoba Libraries has indicated it has adequate library resources to support the proposed Stream.

Recommendation

The Senate Planning and Priorities Committee recommends THAT:

Senate approve the Actuarial Stream within the existing M.Sc. in Management degree, effective September 1, 2012, but that the Vice-President (Academic) and Provost not implement the program until satisfied that it can be offered on the basis of the funding proposal as submitted to SPPC on March 26, 2012.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

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

Report of the Senate Committee on Instruction and Evaluation RE: Revised Student Assessment Policy, Four-Year Baccalaureate Nursing Program, Faculty of Nursing

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on March 15, 2012 to consider a proposed amendment to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, in the Faculty of Nursing.

Observations:

1. The Faculty of Nursing is proposing changes to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, in order that students who are in academic difficulty are identified earlier in their program so the Faculty might intervene and take appropriate steps to support the students.
2. Under the existing Student Assessment Policy, students are assessed based on their degree grade point average (dgpa). The Committee heard that problems can arise where a student admitted to the Faculty with a competitive dgpa subsequently encounters academic difficulty early in the program, as the dgpa fails to reveal when a student is in academic difficulty. As a result, students who are not succeeding are not identified until late in the program when they have accumulated too many failures to continue.
3. The term grade point average would be used to assess students under the revised Student Assessment Policy. The revised Policy also sets out procedures for reinstatement following academic suspension.
4. The Committee observed that the revised Student Assessment Policy is only one part of a broader plan being developed by the Faculty of Nursing to allow it to be more proactive with respect to intervening where students are at risk in their program. The Faculty is developing a parallel Student Remediation Policy that would include processes by which students experiencing academic or non-academic difficulty could request assistance and faculty and support staff, who recognize a student who is having difficulty, could put the student forward for assistance. The Student Remediation Policy would also allow the Faculty to establish a formal remediation plan for a student experiencing academic or non-academic difficulty.
5. The revised Student Assessment Policy would take effect September 1, 2012 and would apply to all new and continuing students on a go-forward basis. Current students would not be retro-actively assessed under the new Policy.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve amendments to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, Faculty of Nursing, effective September 1, 2012.

Respectfully submitted,

Dr. Karen Grant, Chair
Senate Committee on Instruction and Evaluation

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

**Faculty of Nursing
Four-Year Baccalaureate Nursing Program
Proposed Revision of Student Assessment Policy**

Background:

Long-Range Policy Development Regarding Identification of At-Risk Students in the Faculty of Nursing

The Faculty of Nursing has dedicated considerable effort over the past several years to develop a coordinated and comprehensive set of policies to identify students at risk of academic failure early in the program and to set in place a range of timely interventions to assist these students. These are:

1. The Accommodations Team policy, which has already been implemented. It provides collaborative accommodation strategies for students registered with Accessibility Services, and approved by Senate in 2009.
2. The Student Assessment Policy, which was approved by Faculty Council in February 9, 2012 and which has now been forwarded to Senate.
3. The Student Remediation Policy, which is still under development. This policy will create a process to deal with a) students who are identified by course leaders as experiencing academic or non-academic difficulties that have not yet or could not be identified by the Student Assessment Policy or b) students who self-identify as experiencing academic or non-academic difficulties. This policy is still under development.

The Faculty of Nursing's Current Academic Assessment Policy

The current policy under which students in the Four-Year Baccalaureate Nursing Program are assessed is found in Appendix A.

The current academic assessment policy for the Four-Year Baccalaureate Nursing program does not support the Faculty of Nursing's desire to identify students at risk of academic failure early in the program, to assess the reasons for their academic difficulties, and to develop a remediation plan that would address those reasons.

A comparative analysis using the actual academic data of 20 students demonstrated that the new assessment policy would identify students in academic difficulty much sooner than the current assessment policy. The analysis also demonstrated that although the Faculty is often aware of students who are in significant academic jeopardy, this situation is not identified by the current student assessment policy or reflected in the Faculty's probation and suspension data.

Recommendation:

That the current policy be changed as follows:

Proposed Assessment Policy:

Students will be required to obtain a minimum of “C” grade (2.0) in every course, and a program GPA of 2.5 in order to graduate. A final grade of “D” in any course taken to complete the degree requirement is considered a failure and is not accepted by the faculty.

Students shall be evaluated at the conclusion of each academic term in which they receive a final grade in a minimum of 6 credit hours of course work, with the assessment being based on the resulting Term Grade Point Average (TGPA) in those courses.

The final term of the Four-Year Baccalaureate Program (NURS 4290) will be excluded from the Assessment policy providing the student meets graduation requirements.

The academic assessments are as follows:

Good Academic Standing

A student with a TGPA of 2.50 or higher is in Good Academic Standing.

Academic Warning

The first time a student’s TGPA drops below 2.50, the student will receive an Academic Warning.

Procedures:

- Students who receive an academic warning will be given the option of remediation.
- Students who receive an academic warning will be required to meet with a Nursing Student Advisor at least once during the following term of study.

Academic Probation

The second time that a student’s TGPA drops below 2.50, the student will be placed on Academic Probation.

- A formal remediation plan will be mandatory for students on academic probation.

Procedures:

- The remediation plan will be developed by the Associate Dean (Undergraduate Programs) or designate with the active participation of the student.¹

¹ The inclusion of a designate will allow the Associate Dean to involve the Chair of the Student Accommodations Committee and the Chair of the proposed Student Remediation Committee, if and when the terms of reference for the latter committee are approved by Faculty Council.

- The remediation plan will be based on an assessment of the student's current academic status and identified learning needs.
- Where indicated, a student will be referred to the student services unit for information and guidance. Any student subsequently registered with Student Accessibility Services and requiring accommodation by the Faculty of Nursing will be referred to the Faculty of Nursing Accommodation Team.
- The student may be required to repeat selected Nursing courses.
- The student may be required to repeat or register for the first time in selected non-Nursing courses (not elective courses). For example, students may be required or permitted to take or repeat select Statistics, Nutrition, or Native Studies course(s) from years 2 or 3.²
- If any courses are repeated, the student will be subject to all academic regulations related to final grades in repeated courses and the number of failures allowed in any given course or sequence of courses in the Four-Year Baccalaureate Nursing Program.³
- Students will be allowed to register in courses that they are required to repeat after students who are taking the course for the first time have had the opportunity to register and availability of space in the course can be confirmed.
- The student will be required to meet with a Nursing Student Advisor at least twice during the following term of study.
- Students on probation will not be permitted to register in any new nursing courses until they are removed from probation.
- If there are non-academic issues interfering with the student's academic progress, the student will be required to make every effort to deal with and resolve those issues during the period of academic probation.

Academic Suspension

The third time that a student's TGPA drops below 2.50, the student will be placed on Suspension. Students who are suspended shall be ineligible to take any courses at the University of Manitoba or on a letter of permission for a minimum of eight and a maximum of 15 calendar months.⁴

Procedures:

- The time period for the suspension actually served by the student is contingent on the program timetable and course availability.

²The requirement to take nursing courses or selected non-nursing (not elective) courses is to focus the student's attention on increased mastery of nursing skills and knowledge rather than simply take courses to raise their GPA.

³ These requirements are set out in the Four-Year Baccalaureate Program Academic Regulations or in the General Academic Regulations of the University of Manitoba.

⁴ The range of time from academic suspension to reinstatement, depending on the date on which the suspension is enacted, is a product of: 1) the Faculty of Nursing's need to project demand for courses, especially clinical courses prior to the Faculty's registration periods in June (for 3rd & 4th year courses) and July (for 2nd year courses) and 2) The fact that summer term courses are currently only offered for 4000 level nursing courses and selected 3000 level nursing courses.

- Students who wish to continue their studies in the Four-Year Baccalaureate Nursing Program must submit a written application for reinstatement to the Associate Dean (Undergraduate Programs) by May 1 of each calendar year.
 - The written application must specifically address the academic and non-academic issues that had affected their academic standing prior to their academic suspension and describe how these issues have been addressed and/or resolved. This information should include, at a minimum:
 - An outline what they have been doing during their time away from Nursing (e.g., developing good study habits, attending counseling, etc.).
 - An explanation of what has changed to make it more likely that they will be successful, and their plan for success if reinstated.
 - An academic plan for the rest of their program.
- The Faculty of Nursing will consider each request on a case by case basis and reserves the right to deny a student's request for reinstatement.⁵
- Students who are reinstated or who are actively under consideration for reinstatement will be subject to the following procedures with respect to their course registrations:⁶
 - Students who are suspended at the end of Fall Term (January) will:
 - Request reinstatement by May 1 of the same year in which they were suspended.
 - Be given a final decision by May 15.
 - Register for courses during the Faculty's registration period
 - Proceed to course work in Fall term subject to space availability.
 - Students who are suspended at the end of Winter Term (May) will:
 - Request reinstatement by May 1 of the following year.
 - Be given a final decision by May 15.
 - Register for Fall term courses during the Faculty's registration period
 - Proceed to course work in Fall term subject to space availability.
 - Students who are suspended at the end of Summer Term will:
 - Request reinstatement by May 1
 - Be given a final decision by May 15.
 - Register for summer term, or the subsequent Fall term, courses during the Faculty's registration periods
 - Proceed to course work in summer term subject to course/space availability.
- Students who do not apply for reinstatement by this deadline will be considered as having withdrawn from the Faculty of Nursing and will not be permitted to return.
- Students who are permitted to return from suspension will be required to meet with a Nursing Student Advisor to plan their program.

⁵ The Faculty wishes to retain the right not to reinstate students because those who have not resolved the academic or non-academic issues that resulted in their suspension are at high risk of continuing to experience academic problems in the Four-Year Baccalaureate Nursing Program.

⁶ This deadline is consistent with the Faculty of Nursing's Leave of Absence Policy for the Four-Year Baccalaureate Nursing Program and streamlines administrative processes for all students returning to the Four-Year Baccalaureate Program after an absence from the academic program.

Required to Withdraw

Students who have been permitted to return from Suspension and whose TGPA drops below 2.50 a fourth time will be Required to Withdraw.

There will be no provision for students who are Required to Withdraw to return to the Nursing program.

See Appendix B: Flow Chart for Academic Assessment and Interventions

Additional Comments:

The Faculty of Nursing seeks permission to implement the proposed Student Assessment Policy September 2012 for all students in the Four-Year Baccalaureate Nursing Program on a go-forward basis. In other words, students currently in the program would not be retro-actively assessed under the new criteria, but their academic progression from September 1, 2012 onwards would be conducted under the proposed policy.

The Faculty believes that the advantages of identifying current students in academic difficulty and providing appropriate interventions outweigh the disadvantages of being subject to a new assessment policy. If this request is approved, the Faculty will notify every student currently registered in the program of the change in the student assessment policy prior to the commencement of Fall Term 2012.

Appendix A

Current Assessment Policy:

Students will be required to obtain a minimum of “C” grade (2.0) in every course, and a program GPA of 2.5 in order to graduate. A final grade of “D” in any course taken to complete the degree requirement is considered a failure and is not accepted by the faculty.

Academic Probation

Students enrolled in the Four-Year Baccalaureate Nursing program will be assessed after the Winter term upon completion of a minimum of 24 credit hours. Students failing to achieve the minimum Degree GPA of 2.5 will be placed on probationary status.

Probationary students will be assessed at the end of the Winter term after completion of a minimum of 15 credit hours. Students failing to achieve the minimum Degree GPA of 2.5 will be placed on academic suspension.

With special permission of the Associate Dean, Undergraduate Programs, Faculty of Nursing, a student on probation can request an early review of academic progress based on completion of less than 15 credit hours.

Students on probation are expected to meet with a Student Advisor at least twice in an academic year, with a minimum of once per term, for academic advisement.

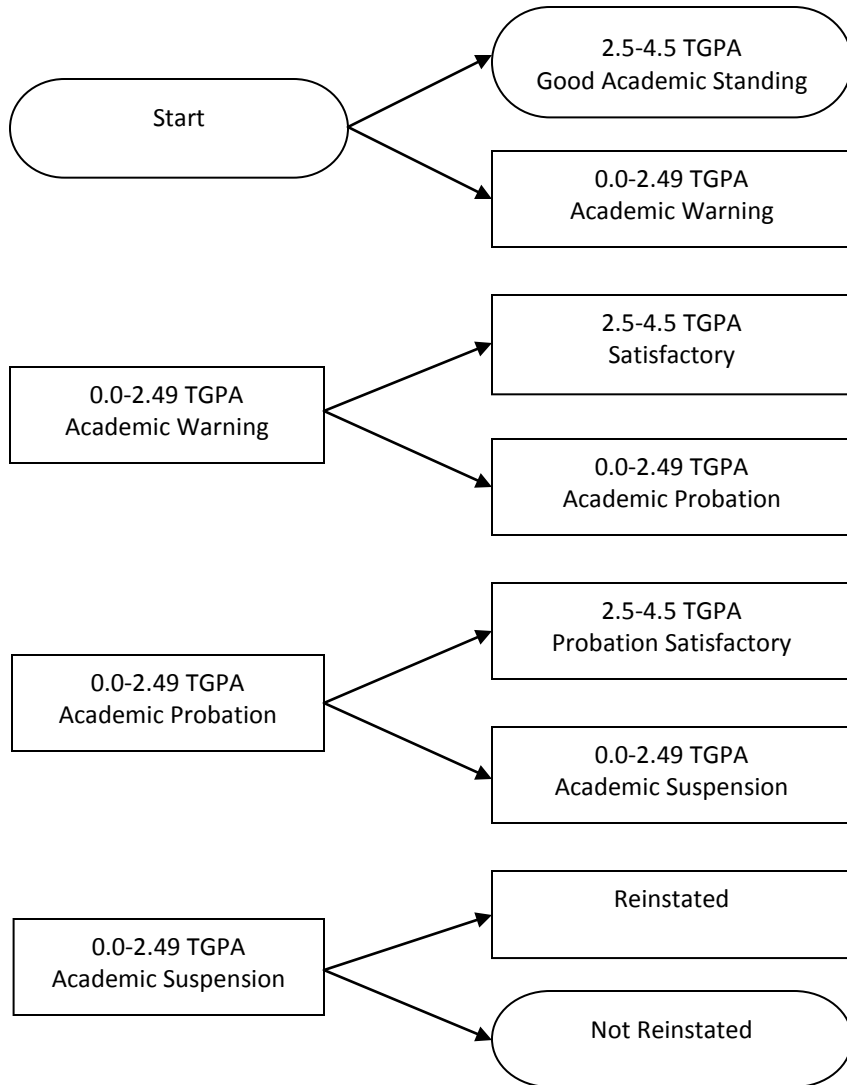
Academic Suspension

A probationary student who does not achieve the minimum academic standing is required to withdraw from the Faculty of Nursing with the status “academic suspension.” While suspended indefinitely, after one year's suspension the student may apply for reinstatement on academic probation.

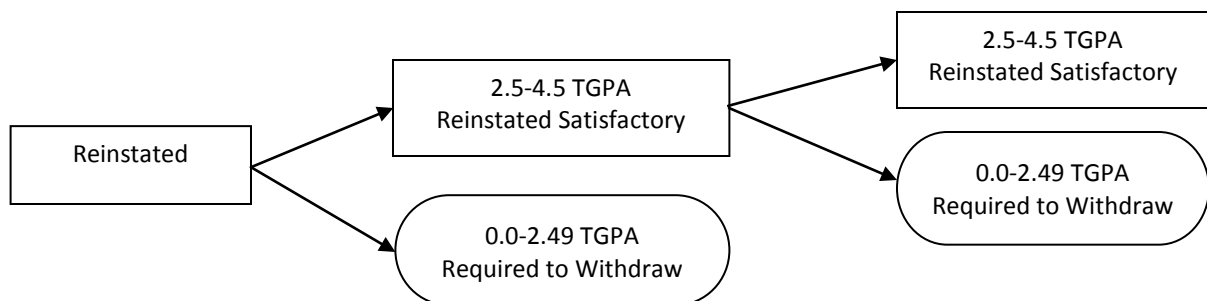
To request reinstatement following academic suspension, the student should submit a written request before May 1 to the Chair, Student Appeals Committee, Faculty of Nursing.

Appendix B
Proposed Four-Year Baccalaureate Nursing Program Assessment Policy

6 or more credit hours in a term:



Reinstated students with 6 or more credit hours in a term:



Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy: Examination Regulations

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting of April 19, 2012, the Committee endorsed revisions to the Policy on Examination Regulations, including the revised title, Examinations and Final Grades, and the creation of separate documents setting out procedures concerning examinations and final grades.

Observations:

1. In June 2008, SCIE struck a working group to review policies and procedures related to deferred examinations. Several recommendations contained in the *Report of the Subcommittee established to review policies concerning deferred examinations* [dated March 18, 2010] and a subsequent review of the existing Policy on Examination Regulations undertaken by SCIE at five meetings between October 21, 2011 and April 19, 2012, are the basis for the proposed changes to the policies and procedures related to examinations and final grades.
2. The current Policy on Examinations Regulations is to be replaced by the following documents:
 - Policy: Examinations and Final Grades
 - Procedures: Final Examinations
 - Procedures: Deferred, Special, and Supplemental Examinations
 - Procedures: Final Grades
3. The Committee observed that the revised Policy and related Procedures, which define final examination as, ‘... a test scheduled within an examination period which serves as the final evaluation of student performance in a course,’¹ (article 1.1. a) of the Policy), would apply to final examinations set by either the Registrar’s Office or a faculty. Although they would not apply to examinations scheduled by an instructor, individual instructors may elect to follow the revised Policy and Procedures.
4. The revised documents include a significant number of important changes of which faculty, staff, and students should be aware. The report calls attention to a number of these changes, but the reader is strongly encouraged to also review the details of the revised Policy and Procedures attached to this report.
 - A. Policy: Examinations and Final Grades
 - i. The Policy includes definitions for final examination, deferred examination, special examination, and supplemental examination (article 1.1. *Use of Terms*).

¹ University of Western Ontario, Academic Handbook, Issued 2009 03

- ii. Article 2.2 specifies that relevant items listed under procedures for final examinations, deferred, special and supplemental examinations, and final grades be incorporated into the regulations established by faculties, schools, and departments. The Committee requests that academic units review regulations for their units and update the procedures and/or language where necessary, to ensure they are consistent with the revised Policy on Examinations and Final Grades and related Procedures.

B. Procedures: Final Examinations

- i. Article 2.4 a), concerning regulations for examinations administered by the Registrar's Office stipulates that requests for examination scheduling must be submitted five (5) working days prior to the Revision Deadline for the term in which the course is offered.
- ii. Article 2.5 clarifies that examinations administered by Student Accessibility Services are to be regulated by the Policy: Accessibility for Students with Disabilities.
- iii. Article 2.6.1, which concerns invigilation of examinations, requires that faculties, schools, and academic units provide, at a minimum, one invigilator for the first sixty (60) students and one additional invigilator for each fifty (50) students thereafter.
- iv. The procedures specify, further, that invigilation of examinations shall normally be carried out by full-time faculty members (article 2.6.2). The procedures no longer require that invigilation be carried out by the instructor of record.
- v. Article 2.7.1, which speaks to responsibilities of invigilators and students prior to an examination, requires that each student display his/her student card and photo identification and sign an attendance form.
- vi. Article 2.7.2 h) iii), which concerns responsibilities of invigilators and students during an examination, establishes that a student who arrives to write an examination more than thirty (30) minutes after the start of the examination will be considered late and will not be permitted to write the examination.
- vii. Article 2.7.2 h) vii) stipulates that, if a student becomes incapacitated because of illness during the course of an examination and is unable to continue, the student must report to the Chief Invigilator, hand in the unfinished examination, and request that it be cancelled. The student, in this circumstance, would be permitted to request a deferred examination. The article has been introduced to address concerns regarding instances where students who sit an examination subsequently apply for a deferred examination based on having been too ill to have performed as well as normal.
- viii. A change to the procedures related to the use of audio visual supports during examinations (article 2.8) clarifies that examinations using audio visual supports should not be scheduled with other examinations.
- ix. An important change to the procedures concerning unauthorized materials in examinations (article 2.9) specifically prohibits access to pencil cases during examinations, in addition to those other items previously listed in the current Policy.
- x. Of note to invigilators and students, article 2.10 *Security* permits students to store valuables and personal items under the desk or chair of the examination room but prohibits access to these items during the examination.

C. Procedures: Deferred, Special, and Supplemental Examinations

Article 2.1 *Deferred Examinations*

- i. The Committee calls attention to article 2.1.1, which defines a deferred examination as, “a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled.”
- ii. A significant change to the procedures for filing an application for a deferred examination requires that the student normally file the application within 48 hours of the date of the missed examination was scheduled to be written, or in the case where more than one examination was missed, within 48 hours of the date the last examination missed was scheduled to be written (article 2.1.2). The objective of the change to 48 hours, from seven working days, is to permit departments to set deferred examination dates in time to allow for final grades to be known before the Revision Deadline for the next term.
- iii. Article 2.1.3, which introduces a new procedure concerning deferred examinations, is concerned with effective use of resources by academic units. It specifies that initial approval of deferred examinations, by a student’s faculty, school, or academic unit, is conditional upon verification that the student has completed all required components for the course and that it is mathematically possible for the student to pass the course by writing the final examination. If these conditions are not met, approval will be rescinded.
- iv. Articles 2.1.7 a) and b) involve modifications to the regulations concerning the scheduling of deferred examinations. In particular, article 2.1.7 a) encourages departments to schedule deferred examinations for courses that are prerequisites to another course(s) to ensure that the results are available prior to the Revision Deadline, as a student granted a deferred examination for a prerequisite course will be permitted to remain registered in the affected course(s) up until that deadline. Article 2.1.7 b) encourages departments to schedule deferred examinations as soon as possible for potential graduands, so final grades are available in time to meet planned graduation deadlines.
- v. A change to the regulations around the scheduling of deferred examinations, in article 2.1.8 a), aims to address a concern regarding a small number of students who apply for re-deferrals two or more times for the same examination. The revised procedures specify that requests for re-deferral may result in a student being denied registration in the current or a future term until all outstanding examination obligations have been completed.

Article 2.2 *Special Examinations*

- i. Article 2.2.1 defines a special examination as, “a privilege that may be granted to a student who knows in advance that he or she is unable to write an examination at the scheduled time,” for the reasons set out in article 2.2.2, which now include a medical condition, but do not normally include vacation or holiday plans (article 2.2.4).
- ii. Articles 2.2.5 through 2.2.8 set out procedures specific to special examinations, which are modeled after existing and modified procedures for deferred examinations.

Article 2.3 Supplemental Examinations

- i. Article 2.3.1 defines a supplemental examination as, “[examinations] offered by some faculties to students who have not achieved the minimum result in required courses. Within the conditions established by the student’s faculty, a student who is granted a Supplemental Examination is given the opportunity to rewrite a final examination.”
- ii. Article 2.3.1 stipulates further that the impact of a supplemental examination on the final grade is to be determined by regulations within the faculty. The results must be reported to the faculty or school council (article 2.3.2).

D. Procedures: Final Grades

- i. Of note, revised procedures regarding final grades, under article 2.1, will no longer permit course instructors to post final grades. As per article 2.1 c), final grades will normally be released to students by the Registrar’s Office as they are submitted by academic units.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Policy on Examinations and Final Grades and the related Procedures on Final Examinations, Procedures on Deferred, Special and Supplemental Examinations, and Procedures on Final Grades, effective September 1, 2012.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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



Title: **EXAMINATIONS AND FINAL GRADES**

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ *University of Manitoba Act* Section # 34 1(h)
☐ Other Legislation [name and section #] _____
☐ Bylaw [name and section #] _____
☐ Regulation _____

Implementation: **Vice-President (Academic) and Provost**
Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☐ External Parties _____
[specify applicable external parties]
☒ Employees Academic staff, support staff
[specify applicable employee organizations and employment group]

1.0 **Reason for Policy**

To establish the University of Manitoba's policy relating to final examinations and grades and to oversee the procedures related to final examinations, deferred, special and supplemental examinations, and final grades.

1.1 **Use of Terms**

a) Final Examination: A final examination is a test scheduled within an examination period which serves as the final evaluation of student performance in a course.¹

b) Deferred Examination: A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled. Students may only be considered for a Deferred Exam after the scheduled examination has been missed.

c) Special Examination: A special examination is a privilege that may be granted to a student who knows in advance that he or she is unable to write an examination at the scheduled time. Students may request a special examination(s) on the grounds that they are unable to write said examination(s) due to:

¹ University of Western Ontario, Academic Handbook, Issued 2009 03

- i. participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event;
- ii. religious obligations; or
- iii. a medical condition.

Making a false or misleading claim regarding a deferred or special examination may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.

d) Supplemental Examination: Supplemental Examinations are offered by some faculties to students who have not achieved the minimum result in required courses. Within the conditions established by the student's faculty, a student who is granted a Supplemental Examination is given the opportunity to rewrite a final examination. The impact of a supplemental examination on the final grade is to be determined by regulations within the faculty.

2.0 Policy Statement

- 2.1** The Senate has determined that each faculty or school or academic unit shall be responsible for establishing regulations governing evaluation procedures for students enrolled in its courses.
- 2.2** Those relevant items listed under procedures for final examinations, deferred, special and supplemental examinations, and final grades shall be incorporated into the regulations established by faculties, schools or departments.
- 2.3** Faculties, schools, and academic units shall submit regulations and amendments to evaluation procedures to Senate for its approval via the Senate Committee on Instruction and Evaluation.

3.0 Accountability

- 3.1** The University Secretary is responsible for advising the President that a formal review of the Policy is required.
- 3.2** The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Secondary Documents

- 4.1** The Approving Body may approve Procedures which are secondary to and comply with this Policy.
- 4.2** Administration may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

- 5.1** Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is _____.
- 5.2** In the interim, this Policy may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.
- 5.3** If this Policy is revised or rescinded, all secondary documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with the revised Policy; or
 - (b) are in turn rescinded.

6.0 Effect on Previous Statements

- 6.1** This Policy supersedes Examination Regulations/January 1, 2008
[Previous Governing Document no./title/effective date]

7.0 Cross References

Policy: Responsibilities of Academic Staff with Regard to Students

Procedures: Deferred, Special, and Supplemental Examinations

Procedures: Final Grades

Procedures: Final Examinations



Title: **EXAMINATION REGULATIONS EXAMINATIONS AND FINAL GRADES**

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ University of Manitoba Act Section # 34 1(h)
☐ Other Legislation [name and section #] _____
☐ Bylaw [name and section #] _____
☐ Regulation _____

Implementation: **Vice-President (Academic) and Provost**
Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☐ External Parties _____
[specify applicable external parties]
☒ Employees **Academic staff, support staff**
[specify applicable employee organizations and employment group]

1.0 **Reason for Policy**

To establish the University of Manitoba's policy relating to final examinations and grades and to oversee the procedures related to final examinations, deferred, special and supplemental examinations, and final grades.

1.1 **Use of Terms**

a) Final Examination: A final examination is a test scheduled within an examination period which serves as the final evaluation of student performance in a course.¹

b) Deferred Examination: A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled. Students may only be considered for a Deferred Exam after the scheduled examination has been missed.

c) Special Examination: A special examination is a privilege that may be granted to a student who knows in advance that he or she is unable to write an examination at the scheduled time. Students may request a special examination(s) on the grounds that they are unable to write said examination(s) due to:

¹ University of Western Ontario, Academic Handbook, Issued 2009 03

- i. participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event;
- ii. religious obligations; or
- iii. a medical condition.

Making a false or misleading claim regarding a deferred or special examination may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.

d) Supplemental Examination: Supplemental Examinations are offered by some faculties to students who have not achieved the minimum result in required courses. Within the conditions established by the student's faculty, a student who is granted a Supplemental Examination is given the opportunity to rewrite a final examination. The impact of a supplemental examination on the final grade is to be determined by regulations within the faculty.

2.0 Policy Statement

- 2.1** The Senate has determined that each faculty or school or academic unit shall be responsible for establishing regulations governing evaluation procedures for students enrolled in its courses.
- 2.2** Those relevant items listed under University Regulations procedures for final examinations, deferred, special and supplemental examinations, and final grades shall be incorporated, but not necessarily verbatim, into the regulations established by faculties, schools or departments. ~~Matters shown as Guidelines should be seriously considered for inclusion.~~
- 2.3** Faculties, schools, and academic units shall submit regulations and amendments to evaluation procedures to Senate for its approval. ~~Such requests should be submitted, in the first instance to the via the Senate Committee on Instruction and Evaluation of Students through the Senate Secretariat.~~

3.0 Accountability

- 3.1** The University Secretary is responsible for advising the President that a formal review of the Policy is required.
- 3.2** The Vice-President (Academic) and Provost ~~will be~~ **is** responsible for the communication, administration and interpretation of this policy.

4.0 Secondary Documents

- 4.1** The Approving Body may approve Procedures which are secondary to and comply with this Policy.
- 4.2** Administration may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

- 5.1** Formal Policy reviews will be conducted every ten (10) years. The next

scheduled review date for this Policy is _____.

- 5.2** In the interim, this Policy may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.
- 5.3** If this Policy is revised or rescinded, all secondary documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with the revised Policy; or
 - (b) are in turn rescinded.

6.0 Effect on Previous Statements

- 6.1** This Policy supersedes Examination Regulations/January 1, 2008
[Previous Governing Document no./title/effective date]

- ~~(a) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter herein;~~
- ~~(b) all previous Administration Policies, Procedures, and directives on the subject matter contained herein;~~
- ~~(c) Policy 1305: Examination Regulations (last revised May, 2005)~~

7.0 Cross References

Policy: Responsibilities of Academic Staff with Regard to Students

Procedures: Deferred, and Special, and Supplemental Examinations

Procedures: Final Grades

Procedures: Final Examinations

Title:		<u>FINAL EXAMINATIONS</u>
Effective Date:		<u> </u>
Review Date:		<u> </u>
<hr/>		
Approving Body:	<input type="checkbox"/> Board of Governors	<input checked="" type="checkbox"/> Senate
	<input type="checkbox"/> Administration (specify): <u> </u>	
Authority	<input checked="" type="checkbox"/> Policy [name and section #]	<u>Examinations and Final Grades</u>
	<input type="checkbox"/> Bylaw [name and section #]	<u> </u>
	<input type="checkbox"/> Regulation [name and section #]	<u> </u>
Implementation: <u>Vice-President (Academic) and Provost</u>		
Contact: <u> </u>		
<hr/>		
Applies to:	<input type="checkbox"/> Board of Governors members	<input type="checkbox"/> Senate members
	<input checked="" type="checkbox"/> Faculty/School Councils	<input checked="" type="checkbox"/> Students
	<input checked="" type="checkbox"/> Department Councils	
	<input type="checkbox"/> External Parties <u> </u>	
	<small>[specify applicable external parties]</small>	
	<input checked="" type="checkbox"/> Employees <u> </u>	Academic staff, support staff
	<small>[specify applicable employee organizations and employment group]</small>	

1.0 Reason for Procedure(s)

To set out Procedures secondary to the Policy entitled "Examinations and Final Grades" in connection with the method of conducting final examinations. A final examination is a test scheduled within an examination period which serves as the final evaluation of student performance in a course.¹

2.0 Procedure(s)

2.1 Information Provided to Students

Within the first week of the academic term, students shall be informed of the method of evaluation to be used in each course.

¹ University of Western Ontario, Academic Handbook, Issued 2009 03

2.2 Examination General Regulations

- 2.2.1 Any test or tests which have an aggregate value of more than 20% of the total value of the course may not be scheduled to take place during the fourteen (14) calendar days ending with the last day of classes in the term during the regular session as defined in the University General Calendar, or during the last two (2) classes of Summer Evening and the last three (3) classes for Summer Session (see Policy on Responsibilities of Academic Staff with regard to Students).
- 2.2.2 No project or assignment may be announced during the periods outlined in 2.2.1 unless contained in the course outline or syllabus required to be provided to all students in the course during the first week of classes (Policy “Responsibilities of Academic Staff with Regard to Students”).

2.3 Final Examinations

- 2.3.1 No final examinations or the submission of take-home final examinations shall be scheduled to occur prior to the examination periods as described in the General Calendar except with the expressed joint consent of the Deans and Directors involved.
- 2.3.2 The weight of each question shall be clearly indicated on the examination paper.
- 2.3.3 The name of the instructor of the Examination Committee shall be clearly indicated on the examination paper.
- 2.3.4 Faculties, schools or academic units electing to use the services of the Registrar’s Office shall adhere to the regulations outlined in section 2.4 below.

2.4 Regulations for Examinations Administered by the Registrar’s Office

If a faculty, school, or academic unit elects to use the services of the Registrar’s Office to schedule and administer examinations, the following regulations shall apply:

- a) Requests for examination scheduling must be submitted five (5) working days prior to the Revision Deadline for the term in which the course is offered.
- b) Examinations shall be of one, two or three hours duration.
- c) The department, faculty, or academic unit shall be responsible for supplying the number of examination invigilators as deemed necessary by the Registrar’s Office.
- d) Examination question papers must be submitted ten (10) calendar days in advance of the examination.
- e) The Registrar’s Office shall make a record of any issues arising during the conduct of examinations and bring any matters to Senate that it deems to be significant.
- f) The Instructions to Invigilators shall apply for examinations administered by the Registrar’s Office.

2.5 Regulations for Examinations administered by Student Accessibility Services

Examinations administered by Student Accessibility Services shall be regulated by the Policy: Accessibility for Students with Disabilities.

2.6 Invigilation of Examination

- 2.6.1 The faculty, school, or academic unit shall supply such number of examination invigilators as is necessary. At a minimum, there shall normally be one invigilator

for the first sixty (60) students and one additional invigilator for each fifty (50) students thereafter.

- 2.6.2 Invigilation of examinations shall be carried out by a combination of faculty members plus instructors and/or teaching assistants.
- 2.6.3 An instructor must be available during the whole of his/her examination even though he/she is not invigilating that examination.
- 2.6.4 In view of the responsibilities with which a Chief Invigilator has been charged, selection of Chief Invigilators for large examination halls shall ensure that they are persons at a more senior rank than that of teaching assistants.

2.7 Responsibilities of Invigilators and Students

2.7.1 Prior to an Examination

- a) Invigilators are required to report to the Registrar's Office for exams administered by the Registrar's Office for supervisory duties not later than thirty minutes (one half hour) prior to the scheduled time for each examination. Examination material, supervisory lists, and the name of the invigilator in charge will be distributed.
- b) At each seat in the examination room, the invigilator should place the appropriate material required for the exam.
- c) The time of commencement of the examination shall be announced.
- d) Each student shall display his/her student card and photo identification and shall sign an attendance form.

2.7.2 Conduct During Examination

- a) Any student departing from accepted procedure during an examination must be reported immediately to the Chief Invigilator.
- b) The Chief Invigilator shall allow the student to continue writing the examination except as noted in 2.7.2 (g).
- c) The Chief Invigilator shall record the nature of the alleged infraction on the form provided by the Registrar's Office.
- d) The Chief Invigilator shall complete the introductory section of the form immediately and shall ask the student to sign at that point in order that the student provides positive identification.
- e) The Chief Invigilator shall advise the student, when the identification portion of the form has been signed, of his or her right to submit a separate report on the circumstances of the incident to the Dean or Director of his or her faculty, school, or academic unit.
- f) The Chief Invigilator shall ask that the student read the form containing full details of the incident by or at the close of the examination. The form, thus completed, shall be sent to the Registrar's Office for distribution to the Dean or Director, to the student and to the Invigilators involved in the incident.

- g) Notwithstanding the above, in those cases in which the behaviour of a student is disruptive to others writing the examination, or to the conduct of that examination, the Chief Invigilator may, after due warning, require that student to cease writing the examination and leave the examination hall. For such cases the form provided by the Registrar's Office must be completed in the manner outlined in the above paragraph.
- h) The Chief Invigilator shall ensure that no student leaves the room without signing the roll and submitting a script. In addition:
 - i) No student shall be permitted to leave the examination room during the first thirty (30) minutes of an examination.
 - ii) No student shall be permitted to enter the examination room after at least one other student who is writing the same examination has left the examination room.
 - iii) A student who arrives to write an examination more than thirty (30) minutes after the start of the examination will not be permitted to write the examination.
 - iv) Any student who, due to late arrival, is not permitted to write an examination will be asked to complete the appropriate form and will then be advised to contact the Office of his/her Dean or Director not later than the next business day to discuss possible alternatives.
 - v) No student scheduled to write an exam in a centrally administered location who arrives late for the examination shall be permitted to write longer than the scheduled end-time for that exam. For those exams not centrally scheduled, flexibility may be allowed at the discretion of the unit administering the examinations, but all students in a given course with commonly examined sections should have equal opportunities to take advantage of whatever flexibility is afforded.
 - vi) Should a technical irregularity occur in an examination, such as misprinted information or wrong instruction, invigilators supervising the same examination in other locations must be informed. The Registrar's Office should be contacted immediately should this or other similar problems arise in an examination room.
 - vii) If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, he or she must report at once to the Chief Invigilator, hand in the unfinished paper, and indicate if they wish the exam to be cancelled. The Chief Invigilator must record all such notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions outlined in the procedures for Deferred, Special and Supplemental Examinations (section 2.1.2). Only students who do not complete the examination and who notify the Chief Invigilator of the reason they cannot complete the examination shall be eligible to apply for a deferred examination.

2.7.3 At the Close of the Examination

- a) The time of conclusion of the examination should be announced.
- b) Every candidate must turn in an examination script before leaving the room to the invigilator located at the exit of the room.
- c) A count must be made of the scripts by course number and balanced against the total for each course examination indicated on the nominal roll.
- d) No student may be permitted to re-enter an examination room until all examination scripts have been collected.

- e) The nominal roll must be returned to the Registrar's Office at the conclusion of the examination session. Examination scripts may be either received by the instructor(s) concerned or be delivered to the Registrar's Office.

2.8 Audio Visual Supports

The use of audio visual supports to display examination or test questions shall be prohibited with either of the following two exceptions:

- a) Audio visual supports may be used to display examination questions where arrangements have been made to display all questions simultaneously for the entire examination period.
- or
- b) In courses where time limited identification is a legitimate and specified part of the examination process, the use of overhead or slide projectors, or other audio visual supports for display purposes shall be permitted.

Examinations using audio visual supports should not be scheduled with other examinations.

2.9 Unauthorized Materials in Examinations

Students are not permitted to have access to any unauthorized materials on their desk during an exam. This includes but is not limited to calculators, books, notes, pencil cases, or any electronic device capable of wireless communication and/or storing information (e.g. computer, dictionary, translator, cell phone, pager, PDA, mp3 units, etc.). However, students may bring in such materials or devices when permission has been given by the instructor.

2.10 Security

Students may store valuables and personal items under the desk or chair of the examination room but may not have access to these items during the examination. Students must ensure that all items required for the examination are placed on top of the desk prior to the start of the examination.

2.11 Posting Examination Answers

Answers to examination questions shall not be posted prior to the conclusion of the examination.

2.12 Student Access to Final Examinations

- 2.12.1 In order to allow proper feedback, students shall have an opportunity to read their own final examination script and any comments written on it prior to the deadline for a formal grade appeal, but only in the presence of the instructor or a department-appointed staff member.
- 2.12.2 Notwithstanding 2.12.1 above, there is no obligation upon the department to make machine-scored examination answer sheets available for consultation by students. It is expected that faculties, schools, and academic units will provide appropriate means of feedback to students in such circumstances and, where

practicable, will encourage instructors to discuss selected questions and answers.

3.0 Accountability

- 3.1** The University Secretary is responsible for advising the President that a formal review of the Procedure is required.
- 3.2** The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Review

- 4.1** Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.
- 4.2** In the interim, this/these Procedure(s) may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

- 5.1** This/these Procedure(s) supersede(s) the following:
- (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: Responsibilities of Academic Staff with Regard to Students

Policy: Examinations and Final Grades

Policy: Accessibility for Students with Disabilities

Procedures: Deferred, Special, and Supplemental Examinations

Procedures: Final Grades

Title:		<u>FINAL EXAMINATIONS</u>
Effective Date:		<u> </u>
Review Date:		<u> </u>
<hr/>		
Approving Body:	<input type="checkbox"/> Board of Governors	<input checked="" type="checkbox"/> Senate
	<input type="checkbox"/> Administration (specify): <u> </u>	
Authority	<input checked="" type="checkbox"/> Policy [name and section #]	<u>Examinations and Final Grades</u>
	<input type="checkbox"/> Bylaw [name and section #]	<u> </u>
	<input type="checkbox"/> Regulation [name and section #]	<u> </u>
Implementation: <u>Vice-President (Academic) and Provost</u>		
Contact: <u> </u>		
<hr/>		
Applies to:	<input type="checkbox"/> Board of Governors members	<input type="checkbox"/> Senate members
	<input checked="" type="checkbox"/> Faculty/School Councils	<input checked="" type="checkbox"/> Students
	<input checked="" type="checkbox"/> Department Councils	
	<input type="checkbox"/> External Parties <u> </u>	
	<small>[specify applicable external parties]</small>	
	<input checked="" type="checkbox"/> Employees <u> </u>	<u>Academic staff, support staff</u>
	<small>[specify applicable employee organizations and employment group]</small>	

1.0 Reason for Procedure(s)

To set out Procedures secondary to the Policy entitled "Examinations and Final Grades" in connection with the method of conducting final examinations. A final examination is a test scheduled within an examination period which serves as the final evaluation of student performance in a course.¹

2.0 Procedure(s)

2.1 Information Provided to Students

Within the first week of lectures—the academic term, students shall be informed of the method of evaluation to be used in each course.

¹ University of Western Ontario, Academic Handbook, Issued 2009 03

2.2 Examination General Regulations

- 2.2.1 Any test or tests which have an aggregate value of more than 20% of the total value of the course may not be scheduled to take place during the fourteen (14) calendar days ending with the last day of classes in the term during the regular session as defined in the University General Calendar, or during the last two (2) classes of Summer Evening and the last three (3) classes for Intercession and Summer Day Sessions (see Policy on Responsibilities of Academic Staff with regard to Students).
- 2.2.2 No project or assignment may be announced during the periods outlined in 2.2.4(a) above 2.2.1 unless contained in the course outline or syllabus information required to be provided to all students in the course during the first week of classes (Policy "Responsibilities of Academic Staff with Regard to Students", 2.4.1.4).

2.3 Final Examinations

- 2.3.1 No final examinations or the return submission of take-home final examinations shall be scheduled to occur prior to the examination periods as described in the General Calendar except with the expressed joint consent of the Deans and Directors involved.
- 2.3.2 The weight of each question shall be clearly indicated on the examination paper.
- 2.3.3 The name of the instructor of the Examination Committee shall be clearly indicated on the examination paper.
- 2.3.4 Faculties, schools or departments academic units electing to use the services of the Registrar's Office shall adhere to the regulations contained in 2.3 outlined in section 2.4 below.

2.4 Regulations for Examinations Administered by the Registrar's Office

If a faculty, school, or department academic unit elects to use the services of the Registrar's Office to schedule and administer examinations, the following regulations shall apply:

- a) Requests for examination scheduling must be submitted prior to the following dates: December exams—October 15th, April exams—January 15th five (5) working days prior to the Revision Deadline for the term in which the course is offered.
- b) Examinations shall be of one, two or three hours duration.
- c) The department, faculty, or school academic unit shall be responsible for supplying the number of examination invigilators as deemed necessary by the Student Records Registrar's Office.
- d) Examination question papers must be submitted ten (10) calendar days in advance of the examination.
- e) The Registrar's Office shall make a report to the Senate Committee on Academic Evaluation of Students on record of any issues arising during the conduct of each series of exams. The Committee on the Academic Evaluation of Students will bring to the Senate's attention any matters arising therefrom which are considered significant examinations and bring any matters to Senate that it deems to be significant.
- f) The Instructions to Invigilators shall apply for examinations administered by the Registrar's Office.

2.5 Regulations for Examinations administered by Student Accessibility Services

Examinations administered by Student Accessibility Services shall be regulated by the Policy: Accessibility for Students with Disabilities.

2.6 Invigilation of Examination

2.6.1 The ~~department, faculty or school~~ faculty, school, or academic unit shall supply such number of examination invigilators as is necessary. At a minimum, there shall normally be one invigilator for the first sixty (60) students and one additional invigilator for each fifty (50) students thereafter.

2.6.2 Invigilation of examinations shall ~~normally~~ be carried out by ~~the instructor of record~~ a combination of faculty members plus instructors and/or teaching assistants.

~~An instructor is required to invigilate as requested by department, faculty or school concerned. (formerly 2.2.8 c) in the Policy: Examination Regulations)~~

2.6.3 An instructor must be available during the whole of his/her examination even though he/she is not invigilating that examination.

2.6.4 In view of the responsibilities with which a Chief Invigilator has been charged, selection of Chief Invigilators for large examination halls shall ensure that they are persons at a more senior rank than that of teaching assistants.

2.7 Instructions to Responsibilities of Invigilators and Students

2.7.1 Prior to an Examination

a) Invigilators are required to report to the ~~Student Records Registrar's~~ Office for exams administered by the ~~Student Records Registrar's~~ Office for supervisory duties not later than thirty minutes (one half hour) prior to the scheduled time for each examination. Examination material, supervisory lists, and the name of the invigilator in charge will be distributed.

b) At each seat in the examination room, the invigilator should place the appropriate material required for the exam.

c) The time of commencement of the examination shall be announced.

d) Each student shall display his/her student card and photo identification and shall sign an attendance form.

2.7.2 Conduct During Examination

a) Any student departing from accepted procedure during an examination must be reported immediately to the Chief Invigilator.

b) The Chief Invigilator shall allow the student to continue writing the examination except as noted ~~below~~ in 2.7.2 (g).

c) The Chief Invigilator shall record the nature of the alleged infraction on the form provided by the Registrar's Office.

- d) The Chief Invigilator shall complete the introductory section of the form immediately and shall ask the student to sign at that point in order that the student provides positive identification.
- e) The Chief Invigilator shall advise the student, when the identification portion of the form has been signed, of his or her right to submit a separate report on the circumstances of the incident to the Dean or Director of his or her ~~Faculty or School~~ faculty, school, or academic unit.
- f) The Chief Invigilator shall ask that the student read the form containing full details of the incident by or at the close of the examination. The form, thus completed, shall be sent to the Registrar's Office for distribution to the Dean or Director, to the student and to the Invigilators involved in the incident.
- g) Notwithstanding the above, in those cases in which the behaviour of a student is disruptive to others writing the examination, or to the conduct of that examination, the Chief Invigilator may, after due warning, require that student to cease writing the examination and leave the examination hall. For such cases the form provided by the ~~Student Records~~ Registrar's Office must be completed in the manner outlined in the above paragraph.
- h) The Chief Invigilator shall ensure that no student leaves the room without signing the roll and submitting a script. In addition:
 - i) No student shall be permitted to leave the examination room during the first **thirty (30) minutes** of an examination.
 - ii) ~~A student will be considered a late arrival if he or she arrives to write an examination~~ No student shall be permitted to enter the examination room after at least one other student who is writing the same examination has left the examination room.
 - iii) A student who arrives to write an examination more than **thirty (30) minutes after the start of the examination** will not be permitted to write the examination.
 - iv) Any student who, due to late arrival, is not permitted to write an examination will be asked to complete the appropriate form and will then be advised to contact the Office of his/her Dean or Director not later than the next business day to discuss possible alternatives.
 - v) No student scheduled to write an exam in a centrally administered location who arrives late for the examination shall be permitted to write longer than the scheduled end-time for that exam. For those exams not centrally scheduled, flexibility may be allowed at the discretion of the unit administering the examinations, but all students in a given course with commonly examined sections should have equal opportunities to take advantage of whatever flexibility is afforded.
 - vi) Should a technical irregularity occur in an examination, such as misprinted information or wrong instruction, invigilators supervising the same examination in other locations must be informed. The Registrar's Office should be contacted immediately should this or other similar problems arise in an examination room.
 - vii) If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, he or she must report at once to the Chief Invigilator, hand in the unfinished paper, and indicate if they wish the exam to be cancelled. The Chief Invigilator must record all such notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions outlined in the procedures for **Deferred, Special and Supplemental Examinations (section 2.1.2)**. Only students

who do not complete the examination and who notify the Chief Invigilator of the reason they cannot complete the examination shall be eligible to apply for a deferred examination.

2.7.3 At the Close of the Examination

- a) The time of conclusion of the examination should be announced.
- b) Every candidate must turn in an examination script before leaving the room to the invigilator located at the exit of the room.
- c) A count must be made of the scripts by course number and balanced against the total for each course examination indicated on the nominal roll.
- d) No student may be permitted to re-enter an examination room until all examination scripts have been collected.
- e) The nominal roll must be returned to the Registrar's Office at the conclusion of the examination session. Examination scripts may be either received by the instructor(s) concerned or be delivered to the Registrar's Office.

2.8 Audio Visual Supports

The use of audio visual supports (~~audio visual supports include, but are not limited to: overhead or slide projectors, and audio/video tape players~~) to display examination or test questions shall be prohibited with either of the following two exceptions:

- a) Audio visual supports may be used to display examination questions where arrangements have been made to display all questions simultaneously for the entire examination period.
- or
- b) In courses where time limited identification is a legitimate and specified part of the examination/test process, the use of overhead or slide projectors, or other audio visual supports for display purposes shall be permitted.

Examinations using audio visual supports should not be scheduled with other examinations.

2.9 ~~Use of Electronic Calculators~~ Unauthorized Materials in Examinations

Students are not permitted to ~~bring in~~ have access to any unauthorized materials on their desk during ~~to~~ an exam. This includes but is not limited to calculators, books, notes, pencil cases, or any electronic device capable of wireless communication and/or storing information (e.g. computer, dictionary, translator, cell phone, pager, PDA, mp3 units, etc.). However, students may bring in such materials or devices when permission has been given by the instructor ~~and/or the department or faculty~~.

2.10 Security

Students may store valuables and personal items under the desk or chair of the examination room but may not have access to these items during the examination. Students must ensure that all items required for the examination are placed on top of the desk prior to the start of the examination.

2.11 Posting Examination Answers

Answers to examination questions shall not be posted prior to the conclusion of the examination.

2.12 Student Access to Final Examinations

2.12.1 In order to allow proper feedback, students shall have an opportunity to read their own final examination script and any comments written on it prior to the deadline for a formal grade appeal, but only in the presence of the instructor or a department-appointed staff member.

2.12.2 Notwithstanding 4 2.12.1 above, there is no obligation upon the department to make machine-scored examination answer sheets available for consultation by students. It is expected that departments faculties, schools, and academic units will provide appropriate means of feedback to students in such circumstances and, where practicable, will encourage instructors to discuss selected questions and answers.

~~Regulations regarding access to answer scripts of external examinations are governed by the regulations of the institution whose examination has been written.~~ (NB formerly 2.6.3 c in the Policy: Examination Regulations)

3.0 Accountability

3.1 The University Secretary is responsible for advising the President that a formal review of the Procedure is required.

3.2 The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Review

4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.

4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
(a) the Approving Body deems necessary; or
(b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

5.1 This/these Procedure(s) supersede(s) the following:
(a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
(b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
(c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: Responsibilities of Academic Staff with Regard to Students

Policy: Examinations and Final Grades

Policy: Accessibility for Students with Disabilities

Procedures: Deferred, Special, and Supplemental Examinations

Procedures: Final Grades



Title: DEFERRED, SPECIAL AND SUPPLEMENTAL EXAMINATIONS

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ Policy [name and section #] Examinations and Final Grades
☐ Bylaw [name and section #] _____
☐ Regulation [name and section #] _____

Implementation: Vice-President (Academic) and Provost

Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☒ Department Councils
☐ External Parties _____
[specify applicable external parties]
☒ Employees Academic staff, support staff
[specify applicable employee organizations and employment group]

1.0 Reason for Procedure(s)

To set out procedures secondary to the Policy entitled "Examinations and Final Grades", in connection with:

- a) deferred examinations;
- b) special examinations;
- c) supplemental examinations; and
- d) mid-term examinations scheduled during an official examination period which are worth 20% or more of total course work.

2.0 Procedure(s)

2.1 Deferred Examinations

- 2.1.1 A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled. Students may only be considered for a deferred exam after the scheduled examination has been missed. Making a false or misleading claim may be considered an offence under

the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.

- 2.1.2 Students must file an application for a deferred examination with the advising office of the faculty, school, or academic unit (including University 1 or Extended Education) in which they are registered, setting out the reasons for the deferral. The application must normally be filed within 48 hours of the date the examination missed was scheduled to be written, or in a case where more than one examination was missed, within 48 hours of the date the last examination missed was scheduled to be written. The application must be accompanied by a medical certificate or otherwise appropriate documentation certifying the reason for the deferral, the inability of the student to write the examination at the regular scheduled time and, where possible, an indication of the period of incapacity. Based on the evidence, the Dean or Director shall decide whether the application is approved.
- 2.1.3 Initial approval of all deferred exams by the student's faculty, school, or academic unit shall be conditional upon verification that the student has completed all required components of the course and that it is mathematically possible for the student to pass the course by writing the final exam. Approval will be rescinded if these conditions are not met.
- 2.1.4 Any students requesting a deferred examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans shall not normally be granted a deferral.
- 2.1.5 If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, he or she must report at once to the Chief Invigilator, hand in the unfinished paper, and indicate if they wish the exam to be cancelled. The Chief Invigilator must record all such notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions of 2.1.2. Only students who do not complete the examination and who notify the Chief Invigilator of the reason they cannot complete the examination shall be eligible to apply for a deferred examination.
- 2.1.6 No faculty, school, or academic unit shall have regulations that compel students to accept deferrals for any or all examinations or examination series.
- 2.1.7 When an application for a deferred examination is approved by the faculty, school, or academic unit, the head of the unit in which the course is offered, in consultation with the instructor concerned, shall schedule the deferred examination to take place normally within thirty (30) working days from the end of the examination series from which the examination was deferred, taking into account the following:
 - a) If a deferred final examination is granted for a course that is a pre-requisite to another course or courses, students may be permitted to remain registered in those affected courses. However, if the examination is written after the revision deadline and the pre-requisite course is not satisfied, the student will be withdrawn from all courses requiring it. Departments are encouraged to schedule deferred exams in pre-requisite courses early in a term to ensure that results are available prior to the course revision deadline.
 - b) Departments are requested to schedule deferred examinations as soon

as possible for potential graduands so that final grades may be available in sufficient time to meet planned graduation deadlines.

- 2.1.8 In the event students are unable to write the examination as outlined in 2.1.7, the following may take place:
- a) the deferred examination shall be written at the next scheduled examination series in which the course is offered (unless the department chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding exam obligations have been completed;
 - b) the head of the department in which the course is offered, in consultation with the instructor concerned, may assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments. Faculty or School Councils shall establish the procedure by which such a decision will be implemented.
 - c) the deferred examination must be written within a time frame that enables the examination to be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic term in such cases in which the progression rules of the student's program require the successful completion of an entire academic year before a student is eligible to proceed in the next academic year.
- 2.1.9 A student who accepts standing in a course without examination may not, at a later date, request permission to write a deferred examination in the course.
- 2.1.10 Students who, for medical reasons, withdraw from a program or receive deferred examination privileges for all final examination series, or who fail to write deferred examinations as scheduled, may be informed by the faculty, school or academic unit that they may not re-register until they have established, through appropriate medical consultation, their fitness to resume studies.

2.2 Special Examinations

- 2.2.1 A special examination is a privilege that may be granted to a student who knows in advance that he or she is unable to write an examination at the scheduled time. Making a false or misleading claim may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.
- 2.2.2 Students may request a special examination(s) on the grounds that they are unable to write said examination(s) due to:
- a) participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event;
 - b) religious obligations; or
 - c) a medical condition
- 2.2.3 Students must file an application for a special examination with the advising office of the faculty, school or academic unit (including University 1 or Extended Education) in which they are registered, setting out the reasons for the request. The application must be filed well in advance (normally 20 working days) of the scheduled examination and must be accompanied by a medical certificate or otherwise appropriate documentation certifying the reason for the request, the inability of the student to write the examination at the regular scheduled time and,

where applicable, an indication of the period of incapacity. Based on the evidence, the Dean or Director shall decide whether the application is approved.

- 2.2.4 Any students requesting a special examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans shall not normally be accommodated.
- 2.2.5 When an application for a special examination is approved by the faculty, school, or academic unit, the head of the unit in which the course is offered, in consultation with the instructor concerned, shall schedule the special examination to take place, normally prior to or by the end of the examination period.
- 2.2.6 In the event students are unable to write the examination as outlined in 2.2.5, the following may take place:
 - a) the special examination shall be written at the next scheduled examination series in which the course is offered (unless the department chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding exam obligations have been completed;
 - b) the head of the department in which the course is offered, in consultation with the instructor concerned, may assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments. Faculty or School Councils shall establish the procedure by which such a decision will be executed.
 - c) The special examination must be written within a time frame that enables the examination to be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic term in such cases in which the progression rules of the student's program require the successful completion of an entire academic year before a student is eligible to proceed in the next academic year.
- 2.2.7 A student who accepts standing in a course without examination may not, at a later date, request permission to write a deferred examination in the course.
- 2.2.8 Students who, for medical reasons, withdraw from a program or receive special examination privileges for all final examination series, or who fail to write special examinations as scheduled, may be informed by the faculty, school or academic unit that they may not re-register until they have established, through appropriate medical consultation, their fitness to resume studies.

2.3 Supplemental Examinations

- 2.3.1 Supplemental Examinations are offered by some faculties to students who have not achieved the minimum result in required courses. Within the conditions established by the student's faculty, a student who is granted a Supplemental Examination is given the opportunity to rewrite a final examination. The impact of a supplemental examination on the final grade is to be determined by regulations within the faculty.
- 2.3.2 The results of supplemental examinations must be reported to the faculty or school council.

3.0 Accountability

- 3.1** The University Secretary is responsible for advising the President that a formal review of the Procedure is required.
- 3.2** The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Review

- 4.1** Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.
- 4.2** In the interim, this/these Procedure(s) may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

- 5.1** These Procedures supersede the following:
- (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Bylaw: Student Discipline

Policy: Examinations and Final Grades

Procedures: Final Examinations

Procedures: Final Grades



Title: **DEFERRED, SPECIAL AND SUPPLEMENTAL EXAMINATIONS**

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ Policy [name and section #] Examinations and Final Grades
☐ Bylaw [name and section #] _____
☐ Regulation [name and section #] _____

Implementation: Vice-President (Academic) and Provost

Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☒ Department Councils
☐ External Parties _____
[specify applicable external parties]
☒ Employees Academic staff, support staff
[specify applicable employee organizations and employment group]

1.0 **Reason for Procedure(s)**

To set out procedures secondary to the Policy entitled "Examinations and Final Grades", in connection with:

- a) deferred examinations;
- b) special examinations;
- c) supplemental examinations; and
- d) mid-term examinations scheduled during an official examination period which are worth 20% or more of total course work.

2.0 **Procedure(s)**

2.1 **Deferred Examinations**

- 2.1.1 A deferred examination is a privilege that may be granted to a student who is unexpectedly unable to write an examination as scheduled. Students may only be considered for a deferred exam after the scheduled examination has been missed. Making a false or misleading claim may be considered an offence under

the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.

- 2.1.2 Students ~~may~~ must file an application for a deferred examination ~~with the Dean of the Faculty or the Director of the School in which they are registered, for reasons of illness or other disability or compassionate reasons with the advising office of the faculty, school, or academic unit (including University 1 or Extended Education) in which they are registered for their programme, for reasons of illness or other disability, or for compassionate reasons, setting out the reasons for the deferral. The application must normally be filed within seven working days of the end of the examination series in which the examination was scheduled to be written, and~~ normally be filed within 48 hours of the date the examination missed was scheduled to be written, or in a case where more than one examination was missed, within 48 hours of the date the last examination missed was scheduled to be written. The application must be accompanied by a medical certificate or otherwise appropriate documentation certifying the reason for the deferral, the inability of the student to write the examination at the regular scheduled time and, where possible, an indication of the period of disability incapacity. Based on the evidence, the Dean or Director shall decide whether the application is approved.

- 2.1.3 Initial approval of all deferred exams by the student's faculty, school, or academic unit shall be conditional upon verification that the student has completed all required components of the course and that it is mathematically possible for the student to pass the course by writing the final exam. Approval will be rescinded if these conditions are not met.

~~Any students requesting a deferred examination(s) on the grounds that they are unable to write said examination(s) because they are participating in an inter-university, provincial, inter-provincial, national or international scholastic or athletic even shall be granted said deferral provided:~~

- ~~i) students file an application with the Dean of the Faculty or the Director of the School in which they are registered well in advance (normally 20 working days) of the scheduled examination(s); and~~
- ~~ii) the aforementioned application is submitted with appropriate documentation; and~~
- ~~iii) that the Dean or the Director is satisfied, based on the evidence, that the application should be approved. (formerly 2.2.6 b) in the Policy: Examination Regulations. See Special Examinations, below.)~~

- 2.1.4 Any students requesting a deferred examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans shall not normally be granted a deferral.
- 2.1.5 ~~Any students leaving an examination early for reasons outlined under 2.26 (a) must notify the chief invigilator before leaving the room. If a student becomes ill or receives word of a family emergency during the course of an examination and is unable to continue, he or she must report at once to the Chief Invigilator, hand in the unfinished paper, and indicate if they wish the exam to be cancelled. The Chief Invigilator must report record all such notifications. Students leaving an examination early in compliance with this section are eligible to apply for a deferred examination under the provisions of section 2.26 (a) above 2.1.2. Only students who do not complete the examination and who notify the Chief~~

Invigilator of the reason they cannot complete the examination shall be eligible to apply for a deferred examination.

- 2.1.6 No faculty, school, or academic unit shall have regulations that compel students to accept deferrals for any or all examinations or examination series.
- 2.1.7 When an application for a deferred examination is approved by the faculty, school, or academic unit, the head of the department unit in which the course is offered, in consultation with the instructor concerned, shall schedule the deferred examination to take place normally within thirty (30) working days from the end of the examination series from which the examination was deferred. ~~The foregoing does not limit the ability for heads of departments, instructors and students from reaching mutually satisfactory arrangements for the scheduling of a deferred examination.~~, taking into account the following:
- a) If a deferred final examination is granted for a course that is a pre-requisite to another course or courses, students may be permitted to remain registered in those affected courses. However, if the examination is written after the revision deadline and the pre-requisite course is not satisfied, the student will be withdrawn from all courses requiring it. Departments are encouraged to schedule deferred exams in pre-requisite courses early in a term to ensure that results are available prior to the course revision deadline.
 - b) Departments are requested to schedule deferred examinations as soon as possible for potential graduands so that final grades may be available in sufficient time to meet planned graduation deadlines.
- 2.1.8 In the event students are unable to write the examination as outlined in 2.2.6 (f) 2.1.7, the following may take place:
- a) the deferred examination shall be written at the next scheduled examination series in which the course is offered (unless the department chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding exam obligations have been completed;
 - b) ~~unless~~ the head of the department in which the course is offered, in consultation with the instructor concerned, ~~chooses to may~~ assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments. Faculty or School Councils shall establish the procedure by which such a decision will be ~~executed~~ implemented.
 - c) ~~If the progression rules of a faculty or school require the successful completion of an entire academic year, the deferred examination must be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic year. the deferred examination must be written within a time frame that enables the examination to be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic term in such cases in which the progression rules of the student's program require the successful completion of an entire academic year before a student is eligible to proceed in the next academic year.~~
- 2.1.9 ~~Candidates~~ A student who accepts standing in a course without examination may not, at a later date, request permission to write a deferred examination in the course.

- 2.1.10 Students who, for medical reasons, withdraw from a program or receive deferred examination privileges for all final examination series, or who fail to write deferred examinations as scheduled, may ~~shall~~ be informed by the faculty, school or academic unit that they may not re-register until they have established, through ~~proper~~ appropriate medical consultation, their fitness to resume studies.

2.2 Special Examinations

- 2.2.1 A special examination is a privilege that may be granted to a student who knows in advance that he or she is unable to write an examination at the scheduled time. Making a false or misleading claim may be considered an offence under the Student Discipline Bylaw. Penalties may range from a failed grade in the course to suspension or expulsion.
- 2.2.2 Students may request a special examination(s) on the grounds that they are unable to write said examination(s) due to:
- a) participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event;
 - b) religious obligations; or
 - c) a medical condition
- 2.2.3 ~~Such an examination shall be granted provided:~~
Students must file an application with the Dean of the Faculty or the Director of the School for a special examination with the advising office of the faculty, school or academic unit (including University 1 or Extended Education) in which they are registered, setting out the reasons for the request. The application must be filed well in advance (normally 20 working days) of the scheduled examination(s) and must be accompanied by a medical certificate or otherwise appropriate documentation certifying the reason for the request, the inability of the student to write the examination at the regular scheduled time and, where applicable, an indication of the period of incapacity. Based on the evidence, the Dean or Director shall decide whether the application is approved.
- ~~2.2.2 Religious Obligations~~
~~Candidates who, through religious obligations, are unable to write a final examination when scheduled, shall be given an opportunity to write a special examination. These students are required to give reasonable notice (approximately three weeks) to the head of the department concerned prior to the examination series and to present evidence concerning the religious obligations involved.~~
- 2.2.4 Any students requesting a special examination(s) on the grounds that said examination(s) conflict(s) with vacation or holiday plans shall not normally be accommodated.
- 2.2.5 When an application for a special examination is approved by the faculty, school, or academic unit, the head of the unit in which the course is offered, in consultation with the instructor concerned, shall schedule the special examination to take place, normally prior to or by the end of the examination period.
- 2.2.6 In the event students are unable to write the examination as outlined in 2.2.5, the following may take place:

- a) the special examination shall be written at the next scheduled examination series in which the course is offered (unless the department chooses to make other arrangements); subsequent requests for re-deferral may result in the student being denied registration in the current or a future term until all outstanding exam obligations have been completed;
- b) the head of the department in which the course is offered, in consultation with the instructor concerned, may assign a grade without examination. In such cases, the grades shall be assigned on the basis of the term work and assignments. Faculty or School Councils shall establish the procedure by which such a decision will be executed.
- c) The special examination must be written within a time frame that enables the examination to be written and graded, and, if necessary, a supplemental examination to be written and graded, before the start of the next academic term in such cases in which the progression rules of the student's program require the successful completion of an entire academic year before a student is eligible to proceed in the next academic year.

2.2.7 A student who accepts standing in a course without examination may not, at a later date, request permission to write a deferred examination in the course.

2.2.8 Students who, for medical reasons, withdraw from a program or receive special examination privileges for all final examination series, or who fail to write special examinations as scheduled, may be informed by the faculty, school or academic unit that they may not re-register until they have established, through appropriate medical consultation, their fitness to resume studies.

2.3 Supplemental Examinations

2.3.1 Supplemental Examinations are offered by some faculties to students who have not achieved the minimum result in required courses. Within the conditions established by the student's faculty, a student who is granted a Supplemental Examination is given the opportunity to rewrite a final examination. The impact of a supplemental examination on the final grade is to be determined by regulations within the faculty.

2.3.2 The results of supplemental examinations must be reported to the faculty or school council.

3.0 Accountability

3.1 The University Secretary is responsible for advising the President that a formal review of the Procedure is required.

3.2 The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Review

4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.

- 4.2** In the interim, this/these Procedure(s) may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

- 5.1** These Procedures supersede the following:
- (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Bylaw: Student Discipline

Policy: Examinations and Final Grades

Procedures: Final Examinations

Procedures: Final Grades



Title: FINAL GRADES

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ Policy [name and section #] Examinations and Final Grades
☐ Bylaw [name and section #] _____
☐ Regulation [name and section #] _____

Implementation: Vice-President (Academic) and Provost

Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☒ Department Councils
☐ External Parties _____
[specify applicable external parties]
☒ Employees Academic staff and support staff
[specify applicable employee organizations and employment group]

1.0 Reason for Procedure(s)

To set out procedures secondary to the Policy entitled "Examinations and Final Grades", in connection with:

- a) Final grades;
- b) Incomplete grades;
- c) Continuing grades;
- d) Appeal of final grades; and
- e) Grading systems.

2.0 Procedure(s)

2.1 Final Grades

- a) Departments are required, subject to faculty/school regulations, to establish a procedure for the review and approval of final grades prior to submission to the Registrar.
- b) All final grades must be submitted in accordance with the instructions received

from the Registrar.

- c) Final grades will be released to students by the Registrar's Office as they are submitted by faculties and schools, except where alternate arrangements have been made between the Dean or Director and the Registrar.

2.2 Incomplete Courses

- a) A student who is unable to complete the term work prescribed in a course may apply to the instructor prior to the end of lectures for consideration of a grade classification of Incomplete.
- b) The student is expected to write the final examination if one is scheduled for the course. It is possible to request a deferred examination based upon the conditions stated in the procedures for Deferred, Supplemental, and Special Examinations.
- c) Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work. The grade code reported will consist of the appropriate letter grade following by a space followed by the letter "I".
- d) In addition to the grade, the recommendation should indicate the reason(s) for consideration being given, a description of the outstanding work to be completed, and the date by which the work must be submitted. The following maximum extensions are allowed:
 - for courses terminated in April – August 1st
 - for courses terminated in August – December 1st
 - for courses terminated in December – April 1st
- e) If the final grade is not reported within one month of the extension deadline, the letter "I" will be dropped and the grade remains as awarded. The student's opportunity to improve the grade will have lapsed.
- f) In no case will the satisfaction of the Incomplete requirements cause a grade to be lowered.
- g) When specific circumstances warrant, Deans or Directors may extend the date by which an Incomplete must be cleared. Instructors must formally request such an extension prior to the elapse of the maximum deadline date. In addition, the Registrar's Office must be notified of the extension.

2.3 Continuing Courses

For those graduate level courses which continue beyond the normal academic term, which are being taken by students enrolled in the Faculty of Graduate Studies, the instructor shall recommend that a grade of "CO" be used until such time as a final grades can be established.

2.4 Appeal of Term Work

The appeal of term work returned or made available to students before the last day of classes shall be subject to policies and procedures established by Faculty/School Councils.

2.5 Appeal of Final Grades

2.5.1 A student may enter an appeal, through the Registrar's Office, for assessment of one or more grades. A student wishing to make a final grade appeal must do so by the deadlines set for the following terms and sessions:

- a) On a first term course grade (Fall) the deadline is fifteen (15) working days following the first day in January which the University is open.
- b) On a second term course grade (Winter) the deadline is fifteen (15) working days after Victoria Day.
- c) For Summer Session course grades the deadline is thirty (30) working days following the end of the exam period.
- d) For all other programs the deadline is twenty (20) working days following the end of the exam period.

Applications must be made on a prescribed form obtainable from the Registrar's Office. On payment of the prescribed fee, such appeals shall be forwarded to the Head of the Department in which the course is offered.

2.5.2 Examination scripts are to be held by the teaching unit responsible for the course until six months after the expiration of the appeal period. In individual cases where appeals have been initiated, the holding period will be extended accordingly.

- a) Each department, school or faculty is responsible for arranging the proper processing of the appeals, and shall report the results of appeals to the Registrar's Office.
- b) Normally the re-evaluation of a grade shall be undertaken by the instructor(s) responsible for the particular course (section) in consultation with at least one other instructor – in the same or related subject area – who shall independently assess the script and/or other relevant materials.
- c)
 - i) In the event that an appealed grade has been awarded on the basis of an examination only, the entire script will be re-read.
 - ii) Except as noted below, where the grade has been awarded on the basis of an examination in combination with term work, the examination script will be re-read and term mark calculation reviewed.
 - iii) In the case of grades awarded solely on the basis of term work, only the calculation will be reviewed.
 - iv) In instances where term work has not been returned to students before the last day of classes, that term work shall also be re-read.
- d) Grades subject to appeal may not be lowered.
- e) In cases where appeals have resulted in a change of grade, the application fee will be refunded to the student.
- f) Teaching units shall be responsible for arranging to destroy examination scripts held by them in accordance with this section, ensuring in the process, the confidentiality of the document.
- g) The result of an appeal must be submitted to the Registrar's Office within thirty (30) days of the deadline for a student to submit the appeal being considered. In the event this deadline cannot be met, the department must notify the Registrar's Office with reasons for the delay. In no case shall an appeal be delayed longer than sixty (60) days.
- h) Students who are not satisfied that Grade Appeal procedures have been followed as required may request that a review be carried out by the Department Head and/or Dean/Director of the teaching unit. A request for review must be filed within ten (10) working days of receipt of notification of the result of Grade Appeal. Departments/Faculties/Schools may establish supplemental procedures with respect to a requested review of the outcome

of an unsuccessful grade appeal.

2.6 Grading Systems

Faculties and schools may investigate various grading systems in order that a better understanding is reached regarding the relationship between grading systems, evaluation processes, student performance and program objectives. Prior to taking action based on such investigation, the faculty or school must submit its proposal to the Senate Committee on Instruction and Evaluation for its approval.

3.0 Accountability

3.1 The University Secretary is responsible for advising the President that a formal review of the Procedure is required.

3.2 The Vice-President (Academic) and Provost will be responsible for the communication, administration and interpretation of this policy.

4.0 Review

4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.

4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
(a) the Approving Body deems necessary; or
(b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

5.1 This/these Procedure(s) supersede(s) the following:
(a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
(b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
(c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: Responsibilities of Academic Staff with regard to Students

Policy: Examinations and Final Grades

Procedures: Deferred, Special, and Supplemental Examinations

Procedures: Final Examinations



Title: **FINAL GRADES**

Effective Date: _____ Review Date: _____

Approving Body: ☐ Board of Governors ☒ Senate
☐ Administration (specify): _____

Authority ☒ Policy [name and section #] Examinations and Final Grades
☐ Bylaw [name and section #] _____
☐ Regulation [name and section #] _____

Implementation: Vice-President (Academic) and Provost

Contact: _____

Applies to: ☐ Board of Governors members ☐ Senate members
☒ Faculty/School Councils ☒ Students
☒ Department Councils
☐ External Parties _____
[specify applicable external parties]
☒ Employees Academic staff and support staff
[specify applicable employee organizations and employment group]

1.0 **Reason for Procedure(s)**

To set out procedures secondary to the Policy entitled "Examinations and Final Grades", in connection with:

- a) Final grades;
- b) Incomplete grades;
- c) Continuing grades;
- d) Appeal of final grades; and
- e) Grading systems.

2.0 **Procedure(s)**

2.1 **Final Grades**

- a) Departments are required, subject to faculty/school regulations, to establish a procedure for the review and approval of final grades prior to submission to the Registrar.
- b) All final grades must be submitted in accordance with the instructions received

- from the Registrar.
- c) Final grades will be released to students by the Registrar's Office as they are submitted by faculties and schools, except where alternate arrangements have been made between the Dean or Director and the Registrar.
 - d) ~~To protect confidentiality, instructors may post grades in student number sequence.~~

2.2 Incomplete Courses

- a) A student who is unable to complete the term work prescribed in a course may apply to the instructor prior to the end of lectures for consideration of a grade classification of Incomplete.
- b) The student is expected to write the final examination if one is scheduled for the course. It is possible to request a deferred examination based upon the conditions stated in Section 2.26 the procedures for Deferred, Supplemental, and Special Examinations.
- c) Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work. ~~This grade, preceded by the letter "I", e.g. "IF", "IC", "IB", etc. shall be recorded on the appropriate form and forwarded as part of a recommendation to the Department Head, Dean or Director for approval.~~ The grade code reported will consist of the appropriate letter grade following by a space followed by the letter "I".
- d) In addition to the grade, the recommendation should indicate the reason(s) for consideration being given, a description of the outstanding work to be completed, and the date by which the work must be submitted. The following maximum extensions are allowed:
 - for courses terminated in April – August 1st
 - for courses terminated in August – December 1st
 - for courses terminated in December – April 1st
- e) If ~~a~~ the final grade is not reported within one month of the extension deadline, the letter "I" will be dropped and the grade remains as awarded. The student's opportunity to improve the grade will have lapsed.
- f) In no case will the satisfaction of the Incomplete requirements cause a grade to be lowered.
- g) When specific circumstances warrant, Deans or Directors may extend the date by which an Incomplete must be cleared. Instructors must formally request such an extension prior to the elapse of the maximum deadline date. In addition, the ~~Student Records Office~~ Registrar's Office must be notified of the extension.

2.3 Continuing Courses

For those graduate level courses which continue beyond the normal academic term as prescribed in the General Calendar, which are being taken by students enrolled in the Faculty of Graduate Studies, the instructor shall recommend that a ~~mark classification~~ grade of "CO" be used until such time that as a final grades can be established.

2.4 Appeal of Term Work

The appeal of term work returned or made available to students before the last day of classes shall be subject to policies and procedures established by Faculty/School Councils.

2.5 Appeal of Final Grades

2.5.1 A student may enter an appeal, through the Registrar's Office, for assessment of one or more grades. A student wishing to make a final grade appeal must do so by the deadlines set for the following terms and sessions:

- a) On a first term course grade (Fall) the deadline is fifteen (15) working days following the first day in January which the University is open.
- b) On a second term course grade (Winter) the deadline is fifteen (15) working days after Victoria Day.
- c) For Summer Session course grades the deadline is thirty (30) working days following the end of the exam period.
- d) For all other programs the deadline is twenty (20) working days following the end of the exam period.

Applications must be made on a prescribed form obtainable from the Registrar's Office. On payment of the prescribed fee, such appeals shall be forwarded to the Head of the Department in which the course is offered.

2.5.2 Examination scripts are to be held by the teaching unit responsible for the course until six months after the expiration of the appeal period. In individual cases where appeals have been initiated, the holding period will be extended accordingly.

- a) Each department, school or faculty is responsible for arranging the proper processing of the appeals, and shall report the results of appeals to the Registrar's Office.
- b) Normally the re-evaluation of a grade shall be undertaken by the instructor(s) responsible for the particular course (section) in consultation with at least one other instructor – in the same or related subject area – who shall independently assess the script and/or other relevant materials.
- c)
 - i) In the event that an appealed grade has been awarded on the basis of an examination only, the entire script will be re-read.
 - ii) Except as noted below, where the grade has been awarded on the basis of an examination in combination with term work, the examination script will be re-read and term mark calculation reviewed.
 - iii) In the case of grades awarded solely on the basis of term work, **only** the calculation will be reviewed.
 - iv) In instances where term work has not been returned to students before the last day of classes, that term work shall also be re-read.
- d) Grades subject to appeal may not be lowered.
- e) In cases where appeals have resulted in a change of grade, the application fee will be refunded to the student.
- f) Teaching units shall be responsible for arranging to destroy examination scripts held by them in accordance with **this section** ~~(b) above~~, ensuring in the process, the confidentiality of the document.
- g) The result of an appeal must be submitted to the Registrar's Office within **thirty (30) days** of the deadline for a student to submit the appeal being considered. In the event this deadline cannot be met, the department must notify the Registrar's Office with reasons for the delay. In no case shall an appeal be delayed longer than **sixty (60) days**.

- h) Students who are not satisfied that Grade Appeal procedures have been followed as required may request that a review be carried out by the Department Head and/or Dean/Director of the teaching unit. A request for review must be filed within ten (10) working days of receipt of notification of the result of Grade Appeal. Departments/Faculties/Schools may establish supplemental procedures with respect to a requested review of the outcome of an unsuccessful grade appeal.

2.6 Grading Systems

Faculties and schools may investigate various grading systems in order that a better understanding is reached regarding the relationship between grading systems, evaluation processes, student performance and program objectives. Prior to taking action based on such investigation, the faculty or school must submit its proposal to the Senate Committee on ~~Academic Evaluation of Students~~ **Instruction and Evaluation** for its approval.

3.0 Accountability

- 3.1 The University Secretary is responsible for advising the President that a formal review of the Procedure is required.
- 3.2 The Vice-President (Academic) and Provost will be responsible for the communication, administration and interpretation of this policy.

4.0 Review

- 4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are _____.
- 4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

5.0 Effect on Previous Statements

- 5.1 This/these Procedure(s) supersede(s) the following:
- (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

6.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: Responsibilities of Academic Staff with regard to Students

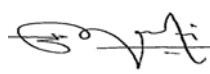
Policy: **Examinations and Final Grades**

Procedures: Deferred, Special, and Supplemental Examinations

Procedures: Final Examinations

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research 

DATE: May 14, 2012

SUBJECT: Periodic Review of Research Centres and Institutes: Centre for Professional & Applied Ethics

Attached is the report on the Centre for Professional & Applied Ethics conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.

Cc: Dean Jefferey Taylor
Dr. Arthur Schafer

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
CENTRE FOR PROFESSIONAL AND APPLIED ETHICS

Preamble:

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contained:
 - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - a five-year plan which identifies future research directions and development strategies;
 - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
 - the names of individuals who could provide external assessments of the research centre/institute.

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

Dr. Janice Ristock, Associate Vice-President (Research), (Chair)
Dr. Michael Trevan, Dean, Faculty of Agriculture and Food Sciences
Dr. Roberta Woodgate, Faculty of Nursing

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

The Sub-Committee reviewed the report provided by the Centre for Professional and Applied Ethics and assessed their activities. It was noted that the Centre has been fulfilling its primary objectives that include: encouraging research and scholarly

activity in the field of professional and applied ethics; initiating multi-disciplinary and inter-disciplinary research; providing encouragement, assistance and expertise to departments and faculties of the University interested in establishing academic courses or programs in professional and applied ethics; providing focus for a variety of community groups, professional associations and individuals interested in professional and applied ethics within Manitoba; and increasing public awareness of and knowledge about issues and problems in professional and applied ethics.

Over the last 5 years the Centre has built a critical mass of researcher associates (growing from 11 to 31). The Research Associates include members from faculties other than Arts. The sub-committee recommends that they continue to expand their membership in this way and perhaps draw more broadly from the wider university committee to serve on the advisory board.

The Director has been very active in fostering the public education mandate of the Centre and has a substantial record of significant media interviews, which have been very important for raising the profile of the Centre. The Sub-Committee also saw the addition of two Co-Associate Directors as an asset that will help to ensure continuity as the Centre develops. Their initiative of forming a research cluster was applauded and the sub-committee recommends that they consider applying for external research funds for this cluster on “Normative Issues” as well as develop additional clusters over the next 5 years.

Funding for the Centre appears to be secure and stable. They operate primarily on revenue generated by the Imperial Oil Ethics Endowment Fund. The Sub-Committee encourages the Director to negotiate with the Dean of Arts to absorb the costs of the teaching release for the Director so that more of their budget can be used for operational activities.

The Sub-Committee strongly supports the plans they have laid out for the next 5 years. In particular, the committee noted that one of the Centre’s most significant high profile projects will be the International Human Rights Lecture Series, “Fragile Freedoms: The Global Struggle for Human Rights”, organized in partnership with the Canadian Museum for Human Rights. This event may then lead to other research and educational activities that can be led by the Centre.

Finally the Sub-Committee encourages the Centre to develop mechanisms for capturing the outcomes and impact of their activities.

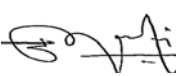
Recommendation:

THAT the ***Centre for Professional and Applied Ethics*** be renewed for a term of 5 years effective June 2012.

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

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research 

DATE: May 14, 2012

SUBJECT: Periodic Review of Research Centres and Institutes: the Health, Leisure and
Human Performance Research Institute (HLHPRI)

Attached is the report on the Health, Leisure and Human Performance Research Institute (HLHPRI) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.

Cc: Dean Jane Watkinson
Dr. Phillip Gardiner

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
HEALTH, LEISURE AND HUMAN PERFORMANCE RESEARCH INSTITUTE
(HLHPRI)

Preamble

1. The Policy, *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of the Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a report which contained:
 - a description of how and why the Health, Leisure and Human Performance Research Institute (HLHPRI) has achieved its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - a five-year plan which identifies future research directions and development strategies;
 - an **extensive** number of letters (n=30) both from the academic and non-academic communities indicating continued support for the Institute; and
 - the names of individuals who could provide external assessments of the research Institute.
2. The membership of this sub-committee was as follows:
 - Dr. Roberta Woodgate, Professor, Faculty of Nursing (Chair)
 - Dr. Patricia Martens, Professor, Community Health Sciences; Director, Manitoba Centre for Health Policy, Faculty of Medicine
 - Dr. Jim Davie, Scientific Director, Manitoba Health Research Council

3. The assessment of the sub-committee was as follows:
 - a. The extent to which the research centre/institute has fulfilled the general objectives of research centres/institutes as stipulated under the Policy; and the centre's specific objectives, as indicated on its establishment;

The Health, Leisure and Human Performance Research Institute (HLHPRI) appears to be a “model research institute” within the University of Manitoba based on all relevant review criteria. It is a highly productive research institute with a long track record of success. A detailed description of the institute's goals and achievement is provided. The HLHPRI has definitely fulfilled its goals very well, as made evident by its high volume of published research, research grants and contracts, research partnerships, research promotion activities, training accomplishments, and research dissemination and service. Highlights of the Institute's Successes include:

- The volume of research grant and contract funding during the current review period was in excess of \$82.7 million compared to over \$13.5 million in the previous review period.
 - The partnering with other organizations is evident and successful, including partnerships with Parks Canada; Winnipeg in Motion; CIDA; Aboriginal Scholar in Physical Activity, Sport and Recreation; and Sport without Borders.
 - Several conferences have also been supported.
 - The Institute is now heavily involved in the new PhD for Applied Health Sciences program, with 6 students being supervised by Institute researchers out of a total of 24.
 - Research Associates have hired 62 graduate students in various activities – with a variety of interesting opportunities being cited.
 - Knowledge translation activities were described well, including ongoing support for seminars, newsletter, webpage, and engagement in CIHR's Café Scientifique public forums.
 - Several research projects from the Institute have resulted program and policy development and/or changes within the University of Manitoba, our local community, and international communities.
- b. The appropriateness of its proposed five-year plan for future research directions and development strategies and;

The HLHPRI has traditionally engaged in strategic planning exercises at approximately three-year intervals with the most recent strategic planning retreat having taken place in 2009. From this retreat emerged a five-year plan (2009-2014) of ten strategic initiatives which represent a rational and reasonable extension of current activities and initiatives. Also included in this report is a description of several changes in both research affiliates and leadership that have occurred since the 2009 strategic planning retreat. The Institute recognizes that these changes will have an

influence on the future direction of the HLHPRI. The HLHPRI appears to be ready to adapt and develop as needed. Fall 2012 is the proposed date of the next strategic planning retreat.

c. Its current and projected financial viability.

Most of the funding for the Institute comes from an endowment fund. Currently, the book value of the fund is \$1,793,956.00 (market value: \$2,460,225.00) and it generates interest in excess of \$112,000.00. The only baseline funding comes from the Faculty of Kinesiology and Recreation Manage (FKRM) which provides funds for an Administrative Assistant. Additional funding sources fluctuate from year to year (e.g., the Institute received \$35,000.00 from the University's contract with Pepsi between 2009 and 2010). Similar to many other university centres or institutes, the success of the HLHPRI is dependent on the accomplishments of current and future researchers. This Institute has been successful considering both the number of researchers of the Institute and per capita research funding have increased. This institute estimates that each of its 33 research affiliates combined brought in over \$65 million dollars in 2011. As well, both the number of researchers of the Institute and per capita research funding has increased. The Institute in its five-year plan acknowledged there could be potential financial challenges ahead of them due to the current economic climate. Nonetheless, we feel the partnerships that the Institute has forged will serve the Institute well in the future.

Recommendation

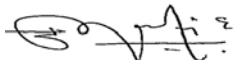
On behalf of the Sub-committee for the Health, Leisure and Human Performance Research Institute (HLHPRI), I am recommending to SCUR:

That the Health, Leisure and Human Performance Research Institute (HLHPRI) be renewed for a term of five years, effective June 2012.

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

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research 

DATE: May 14, 2012

SUBJECT: Periodic Review of Research Centres and Institutes: Legal Research Institute

Attached is the report on the Legal Research Institute conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.

Cc: Dean Lorna Turnbull
Jennifer Schulz

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
LEGAL RESEARCH INSTITUTE

Preamble:

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed the general process as outlined in section 3.3.1 of the Policy, focusing on the five-year report prepared by the director. This report included:
 - a description of how and why the Institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - the five-year plan for the period of 2008-13;
 - a letter from the Dean of the Faculty of Law indicating strong and continued support for the Institute, as well as three other letters of support from faculty who have benefitted from it; and
 - the names of individuals who could provide assessments of the Institute. Two were internal to the University of Manitoba, but external to the Institute.
2. The membership of this sub-committee was as follows:

Dr. Mark Whitmore, Dean, Faculty of Science (Chair)
Dr. Lea Stirling, Professor and Canada Research Chair, Department of Classics
Dr. Gary Glavin, Associate Vice-President (Research)
3. The Legal Research Institute (LRI) was formed in 1968, and has operated since then in Robson Hall. In 2004, the Faculty of Law created the office of Associate Dean (Research and Graduate Studies), and the Associate Dean was appointed as Executive Director of the Institute. This provides a close coupling of the activities of the Institute and the office of the Associate Dean. The LRI also takes direction from an Advisory Board and the Faculty Council. In many ways, it appears that the LRI is an integral instrument by which the Faculty of Law executes its research and

- graduate studies mandate. This is an unusual, but apparently very effective, arrangement.
4. The LRI has an operating budget of approximately \$80,000 per year, provided by the Manitoba Law Foundation through an annual grant. This grant has been maintained through the recent trying financial times, which the committee interprets as a strong vote of confidence by the legal community. Logistical support is provided by the Faculty of Law. Both the external and internal support appear to be secure.
 5. The LRI describes itself as “a granting agency to support research projects completed under the supervision of scholars within the Faculty of Law and the University of Manitoba” and, occasionally, projects undertaken elsewhere that have a particular focus involving Manitoba. It also supports the publication of scholarly journals, and occasionally supports conferences. Typically, ~ \$60 K are devoted to student research assistantships, ~\$20 K to salaries for student editorships, and up to a few thousand dollars to support conferences.
 6. Funds are awarded annually through a competitive process. The Institute does not appear to include the focus of the research as a criterion for award of funds, and does not appear to have a set of research directions. Perhaps for this reason, there is no reference to the overall research direction of the Faculty, or to the University’s Strategic Planning Framework, beyond a listing of projects that were funded. However, the Dean “confidently state[d] that the work that has been conducted under the auspices of the Institute is entirely in line with the University’s goals and strategic priorities”. It would have been appropriate for the report to be more fulsome in this matter.
 7. In the period under review, 75 students were supported as research assistants and 7 as student editors, at levels generally ranging from about \$1,200 to \$4,000 per student. There is no indication of how many of these students are graduate students, or the impact on graduate studies. The LRI does not consider attracting post-doctoral fellows, visiting professors or other scholars to be part of its mandate.
 8. Appendix 1 lists five books, 21 articles, 16 conference presentations, and other contributions for the period under review. It does not, however, identify the authors of these articles, where they were published, how students were involved, or the contribution of the LRI to each of these publications. The LRI also houses 4 journals.
 9. The LRI fosters collaboration with other research bodies, the government, and the Manitoba Law Reform Commission, and endeavours to support work that would lead to additional grants. Collaboration with the Asper Chair and the Desautels Centre for Private Enterprise and the Law has led to a book and two symposia. Research done under the auspices of the LRI contributes to drafting of legislation, policy making, and best practices for practitioners.
 10. The Institute is in the process of revising its Strategic Plan, but included the 2008-13 Plan. The committee believes that the Institute has fulfilled its current mandate and met its goals, with the possible exception of significantly enhancing its e-presence and capacity. No new set of goals was provided in the report.

Recommendation:

THAT the *Legal Research Institute* be renewed for a term of 3 years, effective June 2012, with a further review in the context of a new strategic plan, revised goals, and research emphases of the Faculty of Law. The additional gaps in the report that are noted in points 6, 7, 8 and 10 should be addressed at that time.

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

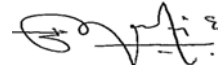
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research

DATE: May 14, 2012

SUBJECT: Proposal to establish a Chair in Agricultural Risk Management and Insurance



Attached is the proposal to establish a Chair in Agricultural Risk Management and Insurance. Please note that additional funds are still required to be raised to reach the goal of \$250,000/year for the five-year period. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

4.2
208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: May 4, 2012
To: Dr. Digvir Jayas, Vice-President (Research and International)
From: Dr. Joanne C. Keselman, Vice-President (Academic) and Provost
Re: **Externally-funded Chair in Agricultural Risk Management and Insurance**

Dr. Michael Benarroch, Dean of the I.H. Asper School of Business, has provided a letter of support for the proposal to establish an externally-funded (non-endowed) chair in agricultural risk management and insurance. This chair aligns with the strategic priorities of the Faculty, and is particularly relevant to the scholarly work of the Warren Centre for Actuarial Studies and Research.

The policy on Chairs and Professorships specifies that:

- (1) the chair be established consistent with the academic goals and objectives of the University;
- (2) the chair normally be fully funded from external sources, rather than University operating funds, and that the funds be sufficient to cover the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the chair be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the chair shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the chair is not tied to the appointment of a particular individual;
- (6) individuals appointed to the chair normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the chair shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed chair in agricultural risk and management satisfies all but one of the above requirements. The funding for the chair shall be derived from both private and public contributions. To date, Guy Carpenter, Inc. has agreed to contribute a minimum of \$150,000 per year over a five-year period for a total of \$750,000. In addition, both the Federal and Manitoba Provincial Governments have indicated a willingness to contribute an additional \$100,000 per year for a five-year period. Discussions with both levels of government are ongoing. The proposal provides for the possibility of the appointment of an individual at the rank of Assistant or Associate Professor.

I am in support of the proposal from the Asper School (contingent on external contributions of \$250,000 per year for five years) and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

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

April 27, 2012

Dr. Joanne Keselman
Vice-President (Academic) & Provost
University of Manitoba
210 Admin Bldg

Dear Dr. Keselman

Attached please find a proposal to establish an externally funded research Chair in Agricultural Risk Management and Insurance in the Warren Centre for Actuarial Studies and Research at the I.H. Asper School of Business. The initial request is for a term-limited five-year chair subject to external contributions of \$150,000 to \$250,000 per year for five years. It is our hope to have the new Chair in place by September 1, 2012.

Conditional on an external contribution of \$250,000 per year for five years, this limited term (non-endowed) Chair will be a tenure-track appointment at the Assistant or Associate level in the Warren Centre of Actuarial Studies within the Asper School of Business. Support for the Chair will be enhanced by a \$30,000 baseline contribution as per the "Support Program for Externally-Funded Research Chairs" policy (see attached policy). Upon expiration of the external research chair support, the Asper School will be responsible for covering the costs of the salary and benefits minus the annualized baseline support.

The proposed research Chair in Agricultural Risk Management and Insurance at the University of Manitoba will be of tremendous value to the agriculture sector in Canada. The Chair will be the first of its kind in the world. It will develop innovative research on risk management and insurance for Canadian grain producers, livestock producers, and other agricultural producers. Other areas such as price risk management, revenue risk management, reinsurance, various government risk management programs, and newer areas such as livestock insurance, will also be included in the research. The research conducted by the Chair has the potential to help meet the objectives set for industry and government, by stimulating actuarially sound and innovative risk management policy, as well as new private sector risk management and insurance initiatives. This will be done through greater cooperation and dialogue between the private sector and government. Further, the Chair has the potential to provide tremendous public benefit, resulting in more stable incomes for agricultural producers, more efficient risk management, more efficient production, and enhanced food security (see attached letters of support).

/continued



Letter to Dr. Joanne Keselman
Chair in Agricultural Risk Management
April 27, 2012
Page Two

This Chair will be located in the Warren Centre for Actuarial Studies and Research within the I.H. Asper School of Business at the University of Manitoba. The Chair will be interdisciplinary in nature and bring cooperation from disciplines including actuarial science and insurance, agricultural economics and policy, statistics, finance, and other areas. One of the major benefits of the Chair being located in the Warren Centre for Actuarial Studies and Research is the ability to provide actuarial expertise with sound agricultural risk management and insurance approaches.

In addition to my support, the Chair also has strong support from the Dean of Agricultural and Food Sciences (letter attached) enabling a strong interdisciplinary foundation to achieve high quality and innovative research.

In order to help launch this Chair, we are looking for support from the Production Insurance and Risk Management Division of Agriculture and Agri-Food Canada (AAFC) and Guy Carpenter Inc. The funding intention is to source a major share from the private sector, who to date have been very generous in proposing approximately 60% of the cost share of the Chair. Guy Carpenter Inc., a major re-insurance company, has already pledged a \$150,000 contribution per year over a five-year term (see the attached letter). Further, federal and provincial agricultural organizations have endorsed the idea of this Chair and appear to be willing to provide some additional funding to help consolidate this effort.

In addition to the proposal, I am attaching several letters of support from both private and public institutions.

I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely yours,



Michael Benarroch

Attachments

Proposal For the Chair in Agricultural Risk Management and Insurance

Terms of Reference

April 2012

1.1 Type of Appointment

Chair

1.2 Name of Chair

Chair in Agricultural Risk Management and Insurance

1.3 Purpose and Objective of Chair

The purpose of the Chair is to provide academic and professional leadership in the area of Agricultural Risk Management and Insurance within the Warren Centre for Actuarial Studies, The Asper School of Business, The Department of Agribusiness and Agricultural Economics, The University of Manitoba, and the Insurance and Agricultural communities in Manitoba and Canada. The intent is to foster original and interdisciplinary research focused at the intersection of actuarial science, risk management, finance, statistics, and agricultural economics. The Chair will combine elements from the contributing disciplines and integrate them in way that generates new and innovative approaches to agricultural risk management and insurance. This interdisciplinary approach is expected to contribute to the growth of sustainable research activity that will generate results with improved scientific relevance, enhance training, motivate more graduate study, and stimulate academic collaborations and dialogue with industry and government. It will also seek to improve stability for the rural economic sector in Canada, other developed, and developing countries. The Chair will contribute to undergraduate and graduate teaching in the area of agricultural risk management and insurance. Finally, the Chair will be expected to liaise with both government and private industry in matters relating to agricultural risk management and insurance.

1.4 Relationship of the Goals of the Chair to the Proposing Unit

The establishment of a Chair in Agricultural Risk Management and Insurance will place the Warren Centre, The Asper School, and The University of Manitoba at the forefront of research in Agricultural Risk Management and Insurance. It will be the first Chair of its kind focused on Agricultural Risk Management and Insurance within an actuarial

science framework. The location of the Chair within the Warren Center for Actuarial Studies will allow for the:

- Establishment of research specialization at the intersection of Actuarial Science and Agricultural Economics, Statistics, Finance, and other disciplines at the University of Manitoba.
- Formation of ties to agricultural groups, multi-level industry leaders, provincial governments, and federal government, in the area of agricultural insurance and risk management and reinsurance, and possible collaboration contributing to advancements in pricing, product development, and policy.
- Increased research output, with publications in top journals in the field, including the areas of actuarial science, risk management, agricultural economics, and finance.
- Exposure to industry context and applied research challenges.
- Access to real-world data for future research and analysis.
- Feedback from farm groups, academics at other institutions, and industry, on research results and implementation.
- Specialized teaching in the area of agricultural insurance and risk management at the intersection of actuarial science.
- Potential for employers from government and business, both within and outside Manitoba, including donors, to hire students from University of Manitoba.
- Potential for new sources of graduate student funding.
- Enrolment of additional undergraduate and graduate students.

1.5 Method by Which Chair will be Funded

The Chair will be funded through a combination of both private and public contributions. To date Guy Carpenter Inc. has agreed (see attached letter) to contribute a minimum of \$150,000 per year, over a five-year period to establish a Chair. This will result in a total contribution of \$750,000 over five years. In addition, both the Federal and Manitoba Provincial Governments have indicated a willingness to contribute an additional \$100,000 per year for a five-year period. Discussions with both levels of Government are ongoing.

Annual Donor Inflows¹		
Guy Carpenter	\$	150,000.00
Federal/Provincial Cost-Share Arrangement	\$	100,000.00
Annual Total	\$	250,000.00
Other Potential Funders		
Northbridge (other future potential donor)	\$	50,000.00
		Funds not included in total below

¹ Final numbers to be determined after discussions from donors, and any funds not expended in a budget year would be carried forward for expenditure in future years on the Chair activities.

1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees

The Following Academic qualifications are required:

- Minimum degree requirement of PhD specializing in actuarial science and agricultural economics
- Interdisciplinary training in actuarial science, risk management, finance, and agricultural economics
- Demonstrated capacity to conduct research in collaboration with government and industry in the area of agricultural insurance and risk management
- Demonstrated teaching excellence

The Following Academic qualifications are desirable but not required:

- MBA
- Experience working with government and/or industry

1.7 Term of Appointment and Provision for Reappointment

The inaugural appointment to the Chair will come from recruitment of an academic to the University of Manitoba.

The chair holder shall have a tenure-track appointment at the Rank of Associate or Assistant Professor (the appointment is conditional on \$250,000 in external funding).

Each appointment to the Chair shall be limited to a term appointment of five years (renewable subject to continued external funding)

The appointee shall be a full-time member of the University of Manitoba

The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The successful candidate will be expected to perform at a high level of academic achievement including, but not limited to:

- Generate high-quality peer reviewed publications
- Attract research partners (academic, public and/or industry)
- Play a leadership role in the area of Agricultural Risk Management and Insurance in the Asper School of Business
- Attract research funds from recognized funding sources
- Provide effective teaching and supervision of undergraduate and/or graduate students

The appointee will provide an annual report on his/her activities to the Dean, the Office of the Vice-President (Academic) and Provost, the Office of the Vice-President (Research) on July 1 of each year following the appointment to the Chair.

The title of the Chair shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

1.8 Other Provisions unique to the Chair

The Chair would be expected to teach not more than two courses per year in order to ensure that sufficient research time and resources are spent on agricultural risk management and insurance research.

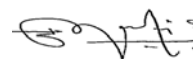
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research

DATE: May 14, 2012

SUBJECT: Proposal to establish an Endowed Chair in Immunobiology of Infectious Disease



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.



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

February 21, 2012

To: Digvir Jayas, Vice-President (Research and International)

From: Joanne C. Keselman, Vice-President (Academic) and Provost

Re: Endowed Chair in Immunobiology of Infectious Disease

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

Dr. Brian Postl, Dean of the Faculty of Medicine, has provided a letter of support for the proposal to establish an endowed research chair in immunobiology of infectious disease. This chair aligns with strengths in the departments of immunology, medical microbiology, internal medicine, and pediatrics and child health, as well as the national microbiology laboratory.

The policy on Chairs and Professorships specifies that:

- (1) the chair be established consistent with the academic goals and objectives of the University;
- (2) the chair be fully funded from external sources, rather than University operating funds, and that the funds be sufficient to cover the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the chair be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the chair shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the chair is not tied to the appointment of a particular individual;
- (6) individuals appointed to the chair normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the chair shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed chair in immunobiology of infectious disease satisfies all of the above requirements. The funding for the chair shall be derived from a \$3 million endowment established from three sources (a \$1.5 million gift from GlaxoSmithKline that was partly matched by a contribution from the Department of Science, Technology, Energy and Mines, Province of Manitoba, and a \$1 million contribution from the Faculty of Medicine, University of Manitoba).

I am in support of the proposal from Medicine, and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

/encl.

c. Dr. Brian Postl, Dean, Faculty of Medicine

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



UNIVERSITY
OF MANITOBA

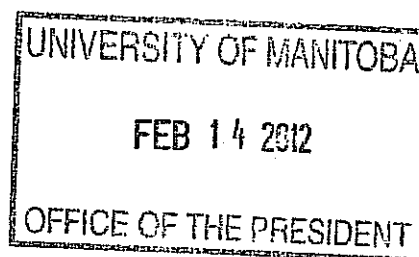
Faculty of Medicine

Office of the Dean
260 Brodie Center
727 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 3P5
Telephone (204) 789-3557
Fax (204) 789-3928

February 3, 2012

Sent via email - joanne_keselman@umanitoba.ca
Original to follow by Interoffice Mail

Dr. Joanne Keselman
Vice-President (Academic) & Provost
208 Administration Building
Fort Garry Campus
Winnipeg, Manitoba



Dear Dr. Keselman:

RE: Application for Establishment of an Endowed Chair in Immunobiology of Infectious Disease

As the funding is now complete for this Chair, please accept this proposal for the establishment of an Endowed Research Chair in Immunobiology of Infectious Disease. The terms of reference are enclosed.

The creation of this Chair is part of the GlaxoSmithKline Pathfinders Fund for Leaders in Canadian Health Science Research. Three funding sources make up the endowment for the chair: GlaxoSmithKline's \$1.5 million dollar gift to establish the Chair was partly matched by the Province of Manitoba's Science, Technology, Energy and Mines and completion funding of \$1 million has been provided by University of Manitoba, Faculty of Medicine.

The Faculty of Medicine supports this Endeavour. The establishment of an Endowed Research Chair in Immunobiology of Infectious Disease will allow us to recruit an individual with international reputation and research program in Immunobiology of infectious diseases that will provide alignment of our strengths and the development of a leadership program. The recipient of the Endowed Chair will provide leadership to the Faculty's research enterprise and play an important mentorship role for junior faculty members.

Yours truly,

Brian Postl, MD
Dean, Faculty of Medicine

enclosure

**PROPOSAL TO ESTABLISH AN ENDOWED CHAIR
IN IMMUNOBIOLOGY OF INFECTIOUS DISEASE
IN THE FACULTY OF MEDICINE
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

The University of Manitoba and Winnipeg more broadly are international leaders in medical microbiology and infectious diseases. Beginning with the University of Manitoba research in Nairobi, Kenya and the partnership with University of Nairobi in developing the research center there has provided international leadership for our faculty members in understanding the epidemiology, clinical features, and immunological response to HIV. This initial effort has resulted in our very successful global center for public health. The presence of Canada's National Microbiology Laboratory in Winnipeg provides international leadership in discovery science with the level IV laboratory and is a natural partner for University of Manitoba. It is important for us to recruit an individual with international reputation and research program in immunobiology of infectious diseases that will provide alignment of our strengths and the development of a leadership program.

TYPE OF APPOINTMENT: Chair

NAME OF CHAIR:

The GlaxoSmith Klein Chair in the Immunobiology of Infectious Diseases

PURPOSE AND OBJECTIVES OF CHAIR:

The purpose of the chair is to provide support for an individual with international status and leadership standing in the immunobiology of infectious diseases. The chair holder will provide scientific and administrative leadership to align our several strengths into a focused, competitive, outstanding research program. This research program will align our strengths in the departments of Immunology, Medical Microbiology, Internal Medicine, and Pediatrics, with the outstanding scientific activity at the national microbiology laboratory. The program developed by the chair will provide a strategic approach to national and international competition, and align us with federal and CIHR strategies. The program created will greatly facilitate recruitment of other faculty members, graduate and postdoctoral students. It will create a continuum from discovery research through translational and patient oriented research.

RELATIONSHIP TO THE PROPOSING UNIT

The individual who was awarded the chair will be appointed in a Clinical Department and eligible for cross appointment in the appropriate Basic Science Departments of the Faculty of Medicine

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

Interest accrued for the initial endowment of \$3,000,000 will provide the initial nucleus for the support of and research activities of the holder of the chair. Immediately upon announcement the faculty of medicine will continue to work with other partners in Manitoba to obtain support in kind and supplemental faculty support.

FUNDING METHOD:

The creation of this Chair is part of the GlaxoSmithKline Pathfinders Fund for Leaders in Canadian Health Science Research, a \$22 million initiative to encourage health science research and to foster innovation in Canadian medical schools. Three funding sources make up the endowment for the chair: GlaxoSmithKline's \$1 million dollar gift to establish the Chair was matched by the Province of Manitoba's Science, Technology, Energy and Mines and completion funding provided by University of Manitoba, Faculty of Medicine of \$1 million has allowed establishment of the chair. It is anticipated that funding of the Chair would be from the interest accrued on this endowment.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR

Applicants for the chair would ordinarily expected hold both an M.D. and PhD qualifications, and have established a research program funded by national peer review agencies in the field of the immunobiology of infectious diseases. Applicants would be expected to have demonstrated the ability to provide leadership for the development of collaborative integrated research programs including faculty who are basic scientists, clinicians scientists, and epidemiologists. The Chair holder will have an appointment in the appropriate clinical department and have some restricted clinical activity to ensure a clinical profile. Cross-appointment to an appropriate basic science department may also be considered. The Chair holder will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.

TERM OF APPOINTMENT:

The term of appointment will be for five years, renewable once subsequent to a formal review. The annual performance of the Chair holder shall be reviewed in the same manner as other faculty members. In the case of an appointment renewal, the Dean of Medicine shall be responsible for initiating and coordinating the reappointment review process and for recommending on reappointment to the Vice-President (Academic) and Provost. Such a reappointment review shall include, among other things, an external assessment of the performance of the Chair holder.