

Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, October 3, 2012  
1:30 p.m.  
Regrets call 474-6892

## **PRESENTATIONS**

1. The United Way Campaign at the University of Manitoba will make a presentation regarding the 2012 campaign.

## **AGENDA**

### **I CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES - OCTOBER 2012**

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This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

### **II REPORT ON MEDALS AND PRIZES TO BE AWARDED AT THE OCTOBER CONVOCATION**

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

### **III MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

### **IV MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none**

### **V MATTERS FORWARDED FOR INFORMATION**

1. Report of the Senate Committee on Awards  
[August 27, 2012] Page 4

2. In Memoriam: Dr. William Wade Page 11

3. In Memoriam: Dean Robert Macmillan

The Acting Dean, Faculty of Education will offer remarks in memory of Dean Robert Macmillan.

### **VI REPORT OF THE PRESIDENT**

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### **VII 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.

### **VIII CONSIDERATION OF THE MINUTES OF THE MEETING OF SEPTEMBER 5, 2012**

**IX      BUSINESS ARISING FROM THE MINUTES**

1.      **Response to Question RE: Thompson Reuters InCites**

**X      REPORTS OF THE SENATE EXECUTIVE COMMITTEE  
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1.      **Report of the Senate Executive Committee**

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

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

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

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

1.      **Report of the Senate Committee on Instruction and  
Evaluation RE: Faculty of Medicine Policy on  
Examination Conduct**

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2.      **Report of the Senate Committee on Instruction and  
Evaluation RE: Faculty of Medicine Policy on  
Formative Assessment**

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3.      **Report of the Senate Committee on Instruction and  
Evaluation RE: Faculty of Medicine Policy on  
Communicating Methods of Evaluation in the  
Undergraduate Medical Education Program**

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4.      **Report of the Senate Committee on Nominations**

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**XII     ADDITIONAL BUSINESS**

1.      **Report of the Implementation Working Group for the  
Cooper Commission Report [August 9, 2012]**

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**XIII    ADJOURNMENT**

*Please send regrets to shannon\_coyston@umanitoba.ca or call to 474-6892.*

## **CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES**

### **1. Degrees Notwithstanding a Deficiency**

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

**Deans and Directors** should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

### **2. Report of the Senate Committee on Appeals**

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

### **3. List of Graduands**

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to October 5, 2012.

## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

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

On behalf of Senate, to approve and inform Senate of all new offers and 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 August 27, 2012 the Senate Committee on Awards approved six new offers and seven amended offers, and the withdrawal of five offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated August 27, 2012).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve six new offers, seven amended offers, and the withdrawal of five offers as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated August 27, 2012). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. David Kuhn  
Chair, Senate Committee on Awards

## **MEETING OF THE SENATE COMMITTEE ON AWARDS**

### **Appendix A August 27, 2012**

#### **1. NEW OFFERS**

##### **Dr. Biruta Anna Osins Medal and Award in Endodontics**

Dr. Biruta Anna Osins has established an endowment fund at the University of Manitoba with an initial gift of over \$90,000. The purpose of the award is to support students who demonstrate excellence in the field of Endodontics in the practice of dentistry. The available annual income from the fund will provide one medal and a monetary award to an undergraduate dentistry student who:

- (1) is enrolled full-time in their final year of the Doctor of Dental Medicine (D.M.D.) program at the University of Manitoba;
- (2) has a minimum degree grade point average of 3.5;
- (3) shows the broadest interest in and demonstrates the highest involvement in the field of Endodontics among the graduating class;
- (4) has achieved the highest academic standing in the Endodontic Seminars (RSTD4060) course.

The selection committee shall be the Awards Committee of the Faculty of Dentistry.

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.

##### **Jenny Fraser Memorial Award**

In memory of Jenny Fraser, a graduate student in the Master of Science in Family Social Sciences program at the time of her death in 2010, family and friends have established an endowment fund at the University of Manitoba to offer a scholarship in her name. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the award is to encourage the development of professionals who are dedicated to improving the lives of at-risk or underprivileged children and youth through preventive community-based research. The Department of Family Social Sciences has provided a gift of \$500 to offer the initial scholarship in the 2012/2013 academic session. In subsequent years, the available annual interest from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the second year of the Master of Science in Family Social Sciences;
- (2) has completed at least 50 percent of the required course work for the degree;
- (3) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours (or equivalent);
- (4) is pursuing thesis research that pertains to the improvement of the lives of at-risk or under privileged children and youth (birth to 18 years) and their families through preventive community-based research.

Candidates will be required to submit an application that will consist of a current academic transcript(s), a description of their thesis proposal, and an academic letter of reference from their graduate supervisor.

Normally, the Jenny Fraser Memorial Award may not be held with any other award valued at \$2,000 or greater, including University awards and external awards funded by provincial or federal government programs.

The Dean, Faculty of Graduate Studies (or designate) will ask the Head, Department of Family Social Sciences (or designate) to name the selection committee.

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.

### **Thomas H. Gillman Electrical Engineering Award**

In memory of her husband Thomas H. Gillman (B.Sc.(E.E.)/69), Heather Gillman (B.H.Ec./66) has established an endowment fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide financial assistance to students pursuing a degree in electrical engineering. The available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) has completed at least 24 credit hours of university study;
- (2) is enrolled full-time in the Faculty of Engineering, in the Bachelor of Science in Engineering (Electrical) program;
- (3) has achieved a minimum degree grade point average of 2.5;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Scholarships, 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.

### **HSBC Bank Canada Award**

The HSBC Bank Canada has established an endowment fund at the University of Manitoba, with a gift of \$100,000 in 2011. The fund will be used to offer scholarships to students admitted under Direct Entry to the I.H. Asper School of Business. Beginning in the 2013-2014 academic year, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has been admitted under Direct Entry Program Option to the I.H. Asper School of Business;
- (2) is enrolled full-time (minimum 24 credit hours) in I.H. Asper School of Business, in the first year of the Bachelor of Commerce (Honours) program;
- (3) has achieved a minimum average of 85 percent on those courses considered for the University of Manitoba General Entrance Scholarship Program;
- (4) has demonstrated leadership through community service.

Candidates will be required to submit an application that includes: (i) a copy of their high school transcript(s); (ii) a statement (maximum 500 words) describing their community service; and (iii) two letters of reference, one from a high school teacher familiar with their academic work and one from a community member who is familiar with their community service work.

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

### **Leonard A. Bateman Scholarship for Electrical Engineering Power Option**

Mr. Leonard A. Bateman has established an endowment fund at the University of Manitoba with an initial gift of \$30,000 in 2011 and \$35,000 in 2012. The purpose of this scholarship is to support students pursuing their undergraduate degree in the Power and Energy Systems focus area in the Electrical Engineering stream in the Faculty of Engineering. The first scholarship will be offered in the 2013-2014 academic year. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Engineering in a Bachelor of Science in Engineering (Electrical) program with an intention to pursue the Power and Energy Systems focus area;
- (2) has completed a minimum of 120 degree credit hours in the Faculty of Engineering;
- (3) has successfully completed ECE 3720 (Electrical Power and Machines) and ECE 3650 (Electrical Machines);
- (4) is registered for the Capstone Design Project with a project in the Power Engineering Field.

The Department Head (or designate) will be the arbitrator as to the suitability of the topic as a Power Engineering topic.

The selection committee will be the Scholarships, 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.

### **Tire Stewardship Manitoba Scholarship in Environmental Studies**

Tire Stewardship Manitoba (TSM) is a not-for-profit organization formed by the Manitoba tire industry. It is committed to the protection of Earth's environment and the promotion of economic benefit for Manitoba through sustainable management of all tires and tubes. Beginning in the 2012-2013 academic year, TSM will provide an annual contribution of \$3,000 to the University of Manitoba to offer one scholarship to a student in the Clayton H. Riddell Faculty of Environment, Earth, and Resources pursuing an undergraduate degree in environmental science or environmental studies. Each year, one scholarship will be offered to an undergraduate student who:

- (1) is enrolled as a full-time student in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba;
- (2) has completed a minimum of 24 credit hours in the Clayton H. Riddell Faculty of Environment, Earth, and Resources towards the completion of a Bachelor of Environmental Science or a Bachelor of Environmental Studies;
- (3) has achieved a minimum degree grade point average of 3.5.

Tire Stewardship of Manitoba will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year it wishes to discontinue this award.

The selection committee will be the Awards and Honours Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

## **2. AMENDMENTS**

### **Bison Student AT Awards**

The following amendments have been made to the terms of reference for the Bison Student AT Awards:

- Course number change in criterion (2) from KIN 3910 to KIN 3912.

### **Ian N. Morrison Award for Advanced Studies in Crop Protection**

The following amendments have been made to the terms of reference for the Ian N. Morrison Award for Advanced Studies in Crop Protection:

- Award now offered to one or more graduate students rather than just one recipient.
- Biographical information removed from the terms and added to end.
- References to cumulative grade point average now changed to degree grade point average.
- Criterion (3) has been amended to read: “have enrolled as a full-time student in the Faculty of Graduate Studies at the University of Manitoba and undertake a graduate program in the Department of Plant Science investigating an aspect of crop protection.”
- Third last paragraph has been amended to read: “Preference may be given, in order of priority, to: (a) a student entering or in the second year of the graduate program and (b) to a student whose project is related to the advancement of knowledge on the biology and/or management of weeds.”
- The description of the selection committee has been changed to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Plant Science to name the selection committee for this award.”
- Standard Board of Governors paragraph has been added.
- A number of editorial changes have been made.

### **Dr. John M. Embil Award for Excellence in Clinical Infectious Diseases**

The following amendments have been made to the terms of reference for the Dr. John M. Embil Award for Excellence in Clinical Infectious Diseases:

- One, but no more than two convocation prizes will now be offered.

### **ICH Wealth and Succession Prize**

The following amendments have been made to the terms of reference for the ICH Wealth and Succession Prize:

- This award has been renewed for a second five year term beginning in 2012- 2013.

### **Rabbi Dr. Moshe Stern Memorial Award**

The following amendments have been made to the terms of reference for the Rabbi Dr. Moshe Stern Memorial Award:

- Criterion (1) now requires students to take at least 30 credit hours of study.
- Criterion (2) has been amended to read: “has achieved a minimum degree grade point average of 3.0.”
- Criterion (3) has been amended to read: “has demonstrated community involvement.”
- Criterion (4) has been amended to read: “in the preceding academic session(s) must have taken at least one course in Judaic Studies.”
- Criterion (5) has been amended to specify “the University of Manitoba or any other accredited university...”



- Criterion (5b), previously criterion (3b), has been amended to read: “if a student chooses to pursue a theological program of study, enrolment must be at an accredited Orthodox Jewish post-secondary institution.”
- The paragraph where preference to graduate students and the option of awarding to an alternate student where no community involvement has taken place was deleted.
- Clarification regarding proof of admission and registration in an accredited institution teaching Judaic Studies before funds are disbursed was added. A statement (maximum of 500 words) pertaining to community involvement was also added.
- Paragraph describing tie breaking mechanism replaces selection criteria whereby no students meet requirements.
- Clause added to indicate that award cannot be held concurrently with the David Silverberg Scholarship in Judaic Studies.
- Paragraph added as follows: “In years when all of the applicants are undergraduate students, the selection committee shall be named by the Dean, Faculty of Arts (or designate). In years when there is one or more graduate student applicants for this award, the Dean of the Faculty of Arts (or designate) will consult with the Dean of the Faculty of Graduate Studies (or designate) before naming the selection committee. The selection committee shall also include the donor (or designate) for this award and one Co-coordinator of the Judaic Studies program.”
- Standard Board of Governors paragraph was added.
- A number of editorial changes have been made.

#### **Sun Life Financial Scholarship in Actuarial Mathematics**

The following amendments have been made to the terms of reference for the Sun Life Financial Scholarship in Actuarial Mathematics:

- Criterion (2) has been amended to read “completed between 54 and 84 credit hours” rather than 60-90 credit hours.
- Criterion (8) has been amended to read “participating in a four-month work placement with Sun Life Financial within 12 months after the term in which the award recipient is selected” rather than “during the summer term in which the award recipient is selected”.
- Provision whereby the application must now include a course plan demonstrating their plan to graduate at the conclusion of the next ensuing academic session.
- Criterion (1) of the renewal eligibility criteria was removed.
- Criterion (4) added to renewal eligibility criteria. It reads: “demonstrates their plan to graduate at the conclusion of the academic session in which the scholarship is tenable.”
- A number of editorial changes have been made.

#### **Manitoba Association of Home Economists – Winnipeg Bursary**

The following amendments have been made to the terms of reference for the Manitoba Association of Home Economists – Winnipeg Bursary:

- The name of the award has been changed to *Manitoba Association of Home Economists Bursary*.
- First paragraph of the terms of reference was amended to read: “A bursary valued at \$450, along with a one year membership to the provincial and national Associations of Home Economists, will be offered to an undergraduate student pursuing studies in the Faculty of Human Ecology. The first award was offered in May 1956.”

- Preamble to selection criteria now reads: “The bursary may be offered each year to one undergraduate student who:”
- Terms now have numbered selection criteria which read:
  - (1) “has completed 54 credit hours leading to the degree of Bachelor of Human Ecology, Bachelor of Science (Human Nutritional Sciences) or Bachelor of Science (Textile Sciences), the Bachelor of Health Sciences and the Bachelor of Health Studies;
  - (2) is in good standing in one of the following: the Department of Human Nutritional Sciences, Department of Textile Sciences, the Interdisciplinary Health Program, or the General Human Ecology Program;
  - (3) has demonstrated financial need on the standard University of Manitoba bursary application form.”
- Application information removed.
- The description of the selection committee has been changed to read: “The selection committee shall be named by the Dean of the Faculty of Human Ecology (or designate) and will include a representative of the Association.”
- A number of editorial changes have been made.

### **3. WITHDRAWALS**

#### **Bernice McLaren Memorial Prize**

The terms of reference for the Bernice McLaren Memorial Prize, an annually funded award for students in the Faculty of Human Ecology, are to be withdrawn at the request of the donor.

#### **Bernie and Leya Tapper Entrance Award**

The terms of reference for the Bernie and Leya Tapper Entrance Award, an annually funded award for students entering the University of Manitoba, are to be withdrawn at the request of the donor.

#### **CanWest Global Fund**

The terms of reference for the CanWest Global Fund, and annually funded award for students in the Faculty of Law, are to be withdrawn at the request of the donor.

#### **Mr. and Mrs. Max Shore Travelling Scholarship**

The terms of reference for Mr. and Mrs. Max Shore Travelling Scholarship, an endowed award for students studying Near Eastern and Judaic Studies, are to be withdrawn at the request of the donor.

#### **Ratuski Memorial Prize**

The terms of reference for the Ratuski Memorial Prize, an annually funded award for students in the Faculty of Arts, are to be withdrawn at the request of the donor.

### ***In Memoriam: WILLIAM WADE***

William D. Wade, from 1972 until 1998 a leading member, successively, of the Departments of Anthropology and Linguistics and always a faithful Fellow of St Paul's College, died after a long illness on 5 August 2012.

Joining a group of eager young scholars, many of them still completing their doctorates, Bill Wade stood out by mature scholarship and a principled sense of the world: he had seen military service in Europe and Turkey (1955-58), had three years of teaching experience (at Northern Arizona University), and his substantial fieldwork ranged from the Southwest (the focus of his dissertation at the University of Colorado) all the way to the Middle Palaeolithic at Oued l'Akarit, Tunisia (1967) and the Kainji Rescue Project on the Middle Niger River in northern Nigeria (1968).

A productive and highly respected researcher in the field of skeletal biology, with emphasis on paleo-demography and palaeo-pathology (and the requisite quantitative methods), and an equally gifted teacher, generous and famously demanding at once, he was able to combine further field sessions overseas, at the West African Trade Project of the University of Ghana, Legon (1973) and as part of the University of Minnesota's Messenia Expedition (Bronze Age Greece) at Nichoria (1973-75), with on-going research on the Canadian Prairies (notably the Gray Site, 1974-81) and the headship of a diverse and excitable department (1974-77).

In countless conference papers and technical publications he drew on the evidence of prehistoric populations from the Southwest to the Saskatchewan and from West Africa to the circum-Mediterranean but never without a theoretical or methodological point. The scope of his scientific perspective is perhaps most obvious in his discovery of the Klippel-Feil syndrome in North American populations (e.g., 'Statistical assessment of two methods of measuring scoliosis before treatment' [with Ellen F. Robinson], *Canadian Medical Association Journal* 129, 1983) and in 'Disease as predation' in *Health and Disease in the Prehistoric Southwest*, ed. by Charles F. Merbs & R.J. Miller, Tempe: Arizona State University Press, 1985).

This was the intellectual stance from which he apprenticed a diverse and distinguished group of graduate students, but he also enjoyed off-campus teaching (as far afield as Pinawa and the Rainy River) and lecturing to more general audiences such as the college community at St Paul's, the Canadian Identification Society or the Academy of Medicine in Toronto. He took special pride in the robustness of his forensic identifications for the RCMP and the Chief Medical Examiner of Manitoba.

When the linguists left the Department of Anthropology in 1984, Bill Wade the scientist threw his lot in with them, and the new Department of Linguistics soon became known far and wide for the excellent courses he offered (besides papers and a course of unmatched depth on the evolution of language) in the anatomy and physiology of speech production and perception. At the same time, the general (and team-taught) 'Introduction to Linguistics' he designed and pioneered proved the cornerstone for a demanding undergraduate program. Once again Head, now of Linguistics, and again during a particularly difficult time, some may have seen him as uncompromising but his colleagues in linguistics applauded him – as had his fellow anthropologists two decades earlier – as a staunch defender of the collegial academy.

A forceful speaker and writer all his life, Bill Wade turned to creative writing after a terrible car accident in 1995 precipitated early retirement. He thoroughly enjoyed the apprenticeships he was able to obtain with a number of master writers (notably Margaret Sweatman) and was more pleased with placing a poem or short story than he

had ever been when a scholarly article was accepted. By 2007 he was included, along with the most established of Manitoba writers, in an anthology (ed. by Katherine Bitney & Andris Taskans) to celebrate 25 years of the Manitoba Writers' Guild – his piece entitled 'Take no prisoners, write no adverbs' – and the same year he won the "Prose for Papa" contest at the Ernest Hemingway Festival.

Many of the manuscripts he leaves behind reflect his formative experiences in Europe and West Africa; his childhood in Cairo (Illinois) is recalled in a recent short story, 'Tomatoes and limes' (including the recipe: *Measured Words: Second Helpings*, ed. by Barbara J. Becker, Winnipeg: Linguistic Fingerprints Edition, 2011). Ironically, a major monograph he had written in 1967 was only now re-discovered by his current successor at the Museum: *Archaeological Investigations in Northwestern Arizona* (ed. by David E. Purcell, Museum of Northern Arizona Bulletin 64, Flagstaff, 2009).

[[ An obituary appeared in the *Winnipeg Free Press* on 11 August, inviting his friends to gather at the Winnipeg Winter Club on his birthday, 13 September, at 6:30 p.m. to celebrate "in that sickening tone of reverent admiration" a man "who never failed to bring a smile to everyone he knew." ]]

## PRESIDENT'S REPORT: October 3, 2012

### GENERAL

The 2012 fall term has begun with its typical burst of activity, including events around orientation, homecoming and the beginning of classes. The University of Manitoba's enrolment has reached an all-time high of 28,795, an increase of 2.9 per cent from Fall Term 2011, up from 27,992 students last year at this time. This fall's first-day enrolment is well above the all-time record of 28,013, set in 2005. This fall's increase follows a 1.5 per cent increase in 2011-12. This enrolment increase speaks to the importance that prospective students and their families are placing on higher education, and to their confidence in the value of the programming offered by the University of Manitoba.

On September 12 2012, members of the university's leadership team met with council members from the Council on Post-Secondary Education (COPSE), to discuss the progress the university has made on its strategic initiatives and its anticipated needs and priorities for 2013/14. The scope of activity underway at the university ranges from service enhancements emanating from the ROSE project to a series of significant capital projects to a number of initiatives connected to the various elements of the strategic planning framework. Progress on the academic enhancement pillar of the framework was an early priority and has seen a number of significant developments, including the establishment of new academic programs. More recently, the ongoing groundwork in the other three pillars has resulted in the announcement or completion of a number of initiatives, such as:

- **Outstanding Workplace:** The Outstanding Workplace Initiative (OWI) *It's About Us Strategy and Action Plan* are now available on the OWI website. Work on the Leadership Development Program is progressing and several Recognition Program Receptions were held including the June 27th 25-Year Long Service Awards Dinner.
- **Indigenous Achievement:** In early August, 45 students from First Nations and Inuit communities across Canada came to the University of Manitoba to learn and experience science in an up close and personal way. They heard presentations in the Faculty of Medicine and had some hands on time with medical students facilitating sessions in the Clinical Learning and Simulation Facility, followed by a visit to St. Boniface Hospital Research for activities in their labs. The students also were treated to a day of 'engineering' in the Faculty of Engineering, touring the antenna, structures and hydrology lab facilities, as well as engaging in conversation with engineering researchers. They took part in several hands-on activities involving robotics, computer programming and building construction. The National Summer Science Camp is funded by Aboriginal Affairs and Northern Development Canada through its First Nations and Inuit Youth Employment Strategy (FNIYES), which helps youth gain work experience, get career information, develop skills and ultimately find employment. The Manitoba First Nations Education Resource Centre coordinated this year's camp in Winnipeg.
- **Student Experience:** In June, Student Life hosted Head Start at the Fort Garry campus. The event welcomed a record attendance of over 1,300 students and their family members. Also in June, Student Life hosted 75 guests for a "Big Bold Beautiful Breakfast" where community members had the opportunity to learn more about the suite of domestic and international service-learning programs available to our students.

On September 14, the University of Manitoba said farewell to two members of its community of learning, discovery and engagement. It was with the deepest regret that we learned of the passing of Dr. Robert Macmillan, Dean of the Faculty of Education. Dr. Macmillan made significant contributions to his faculty and the university since taking on the position of dean in July, 2011. He was well-loved and

respected across the community, and the University of Manitoba expresses heartfelt condolences to his loved ones.

It also was the last day of work for Vice-President (Administration) Deborah McCallum, whose service to the University of Manitoba was beyond compare and, after forty years – to the day – in the university's employ has retired to pursue other adventures. Her formal farewell reception will occur on October 5, 2012 at 3:00 p.m. in the EITC Atrium and all are welcome to attend.

## ACADEMIC MATTERS

- Brian Amiro, agricultural and food sciences, was awarded Fellow of the Canadian Society of Agricultural and Forest Meteorology by the Canadian Society of Agricultural and Forest. The award honours Dr. Amiro's accomplished and thriving career advancing micrometeorology and the biogeophysical sciences through research, networking, and teaching in a remarkably amicable, efficient and fun way.
- Ed Tyrchniewicz, agribusiness and agricultural economics, was recently inducted into the Manitoba Agricultural Hall of Fame for his significant and lasting contributions to agriculture in Manitoba.
- Paula Parks, plant science, attended the London Olympics as one of 10 Technical Officials appointed to Women's Field Hockey. She is one of two technical officials appointed from Canada.
- Fouad Daayf, plant science, was recently appointed as President of the Canadian Phytopathological Society.
- Debbie Kelly, psychology, was selected as a Fellow of the Association for Psychological Science, in recognition of her sustained outstanding contributions.
- John Godard, business administration, has been appointed the Chief Editor of the *British Journal of Industrial Relations* for a four year term beginning July 1.
- Umut Özsu, law, was selected to be part of the inaugural 2012 Annual Junior Faculty Forum for International Law, held on May 29 and 30<sup>th</sup> at New York University School of Law. The Junior Faculty Forums are very prestigious, competitive, intellectual gatherings and Dr. Özsu was the only Canadian scholar invited to attend. The Forum is aimed at bringing together junior faculty working in the field of international law so that their work can be presented before an audience of peers and experts, and then discussed by leading international scholars.
- Stephen Pistorius, physics and astronomy and Senior Research Scientist at CancerCare Manitoba was conferred the award of Fellow of the Canadian Organization of Medical Physicists in recognition of his significant contributions to the organization and to the field of Medical Physics.
- The Undergraduate Student Recruitment team officially launched UM Connect in August. [UMConnect](#) is an online resource and communication tool for prospective students to gain up-to-date and personalized information about the UofM based on their academic program(s) of choice, admission requirements, and extracurricular interests.

- The University of Manitoba hoisted up hoops and opened a new outdoor, drop-in “SWISH” basketball program for inner-city youth over the summer at the Bannatyne campus. This program ran every Saturday afternoon from June 30 to August 11, 2012 and was supervised by university students and community residents with inner-city community experience. Volunteers, primarily from U of M Bison Sports and the basketball community, were on site to lend their expertise and skills to the SWISH program. SWISH was a joint partnership between University of Manitoba Faculties of Medicine, Pharmacy, Kinesiology and Recreation Management, Dentistry, School of Medical Rehabilitation, Bison Sports and Coalition of Community-Based Youth Serving Agencies, City of Winnipeg and Basketball Manitoba.
- The Faculty of Agricultural and Food Sciences hosted a two-day problem-based Learning workshop for high school science teachers this summer. Twenty-three teachers attended and were presented with curriculum resource cases that encourage participants to apply science in problem-solving.
- In May, the Department of Computer Science hosted its fourth annual Computer Science Day for High School Students. The event that began as a programming contest in 2009 with 27 participants and has grown to a full day of activities with 82 participants in 2012. Events now include: tours of research labs and facilities, (the Human Computer Interaction (HCI) and Human-Robot Interaction (HRI) labs, and the Westgrid High Performance Computing Centre), a programming contest, two tutorials on programming for students, (about the greenfoot and processing programming languages) and, new this year, a computer science fair, where high school students bring their software to demo for a panel of judges.
- In June, Student Life hosted Head Start at the Fort Garry campus. The event welcomed a record attendance of over 1,300 students and their family members. Also in June, Student Life hosted 75 guests for a “Big Bold Beautiful Breakfast” where community members had the opportunity to learn more about the suite of domestic and international service-learning programs available to our students.

## RESEARCH MATTERS

- A new research site at Deer Lodge Centre will allow Manitobans to play a key role in a new and ambitious national study of aging. The University of Manitoba, Deer Lodge Centre, Winnipeg Regional Health Authority, and Canadian Longitudinal Study on Aging (CLSA) cut the ribbon to the Data Collection Site for the CLSA in Winnipeg on June 21, 2012. Across the country, the CLSA will follow 50,000 men and women between the ages of 45 and 85 for 20 years. The long-term study will collect information on the changing biological, medical, psychological, social, lifestyle and economic aspects of people’s lives as they age. More than 4,400 Manitobans will take part in this landmark study of aging, including 3,000 who will participate in in-depth data collection at the Deer Lodge Centre. Verena Menec, community health sciences professor and director of the Centre on Aging, is lead site investigator for the CLSA in Manitoba. The study is a strategic initiative of the Canadian Institutes of Health Research (CIHR). Overall support for the study has been provided by the Government of Canada through the CIHR and the Canada Foundation for Innovation. In Manitoba, additional funding support has been provided by the Manitoba Research Innovation Fund of the Province of Manitoba and the University of Manitoba.

- On July 3, 2012, University of Manitoba graduate students Amy Scott and Harlyn Silverstein were declared recipients of Vanier Canada Graduate Scholarships. Scott and Silverstein will each receive \$150,000 over three years towards their research. Scott, an anthropology student, will develop a new method to study stress within the skeleton and how it affects growth and development. She will focus on skeletal samples from late to post-medieval Denmark to determine whether patterns of skeletal stress correlate with changes in food procurement during this era. Silverstein will characterize a new class of materials that could change the way we live. The chemistry student will study multiferroic materials, which are special because they can be both magnetically and electrically polarized simultaneously. These materials might make it possible to create much smaller, much faster and much more energy efficient devices.
- On August, 15, 2012, the Canadian Medical Association (CMA) awarded Harvey Chochinov the 2012 CMA Frederic Newton Gisborne (FNG) Starr Award. Described as the “Victoria Cross of Canadian Medicine,” this award represents the highest honour that the CMA can bestow upon one of its members. It recognizes Chochinov’s global contribution to palliative care and to raising the profile of personhood throughout all of healthcare. The University of Manitoba psychiatrist has altered the attitudes and behaviours of health professionals across Canada and worldwide, creating a better way to care for people who are dying.
- On August 16, 2012, a team of civil engineering researchers at the University of Manitoba held a demonstration for media to showcase their new 1,000 square-foot wave testing pool. The innovative facility mimics flood conditions and allows researchers to test flood-fighting technologies in real-world scenarios. Principal investigator Shawn Clark, in collaboration with researcher James Blatz and undergraduate students Steven Harms and Kevin Sagan, will study how a new type of sandbag dike stands up to forceful waves. Partnering with the Winnipeg company ITW Syn-Tex Bag, the researchers are testing super-sized, four-foot-tall sandbags called Wave Breakers. This research is funded by the Natural Sciences and Engineering Research Council of Canada (NSERC) through the Engage program, which is designed to foster new research partnerships by giving Canada-based companies access to the expertise available at Canadian universities. Student researchers working on the project are both recipients of awards, including the NSERC undergraduate student research award (Steven Harms) and the University of Manitoba undergraduate research award (Kevin Sagan).
- Patents & Partnerships was held June 6, 2012, with keynote speaker Janice Lederman, Executive Chair, Manitoba Innovation Council. She presented “Manitoba – an Innovation Hub.” Dr. Digvir Jayas emceed the event.
- Sixty-eight principal investigators received a combined \$7,461,719 from a variety of sponsors. The projects which received greater than \$25,000 are listed below:

Researcher	Sponsor	Project Title	Funding
Cowley, Kristine (Physiology)	Manitoba Paraplegia Foundation Inc	Spinal cord neuromotor control	\$100,000



Davie, James (Biochemistry and Medical Genetics)	CIHR	Epigenetic marks and human disease	\$100,000
Dodd, Janice (Physiology)	Manitoba Paraplegia Foundation Inc	Spinal cord neuromotor control	\$500,000
Dolinsky, Vernon (Pharmacology and Therapeutics)	Children's Hospital Foundation of Manitoba Inc.	Obesity and diabetes during pregnancy and the role of gestational exposure to diabetes in the development of youth onset type-2 diabetes in rodents - DREAM Theme	\$38,400
Dolinsky, Vernon (Pharmacology and Therapeutics)	Heart & Stroke Foundation of Manitoba	The regulation of cardiac mitochondrial homeostasis in heart failure by SIRT3	\$100,000
Driedger, S. (Community Health Sciences)	Manitoba Health Research Council	Improving health policy decision-making in the face of uncertainty: A case study of endovascular treatment for multiple sclerosis	\$139,850
Driedger, S. (Community Health Sciences)	Multiple Sclerosis Society of Canada	Improving health policy decision making in the face of uncertainty: A case study of endovascular treatment for multiple sclerosis	\$139,850
Duan, Kangmin (Oral Biology)	Manitoba Health Research Council	Pathogenic mechanisms in bacterial infection: A target for development of novel antimicrobial drugs and strategies	\$99,400
Duerksen, Donald (Internal Medicine)	Manitoba Health Research Council	Improving patient self-management of celiac disease	\$73,500
El-Gabalawy, Hani (Internal Medicine)	CIHR	Rheumatoid arthritis in First Nations: Defining the road toward disease prevention	\$25,000
Fedirchuk, Brent (Physiology)	Canadian Paraplegic Association (Manitoba) Inc.	The regulation of spinal motoneuron excitability during motor output	\$43,000

Gibson, Spencer (Biochemistry and Medical Genetics)	Brain Tumour Foundation of Canada	Targeting Bcl-2 family members for treatment under hypoxia in glioblastoma multiforme tumours	\$25,000
Hatch, Grant (Pharmacology and Therapeutics)	CIHR	Cardiolipin synthesis as a therapy for heart failure in persistent pulmonary hypertension	\$135,000
Hatch, Grant (Pharmacology and Therapeutics)	Heart & Stroke Foundation of Manitoba	Regulation of cardiolipin biosynthesis in the heart	\$100,000
Heaman, Maureen (Nursing)	CIHR	Reducing inequities in access to and use of prenatal care in the Winnipeg health region through health system improvement	\$400,000
Heaman, Maureen (Nursing)	Manitoba Health Research Council	Reducing inequities in access to and use of prenatal care in the Winnipeg health region through health system improvement	\$79,000
Ho, Juliet (Internal Medicine)	Kidney Foundation of Canada	Novel biomarkers of acute kidney injury	\$150,000
Jiang, Depeng (Community Health Sciences)	Manitoba Health Research Council	The person-oriented statistical methods for longitudinal data in health sciences	\$99,600
Jones, Peter (Richardson Centre for Functional foods and Nutraceuticals; Food Science)	CIHR	Plant sterols and cholesterol: Assessment of sterol metabolism in heterozygous and homozygous sitosterolemia	\$100,000
Jones, Peter (Richardson Centre for Functional foods and Nutraceuticals; Food Science)	Manitoba Health Research Council	Plant sterols and cholesterol: Assessment of sterol metabolism in heterozygous and homozygous sitosterolemia	\$100,000
Karimi-Abdolrezaee, Soheila (Physiology)	Children's Hospital Foundation of Manitoba Inc.	Investigating the potential of neuregulin-1 therapy for myelin repair in spinal cord injuries	\$40,000

Keynan, Yoav (Internal Medicine)	University Medical Group	Effects of HLA allele frequencies on HIV disease progression among newly diagnosed HIV infected individuals in Manitoba	\$100,000
Kirshenbaum, Lorrie (Physiology)	Heart & Stroke Foundation of Manitoba	Mechanism of p53 mediated apoptosis in ventricular myocytes	\$100,000
Kumar, Anand (Internal Medicine)	Health Sciences Centre	Basic, animal and clinical research into sepsis and septic shock	\$35,000
Kung, Sam (Immunology)	Children's Hospital Foundation of Manitoba Inc.	Natural killer cells functions in the progression of type 1 diabetes	\$40,000
Liu, Song (Textile Sciences)	CIHR	Interpenetrating network of a well-defined PEG hydrogel and two biocides as advanced solutions for burn wound care	\$192,009
Lix, Lisa (Community Health Sciences)	CIHR	The science of data quality: Identifying research priorities	\$25,000
Lix, Lisa (Community Health Sciences)	CIHR	Completeness of physician billing claims administrative health databases in Canada	\$251,558
Luo, Ma (Medical Microbiology)	CIHR	Identification and characterization of immunologically relevant T cell epitopes of HIV-1 Nef	\$105,000
Mai, Sabine (Physiology)	CIHR	The impact of 3D nuclear chromosome and gene positions on cancer	\$108,861
Mai, Sabine (Physiology)	Manitoba Health Research Council	The impact of 3D nuclear chromosome and gene positions on cancer	\$108,861

Marrie, Ruth (Internal Medicine)	Multiple Sclerosis Society of Canada	The impact of comorbidity and secular time on hospitalizations and mortality in multiple sclerosis	\$155,594
McGavock, Jonathan (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Beating diabetes together: A randomized controlled trial for improving glycemic control in youth with type 2 diabetes	\$40,000
McGavock, Jonathan (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Muscle strength and myokines as determinants of cardiometabolic risk among overweight youth	\$36,750
McGavock, Jonathan (Pediatrics and Child Health)	Manitoba Health Research Council	Muscle strength and myokines as determinants of cardiometabolic risk among overweight youth	\$36,750
McKenna, Sean (Chemistry)	Manitoba Health Research Council	Structural and functional studies of the evasion of the innate immune response to HIV-1	\$137,560
McManus, Kirk (Biochemistry and Medical Genetics)	CancerCare Manitoba	Determinants of chromosome stability and drug target discovery	\$36,750
McNicol, Archibald (Oral Biology)	Heart & Stroke Foundation of Manitoba	Oral bacteria-induced platelet activation	\$100,000
McPherson, Jack (John) (Surgery)	Children's Hospital Foundation of Manitoba Inc.	Delineating the role of microRNAs in normal and abnormal pulmonary development and congenital diaphragmatic hernia	\$140,000
McPherson, Jack (John) (Surgery)	University of Toronto	Delineating the role of microRNAs in normal and abnormal pulmonary development and congenital diaphragmatic hernia	\$140,000
Mishra, Suresh (Internal Medicine)	Manitoba Health Research Council	The role of prohibition in adipocyte differentiation	\$159,200

Mizuno, Tooru (Physiology)	CIHR	Regulation of lipid metabolism by xenin	\$100,000
Mizuno, Tooru (Physiology)	Manitoba Health Research Council	Regulation of lipid metabolism by xenin	\$100,000
Moqbel, Redwan (Immunology)	Children's Hospital Foundation of Manitoba Inc.	Role of glutamate (NMDA) receptors on smooth muscle cells in regulating asthmatic airway remodeling and responsiveness	\$40,000
Mowat, Michael (Biochemistry and Medical Genetics)	CancerCare Manitoba	Role of Dlc2 in tumor progress and drug response	\$367,500
Mowat, Michael (Biochemistry and Medical Genetics)	Manitoba Health Research Council	Role of Dlc2 in tumor progress and drug response	\$36,750
Nachtigal, Mark (Biochemistry and Medical Genetics)	Manitoba Health Research Council	Translating research into improved outcomes for women with ovarian cancer	\$92,056
Pierce, Grant (Physiology)	Heart & Stroke Foundation of Manitoba	The use of dietary flaxseed for the treatment of ischemic and post-infarct	\$100,000
Restall, Gayle (Occupational Therapy)	Children's Hospital Foundation of Manitoba Inc.	The feasibility and outcomes of routine parent-report development screening at 18 months of age	\$39,914
Ripat, Jacqueline (Occupational Therapy)	Manitoba Health Research Council	Exploring winter weather issues faced by Manitoba wheeled mobility users	\$87,066
Roos, Noralou (Community Health Sciences)	CIHR	Injecting evidence into health policy coverage: Working with the media	\$397,321

Schweizer, Frank (Chemistry)	CIHR	Development of aminoglycoside antimicrobials with novel or combined modes of actions	\$382,825
Schweizer, Frank (Chemistry)	CIHR	Optimizing and preclinical studies on amphiphilic aminoglycoside antimicrobials (AAAs)	\$160,000
Soderstrom, Melanie (Psychology)	Children's Hospital Foundation of Manitoba Inc.	The effect of gestational age at birth on language development: Influences of the uterine environment	\$40,000
Targownik, Laura (Internal Medicine)	CIHR	Skeletal safety of chronic proton pump inhibitor use: Evaluating bone density, structure and strength	\$100,000
Torabi, Mahmoud (Community Health Sciences)	Manitoba Health Research Council	Disease mapping in the province of Manitoba	\$99,545
Unger, Bertram (Medical Education)	Health Sciences Centre Foundation	Mixed-reality simulation for temporal bone surgical training	\$70,000
Wuttunee, Wanda (Native Studies)	Dalhousie University	A reduction approach to improving the health and well-being of First Nation communities	\$108,960

- Seventeen investigators have received a total of \$1,452,953 for eighteen projects from the National Networks Centres of Excellence. The projects which received greater than \$25,000 are listed below:

Researcher	Sponsor	Project Title	Funding
Barber, David (Environment, Earth and Resources)	ArcticNet	Freshwater-marine coupling in the Hudson Bay IRIS	\$169,095
Barber, David (Environment, Earth, and Resources)	ArcticNet	The role of sea ice in ArcticNet Integrated Regional Impact Studies (Sea Ice)	\$112,410

Becker, Allan (Pediatrics and Child Health)	the Allergy, Genes and Environment Network (AllerGen)	The Canadian Health Infant Longitudinal Development (CHILD) Study.”	\$390,000
Ferguson, Steven (Centre for Earth Observational Science)	ArcticNet	Impacts of global warming on marine mammals	\$60,650
Gorczyca, Beata (Civil Engineering)	Mitacs Inc.	Determination of causes of increased chlorination disinfection by-products in two Manitoba water treatment plants	\$30,000
Kazem-Moussavi, Zahra (Electrical and Computer Engineering)	Mitacs Inc.	Acoustical detection of swallowing aspiration	\$30,000
Kong, Jiming (Human Anatomy and Cell Science)	Canadian Stroke Network	Targeting cell death cascades in the neurovascular-inflammatory unit	\$33,333
Lin, Hung-Yu (Radiology)	Mitacs Inc.	Development of whole-heart model-based cardiac shape and motion analysis using parallel computing multi-core CPUs and GPUs technology	\$30,000
Papakyriakou, Tim (Environment and Geography)	ArcticNet	Carbon exchange dynamics in coastal and marine ecosystems	\$52,610
Rysgaard, Søren (Geological Science)	ArcticNet	Arctic geomicrobiology and climate change	\$35,000
Stern, Gary (Centre for Earth Observation Science)	ArcticNet	Effects of climate change on carbon and containment cycling in the Arctic coastal and marine ecosystems	\$97,355
Wang, Feiyue (Environment and Geography)	ArcticNet	Effects of climate change on carbon and containment cycling in the Arctic coastal and marine ecosystems	\$40,000

## ADMINISTRATIVE MATTERS

- The final draft of the ***Sustainability at the University of Manitoba: A Strategic Vision for Action*** was approved by the Board of Governors at the June 26<sup>th</sup> meeting. Work on establishing the office, including staffing has begun with two postings listed on REACH-UM as of Friday, August 31, 2012. Location of the office is still to be determined.
- The **12<sup>th</sup> Annual All Staff Golf Tournament** took place on August 20<sup>th</sup> at the Southwood Golf and Country Club. \$1300 was raised for the Student Food Bank.
- Human Resources has been promoting the **REACHUM website on Facebook** and had over 2000 hits on the website during a 30 day period.
- **Bargaining** with CUPE 3909 Sessionals continues and UMSS (AESES) will commence in mid Sept.
- **Treasury Services** - The highlight for the University of Manitoba at the CAUBO conference held in June was the favorable results achieved by the annual endowment survey. The University's one-year return of 2.8% as of December 31, 2011 was in the top ten percent of all Canadian university's with funds greater than \$100 million, and was the highest return for the 12 largest schools.
- Upon the departure of Joe Danis in August, Barry Stone, Assistant Director of Administration and Operations for Student Residences has been appointed **Acting Director, Student Residences**.
- **Residence applications** were at an all-time high for the 2012/13 academic session with 2,031 applications received. Reserved rooms are at 99% capacity with 1,083 students. International students make up approximately one third of the residence population.
- The Physical Plant Department hosted the **Western Canadian Physical Plant Administrators Conference** from September 12-14, 2012. The conference theme was "*Changing Skylines*" and featured several major construction projects during a tour of the Fort Garry Campus. There were over 80 delegates from 16 Physical Plant and Facilities Universities and Colleges across Western Canada.

### Construction Updates

- **Active Living Centre Tunnel** - Tunnel construction and landscaping has substantially been completed. The elevator refurbishment in Architecture 2 will begin shortly with completion estimated by the end of October.
- **ART Lab** - Construction deficiencies are nearly completed. Seasonal work, including landscaping and site restoration is almost complete. Commissioning of systems and training of Physical Plant staff on the building systems have been completed. Interior sign installation is underway.
- **Basic Medical Sciences** – Theatre D Lab Renovation - Project is about 80% complete, including steel studs and drywall, mechanical and electrical rough-ins and work in the main floor lab ceiling space below. Project is approximately 6 weeks behind schedule.
- **Elizabeth Dafoe Library Learning Commons** - Structural repairs to the existing second floor slab are complete. HVAC system components are in the building and services are connected, system



should be running by October 1, 2012. The Sifton Wing should be complete by the end of September with the remainder of the first floor scheduled to be ready for occupancy in late October.

- **Frank Kennedy Locker Room** - The renovations to the Locker Rooms in Frank Kennedy include the reallocation of space between the male and female locker rooms, all new lockers, benching and plumbing fixtures, which includes bringing the facilities up to code. In addition, a wheelchair lift will be added in the Joyce Fromson Pool, providing barrier free access between the 100 and 200 levels of Frank Kennedy and the pool deck. The project completion is estimated for mid-September.
- **Tache Hall Phase 1, Services Relocation** - Underground service tunnel between Drake and Pembina Hall has been completed and the area is backfilled. The domestic water line service at the west entry to Drake will be completed by September 7, 2012. Some interior work remains.
- **Tache Hall Redevelopment** - Bulk demolition of two interior wings and East and West Gyms is complete. Gas line and telecommunication service relocation project is ongoing; completion is expected by mid-September. The tender package for East and West Wings of Tache Hall should be complete by mid-September.
- **UMSU Hub Pub** is now open on the 3<sup>rd</sup> floor of University Centre. Regular hours are Wednesday to Friday, 11:00 AM-2:00 AM, Saturday, 8:00 PM-2:00 AM and Sunday, 5:00 PM to 2:00 AM.
- A public tender was issued by Purchasing on September 4 for the **new construction of 12,700 square feet and the renovation of 5,000 square feet of existing space at 78 Innovation Drive**. The proposed new facility will accommodate the consolidation and relocation of External Relations to Smartpark including Government and Community Engagement, Marketing Communications Office, Alumni Association and Philanthropy. A site visit for perspective bidders was scheduled for September 11 with the project architect and engineering consultants. The closing date of the tender is September 26, 2012.
- **Delta Marsh** – An agreement was reached whereby the University will be able to terminate the lease with Manitoba and abandon the site. The remaining usable buildings will be donated to a consortium of organizations interested in the marsh.

#### **Campus Planning Activities**

- **Southwood Lands Interim Usage Plan**– The University is currently constructing an interim access road off of Sifton Road to service maintenance requirements related to the interim use of Southwood Lands as a passive recreation area. The construction of the access road is necessary as we scale back vehicular access to Southwood Precinct. This road will be used only by our Physical Plant workers and our contracted maintenance supplier. This road is temporary and is not part of the future Southwood Precinct development plan. Maintenance of the Southwood precinct will respect the university's sustainability model of best practices, using an Integrated Pest Management Program driven by education and research during this interim period. Opening of Southwood Lands for public access and passive use is planned for September once signage and fencing have been installed, and restoration of the grounds and removal of potential hazards have been completed.

- **Visionary (re)Generation International Urban Design Competition** -Phase Eins Consultants have been retained as a competition adviser to assist with the coordination of the competition. The adviser is internationally known for their competition management functions having managed some of the largest design competitions in the world. A competition web site will be launched in November. A comprehensive pre-launch engagement process is wrapping up. To date, several events have been held including:
  - Kick Off Design Charrette Workshop – 66 people – internal and external stakeholders
  - Five Neighbourhood Network meetings – over 40 each meeting
  - University Community – Indigenous Achievement, Vice-Provost (Students), UMSU, Administrative Council (2x), Sustainability Committee (standing agenda item)
  - External Stakeholder meetings – Active Transportation, City of Winnipeg, Province of Manitoba, Economic Development Winnipeg, Design Associations, Manitoba Hydro, Pal 55
- **Wayfinding Strategy** – The “A Networked Community” Wayfinding Strategy – Fort Garry has been approved. Two implementation working groups are being created:
  - Electronic media – wayfinding working group – to implement recommendations dealing with web development, mobile app and digital signage.
  - Physical signage – wayfinding working group – to implement recommendations dealing with physical exterior and interior wayfinding identity and signage.

Groups that participated in the experiential survey are being asked to comment on the strategy. For reference, the Strategy sets out seven key recommendations to address wayfinding issues on the Fort Garry Campus including:

- Establish a recognizable identity for wayfinding that works within the overarching brand guidelines.
  - Refresh existing web based maps and incorporate a “Travelling to Campus” Function
  - Investigate adding wayfinding function to existing mobile application
  - Utilizing directional/orientation kiosks, panels or signage as vehicular and pedestrian wayfinding tool.
  - Address Interior, Exterior Building and Tunnel Signage
  - Create Temporary Signage Program
  - Arrival on Campus – Entranceway Enhancement
- **Bannatyne Master Plan** – The Bannatyne Master Plan process is nearing the completion of the first phase, being a conceptual vision and preliminary master plan for the campus. The preliminary master plan will form the basis of a broad engagement process to be initiated in the late fall. An internal preliminary engagement process including several one on one interviews is wrapping up.

The planning process is looking at:

- Future campus growth requirements – specific to assessing and understanding the scope/scale, at a higher level, of space development need for the Faculty of Nursing and also, assessing the implications of demolishing the T-Building and how to accommodate the functional/programming space needs of the displaced functions. Key to this process will be an understanding emerging trends in learning and teaching such as co-learning spaces.
- How to integrate our campus requirements and plans with the Health Sciences draft master plan and
- How to create a sense of community in both interior and exterior spaces.

George Cibinel Architects has been retained to assist with the project. A Steering committee made up of the health science faculty Deans has been set up and meets regularly.

- **Space Planning** - An RFP was issued to retain consultants to develop a Space Master Plan for the Fort Garry Campus. The RFP closed on September 11th, 2012. The Space Master Plan will be a key planning document to guide the development and use of the available space and building assets and make informed recommendations on reallocations, renovations, new construction and demolition. A recruitment process is currently underway for a Space Planner permanent position. The position will reside in the Campus Planning Office.

## **EXTERNAL MATTERS**

### **Marketing and Communications Office:**

- The *Winnipeg Free Press's* most recent installment in its "Our City, Our World" series, on Chinese-Canadians in Winnipeg, featured numerous University of Manitoba professors, including Fang Wan, marketing, and Tina Chen, history, as lead columnists. All the "All the City, Our World" installments have included prominently the voices and profiles of University of Manitoba faculty, staff and students, illustrating that the University of Manitoba plays an integral role in the fabric of the local community.

### **Philanthropy:**

- As of September 7, 2012, the university has raised \$4,905,387.56 in this fiscal year. Significant gifts include:
  - \$150,000 from the estate of Patricia J. Stanger for the President's Fund
  - \$100,000 from A. Keith Dixon for the A. Keith Dixon Scholarship in 2<sup>nd</sup> Year Engineering, the A. Keith Dixon Graduate Scholarship in Engineering and the A. Keith Dixon Scholarship in 3<sup>rd</sup> Year Engineering
  - \$750,000 from Guy Carpenter & Company to establish the Guy Carpenter Professorship in Agriculture Risk Management and Insurance in the I.H. Asper School of Business

### **Government and Community Engagement:**

- In support of the University of Manitoba's overall government engagement strategy for the upcoming Philanthropic Campaign, External Relations arranged advocacy meetings with government officials throughout the summer. Meetings were held with Hon. Jim Rondeau, Hon. Theresa Oswald, and Hon. Flor Marcelino to discuss recent and future developments at the University of Manitoba and how they relate to provincial priorities.
- The first event of our award-winning Visionary Conversations series for 2012-13 was held on Wednesday, September 12<sup>th</sup> at 6:30 p.m. in the Robert Schultz Lecture Theatre. The topic was *We Need to Talk About Racism* and featured James Wilson, Alumnus and Treaty Commissioner for Manitoba; Emma LaRoque, Professor of Native Studies; Lori Wilkinson, Associate Dean in the Faculty of Arts and Professor of Sociology; and Andrew Woolford, Associate Professor of Sociology. Additional details and a complete list of our 2012-13 program can be found on the following website <http://umanitoba.ca/visionaryconversations/>.

**Alumni Relations:**

- At the Annual General Meeting, Ryan Buchanan (B.Sc.(Agribus)/2003, MSc/2006) stepped into the role of President. There are 6 new board members joining the Alumni Association Inc. Ryan will serve a one year term.
- Over 12,000 brochures were mailed to alumni celebrating milestone anniversaries inviting them to participate in homecoming 2012. Letters of invitation were also sent to the Premier of Manitoba, Minister of Advanced Education and various other key stakeholders.
- Homecoming was held from September 12-16 and includes a wide variety of events including a football game, art exhibit, speaker series, faculty receptions and tours, music concert, alumni dinner, special reunion events and more. The Alumni dinner was held at the University of Manitoba for the first time in approximately 15 years.
- Dr. Gerry Price (B.Sc.ME/1970, MSc/1972), Chairman and CEO of EH Price Industries, was recognized at Homecoming with the 2012 Distinguished Alumni Award.
- Two alumni events are planned for Hong Kong this fall. The first one was held on September 20 and will include special guests His Honour Philip Lee and Her Honour Anita Lee as well as Premier Greg Selinger. A Visionary Conversations event will be held on November 3 featuring leading researchers from the University of Manitoba.

**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 Peter Blunden will be the Speaker for the Executive Committee for the September 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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

May 24, 2012

**Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine  
Policy on Examination Conduct**

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**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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on May 24, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Examination Conduct.

**Observations:**

1. The Committee observed that the purpose of the Faculty Medicine policy on Examination Conduct is to ensure that all examinations are administered in an organized, fair and equitable manner for students in the Undergraduate Medical Education Program. The policy sets out procedures to meet this objective and to elucidate requirements regarding student conduct during examinations.
2. The policy is intended to complement the University's policy on Examination Regulations.
3. The Committee observed that the Faculty of Medicine may be required to review its policy on Examination Conduct once again should Senate approve revisions to the University's policy on Examination Regulations (including related procedures), which is currently under review.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the establishment of the Faculty of Medicine policy on Examination Conduct, effective upon approval.**

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.

Date: September 03, 2012

To: Senate Committee on Instruction and Evaluation

From: Bryan Payne, Program Manager, UGME

Re: Examination Conduct Policy & Procedures for Approval

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**Background:** This Policy was reviewed in the 2011-2012 Academic Year and changes were made to reflect changes identified with the creation of the Invigilation of Examination Policy and Procedures document.

**Purpose:** This policy was deemed necessary to articulate the process for student conduct during examinations which **complements** University of Manitoba Examination Regulations. Revisions were made to the Definitions, Policy Statements and Procedure Statements, and References as follows:

- New definitions
  - *Reference Materials*
  - *Track Staff*
- Definition Amendments
  - *Communication Devices* – Clear identification of such devices
- New Policy Statements
  - *Statements 3.4, 3.5, 3.6, and 3.8*
- Changes to existing Policy Statements
  - Statement 3.2 amended to state that all examination *content* information is confidential to *UGME Course Faculty and related support staff*.
  - Statement 3.8 amended to list the specific items not permitted in *the seating area of the examination room*.
  - Statement 3.11 amended to state “*With the exception of personal breaks, ...*”
- Changes to Procedures
  - New Procedure in 4.1 Bullet 5 – *As students enter the examination room attendance will be taken.*

- References
  - A complete listing of all UGME Policy and Procedure Documents that relate to examinations is included.

**Evidence of Best Practice:** The University of Manitoba Examination Regulations document and the National Board of Examiners Chief Proctor Manual were used as guides and templates for the creation of this policy document.

**Consultation Process:** As with all UGME policy and procedure documents, this document was vetted through a variety of committees including, Committees of Evaluation, Progress Committee and Faculty Executive Council. Faculty of Medicine Student membership and participation is integral to each of these committees.

**Communication and Implementation Plan:** Faculty of Medicine students are informed of this policy and procedures document in advance of each types of examinations in which they participate. In addition to the beginning of a course, this policy is reinforced a minimum of six weeks prior to an examination sitting. Existing in digital and hardcopy format during, broad and unlimited access is afforded to both the public and student body. At the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy & Procedures webpage. Updates to all policies are communicated to Medical students via the OPAL curriculum management system.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year.

**Proposed Review Date:** As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in April 2014.

Enclosure: 1



## Faculty of Medicine Policy

<b>Policy Name:</b>	Examination Conduct
<b>Application/ Scope:</b>	Year I to Year IV Undergraduate Medical Education Students
<b>Approved (Date):</b>	June, 2010
<b>Review Date:</b>	April, 2014
<b>Revised (Date):</b>	January 2012
<b>Approved By:</b>	Faculty Executive Council

### 1. **PURPOSE**

To provide the Faculty of Medicine specific processes to ensure all examinations are administered in an organized, fair and equitable manner for all students that complement the University of Manitoba Examination Regulations.

### 2. **DEFINITIONS**

- 2.1 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11<sup>th</sup> percentile or higher is considered a pass.
- 2.3 OSCE-type Examination – an Objective Structured Clinical *Examination* used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.4 Communication Devices - electronic devices with memory capability such as PDAs (Personal Digital Assistants), cell phones, pagers, calculators, laptop computers, watches with alarms, computer or memory capability.
- 2.5 Reference Materials – books, notes, papers.
- 2.6 Working Day – a day in which the University of Manitoba offices are open.
- 2.7 Track Staff – individuals who oversee the smooth running of the OSCE-type Examination for a specific group of students.

### 3. **POLICY STATEMENTS**

- 3.1 This policy and procedures document complements the Invigilation of Examinations Policy and Procedures (Draft).
- 3.2 All examination content information is confidential to UGME Course Faculty and related support staff. Any transmission of examination information, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, Undergraduate Medical Education (UGME).
- 3.3 Students are not permitted to procure, use, or attempt to use or distribute any improper or unauthorized materials.
- 3.4 In Pre-Clerkship, the multiple-choice component of each Block examination will be three hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.5 In Pre-Clerkship, the Problem-Solving component of each Block examination will be two hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.6 In Clerkship, each NBME examination will be two hours and thirty minutes in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.7 The following items will not be permitted in the seating area of examination room:
- Communication devices
  - Backpacks, briefcases, luggage, coats, or brimmed hats
  - Beverages or food of any type
  - Reference materials
- 3.8 Each student will be escorted, one at a time, on all personal breaks taken during the examination.
- 3.9 Students are required to arrive for all examinations at the stated time.
- Lateness (up to 30 minutes) may be accommodated in exceptional circumstances for Block and NBME examinations. No extra time will be given for students who arrive late.
  - Lateness will not be accommodated for OSCE-type examinations.
- 3.10 No form of communication among students is permitted during an examination.
- 3.11 With the exception of personal breaks, no student is permitted to leave the examination room within a designated period after the examination has begun and within a designated period prior to the end of the examination.
- 3.12 A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.
- 3.13 Any student with stated accommodations will be accommodated in accordance with the policy for Accessibility for Students with Disabilities.

## 4. **PROCEDURES**

### 4.1 **End-of-Block and National Board of Medical Examiners (NBME) Examinations**

- Students are required to provide their own writing materials.
- Students must deposit all communication devices with the invigilator(s) prior to the start of the examination.
- The invigilator(s) will inform students where they must place reference materials, backpacks, briefcases, luggage, coats, or brimmed hats before the students take their seats.
- The doors of the examination room will normally be opened at least 15 minutes before the starting time.
- As students enter the examination room, attendance will be taken.
- The invigilator will announce the start of the examination and record it for all students to see.
- Students will be permitted to enter the examination room up to 30 minutes after the scheduled start of the examination.
- Late-arriving students must enter the room quietly.
- Time will not be extended for completion of the examination, for students arriving late for an examination.
- Students arriving after the 30-minute mark will not be permitted to enter the examination room.
- Students are not permitted to leave the examination room until 30 minutes after the examination has begun, and in no case before the attendance has been taken.
- A student who leaves before the examination is over must hand in all completed and attempted work.
- A student needing to speak to the invigilator must do so by raising his or her hand or by approaching the invigilator.
- Questions concerning possible errors, ambiguities, or omissions in the examination must be documented on the feedback form if provided.
- The invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.
- All work must be done in accordance with the examination instructions.
- The invigilator will announce "10 minutes remaining" at this point in the examination.
- After the '10 minutes remaining' announcement has been made, students in the examination room must remain seated until the 'end of examination' announcement has been made.
- At the end of the examination, students must stop writing and return required examination materials to the invigilator(s).
- At the completion of each Block Examination, students are urged to complete a pink feedback sheet. This is done after examination materials are collected. 10 minutes will be given for students to write comments.
- When writing NBME exams, the rules outlined in the Chief Proctor's Manual will be followed.

### 4.2 **Objective Structured Clinical Examinations (OSCE) type examinations**

- Students must arrive for the orientation session as specified in communication from the Administrator, Evaluations.
- All communication devices must be deposited with the track staff prior to the start of the examination.
- Students are required to provide their own writing materials, lab coats, nametags and specified medical equipment.
- The track staff will inform students where they must place books, notes, etc., before the students begin the examination
- Food and drink is not permitted.
- A student who arrives late will not be permitted to write the examination.
- Each student must proceed from station-to-station as instructed.

- A student needing to speak to the track staff must do so by raising his or her hand.
- Neither the examiner(s) nor the track staff will provide clarification of perceived errors, ambiguities or omissions on examination case scenarios.
- All work must be done in accordance with the examination instructions.

## 5. **REFERENCES**

- 5.1 [Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, Clinical Science Examinations. United States of America. 2010.](#)
- 5.2 [University of Manitoba Governing Documents: Academic – Academic Examination Regulations.](#)
- 5.3 [UGME Policy & Procedures - Invigilation of Examinations.](#)
- 5.4 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities.](#)
- 5.5 [UGME Policy & Procedures - Deferred Examination.](#)
- 5.6 [UGME Policy & Procedures - Supplemental Examination](#)
- 5.7 [UGME Policy & Procedures - Examination Results.](#)
- 5.8 [UGME Policy & Procedures – Formative Assessment.](#)
- 5.9 [UGME Policy & Procedures – Promotion and Failure.](#)

## 6. **POLICY CONTACT**

Administrator, Pre-Clerkship & OSCE-type Examinations  
Administrator, Clerkship Evaluation

**Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine  
Policy on Formative Assessment**

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**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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on May 24, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Formative Assessment.

**Observations:**

1. The purpose of the proposed Faculty of Medicine policy on Formative Assessment is: “to ensure that students [in the Undergraduate Medical Education Program] have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance in preparation for summative evaluations administered at the end of each Block and rotation in accordance with the University of Manitoba Examination Regulations.”
2. The Committee observed that the proposed policy is intended to formalize existing practices and procedures on matters related to student progression.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the establishment of the Faculty of Medicine policy on Formative Assessment, effective upon approval.**

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.

Date: September 03, 2012

To: Senate Committee on Instruction and Evaluation

From: Bryan Payne, Program Manager, UGME

Re: Formative Assessment

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**Background:** In the past, Undergraduate Medical Education Program (UGME) did not have a systematic way of incorporating formative assessment into the student evaluation process. With the evolution and organization of policies and procedures related to student evaluation, it was determined that the process related to formatively assessing student progress students required regimentation.

**Purpose:** The Faculty of Medicine wanted to ensure that UGME students had an opportunity to participate in formative assessment experiences in all aspects of the medical education program which complements University of Manitoba Examination Regulations.

**Evidence of Best Practice:** The University of Manitoba Examination Regulations document and a broad base of research in the area of formative feedback were used as guides for the creation of this Formative Assessment Policy and Procedures document.

**Consultation Process:** As with all policy and procedure documents, this document was vetted through a variety of committees including UGME Management Committee, Pre-Clerkship Curriculum Committee, Clerkship Curriculum Committee, Committees of Evaluation, Progress Committee and Faculty Executive Council Faculty of Medicine. Faculty of Medicine student membership and participation is integral to each of these committees.

**Communication and Implementation Plan:** Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy & Procedures webpage of the Undergraduate Medical Education website.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are regularly discussed and communication such as Faculty Guide distributed regularly throughout

the academic year. Faculty are also referred to the Policy & Procedures page of the UGME website.

***Proposed Review Date:*** As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed in April 2013.

Enclosure: 1

## Faculty of Medicine Policy

<b>Policy Name:</b>	Formative Assessment
<b>Application/ Scope:</b>	Year I to Year IV Undergraduate Medical Education Students
<b>Approved (Date):</b>	April 2012
<b>Review Date:</b>	April 2013
<b>Revised (Date):</b>	September 2012
<b>Approved By:</b>	Faculty Executive Council

### 1. **PURPOSE**

To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance in preparation for the summative evaluations administered at the end of each Block and rotation in accordance with University of Manitoba Examination Regulations.

### 2. **DEFINITIONS**

- 2.1 Formative Assessment – an assessment designed to provide feedback to students in order to improve performance.
- 2.2 MITER – Midpoint In-Training Evaluation Report. This is a formative assessment report completed by the student, and then reviewed by the preceptor. It is distributed at the start of each core rotation that is of at least four weeks duration and must be completed and submitted electronically.
- 2.3 Mini-OSCE-type Examination – a formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.4 Pre-Clerkship – Year I and Year II of the medical education program.
- 2.5 Clerkship – Year III and Year IV of the medical education program.
- 2.6 COE – Committee of Evaluation. At the Pre-Clerkship level there is a COE I and a COE II.

### 3. **POLICY STATEMENTS**

- 3.1 In Week 1 of each Block in Pre-Clerkship and Day 1 of each Clerkship rotation, students will be informed of the format, date and time of each Formative Assessment.
- 3.2 A minimum of two formative assessments will be developed and administered for each course in the Cognitive component of the Pre-Clerkship program if the course constitutes 15% or more of the cognitive work within the Block.



- 3.3 One or more formative assessments can be developed and administered for each course in the Cognitive component of the Pre-Clerkship program at the discretion of the course director, if the course constitutes less than 15% of the cognitive work within the Block.
- 3.4 In any course within the Cognitive component of the Pre-Clerkship program that develops and distributes a formative assessment, a small percentage of the overall course mark may be assigned at the discretion of the course director with the approval of the appropriate Pre-Clerkship Committee of Evaluation.
- 3.5 A mini-OSCE will be developed, organized and administered to Year I students prior to completion of the Year I program.
- 3.6 A MITER will be completed by each student for each Clerkship rotation of four weeks or more duration.
- 3.7 The Clerkship Director/designate will review each student's completed MITER in a timely and efficient manner.

#### 4. **PROCEDURES**

##### Responsibilities of the Student

- 4.1 Avail of each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Avail of each opportunity to discuss the results of each course formative assessment at a time set by the Course Director.
- 4.3 Participate in each opportunity to prepare for the mini-OSCE.
- 4.4 Participate in the mini-OSCE at the designated time and under the designated conditions.
- 4.5 Complete the MITER and participate in the meeting to address the information submitted in the MITER.
- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

##### Responsibilities of the Course Director, Pre-Clerkship

- 4.7 Inform students of number, types and dates of formative assessments.
- 4.8 Inform the Administrator, Pre-Clerkship and Administrator, Evaluation of the times and dates of the formative assessments.
- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure the Administrator, Evaluations has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the Administrator, Evaluation at least two weeks before the scheduled assessment if seeking Administrative assistance with preparing and scoring the assessment.
- 4.12 Ensure each formative assessment is administered on the specified date and time.

- 4.13 Provide students with written or oral feedback on their performance on each formative assessment.

Responsibilities of the Director, Clinical Skills

- 4.14 Identify the date and time of the mini-OSCE.
- 4.15 Inform the Administrator, Pre-Clerkship and Administrator, Evaluation of the date and time of the mini-OSCE so it can be scheduled in OPAL and within the CLSF.
- 4.16 Develop cases for the mini-OSCE.
- 4.17 Oversee the execution of the mini-OSCE in collaboration with the Administrator, Evaluations and CLSF personnel.
- 4.18 Ensure the mini-OSCE is corrected in accordance with the requirements of the Examination Results Policy and Procedures.
- 4.19 Ensure each student receives feedback on his/her performance on the mini-OSCE.

Responsibility of the Clerkship Director/Designate:

- 4.20 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.

Responsibility of Director, Pre-Clerkship, Director, Clerkship & Director, Evaluation

- 4.21 Work collaboratively to ensure each Course Director, Pre-Clerkship Director, Clinical Skills and Clerkship Director is aware of his/her responsibilities related to formative assessments.

Responsibility of the Administrator, Pre-Clerkship

- 4.22 Ensure the scheduled formative assessments are included in the OPAL schedule for each course within the Block.

Responsibilities of the Administrator, Evaluation

- 4.23 Prepare formative assessments under the direction of the Course Director is required.
- 4.24 Score formative assessments for the Course Director if required.
- 4.25 Organize the mini-OSCE under the direction the Director, Clinical Skills and with CLSF personnel as required.
- 4.26 Support the Academic Lead, Evaluation with the scoring and distribution of results of the mini-OSCE in accordance with the requirements of the Examination Results Policy & Procedures.

5. **REFERENCES**

- 5.1 [Shute, V. \(2008\). Focus on Formative Feedback. Review of Education. Research. 78 \(1\), 154-189](#)
- 5.2 [University of Manitoba Governing Documents & Academic Examination Regulations](#)
- 5.3 [UGME Policy & Procedures - Examination Results](#)
- 5.4 [UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation](#)

- 5.5 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.6 [UGME Policy & Procedures – Examination Conduct](#)
- 5.7 [UGME Policy & Procedures – Deferred Examination](#)
- 5.8 [UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.9 [UGME Policy & Procedures – Supplemental Examinations](#)
- 5.10 [UGME Policy & Procedures – Promotion & Failure](#)
- 5.11 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)
- 5.12 [UGME Policy & Procedures – Undergraduate Medical Course/Clerkship, and Session Objective Changes, Changes to Curriculum and Changes to Evaluation](#)

6. **POLICY CONTACT**

Administrator, Evaluation

May 24, 2012

**Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine  
Policy on Communicating Methods of Evaluation in the Undergraduate Medical  
Education Program**

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**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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on May 24, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Communicating Methods of Evaluation in the Undergraduate Medical Education Program.

**Observations:**

1. The Committee observed that the purpose of the Faculty of Medicine policy on Communicating Methods of Evaluation in the Undergraduate Medical Education Program is, “to provide the Faculty with a process for ensuring that medical education students are appropriately informed of evaluation methods in accordance with University of Manitoba Regulations.”
2. The proposed policy is intended to formalize existing practices and procedures within the Faculty of Medicine.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the establishment of the Faculty of Medicine policy on Communicating Methods of Evaluation in the Undergraduate Medical Education Program, effective upon approval.**

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.

Date: September 03, 2012

To: Senate Committee on Instruction and Evaluation

From: Bryan Payne, Program Manager, UGME

Re: Communicating Methods of Evaluation in the Undergraduate Medical Education Program Policy & Procedures for Approval

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**Background:** In the past, the Undergraduate Medical Education Program (UGME) had an informal process of communicating with student and faculty with respect to its essential responsibilities and activities which led to many interpretations of processes. Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In the 2011-2012 Academic Year it was determined that communicating to students with respect to evaluation lacked the necessary governance and formality necessary.

**Purpose:** UGME wants to ensure students receive communication related to evaluation in an efficient manner that complements University of Manitoba Examination Regulations.

**Evidence of Best Practice:** The University of Manitoba Examination Regulations document was used as a guide for the creation of the Communicating Methods of Evaluation in the Undergraduate Medical Education Program Policy and Procedures document.

**Consultation Process:** As with all policy and procedure documents, this document was vetted through a variety of committees including UGME Management Committee, Pre-Clerkship Curriculum Committee, Clerkship Curriculum Committee, Committees of Evaluation, Progress Committee and Faculty Executive Council. Faculty of Medicine Student membership and participation is integral to each of these committees.

**Communication and Implementation Plan:** Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy & Procedures webpage of the Undergraduate Medical Education website.

Faculty and staff are informed of implementation of new policies and changes to existing policies through e-mail communication, participation on committees where policies are

regularly discussed and communication such as Faculty Guide distributed regularly throughout the academic year. Faculty are also referred to the Policy & Procedures page of the UGME website.

***Proposed Review Date:*** As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in April 2014.

Enclosure: 1

## Faculty of Medicine Policy

<b>Policy Name:</b>	Communicating Methods of Evaluation in the Undergraduate Medical Education Program
<b>Application/ Scope:</b>	Year I to Year IV Undergraduate Medical Education Students
<b>Approved (Date):</b>	April 2012
<b>Review Date:</b>	April 2013
<b>Revised (Date):</b>	September 2012
<b>Approved By:</b>	Faculty Executive Council

### 1. **PURPOSE**

- 1.1 To provide the Faculty with a process for ensuring that medical education students are appropriately informed of evaluation methods in accordance with University of Manitoba Regulations.

### 2. **DEFINITIONS**

- 2.1 Pre-Clerkship – Year I and Year II of the Undergraduate Medical Education program
- 2.2 Clerkship – Year III and Year IV of the Undergraduate Medical Education program.
- 2.3 Block – a unit of work in Pre-Clerkship. Students complete six Blocks of work in the Pre-Clerkship.
- 2.4 Rotation – a unit of clinical work in Clerkship. Students complete eight rotations in Clerkship.
- 2.5 Mid-term Examination - a summative multiple-choice examination conducted at the midpoint of Block 1.
- 2.6 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.7 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11<sup>th</sup> percentile or higher is considered a pass.
- 2.8 OSCE-type Examination – an Objective Structured Clinical Examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of student who sit the examination. No rounding of scores will take place.

- 2.9 MITER – Midpoint In-Training Evaluation Report. This is a formative assessment report completed by the student, and then reviewed by the preceptor. It is distributed at the start of each core rotation that is of at least four weeks duration and must be completed and submitted electronically.
- 2.10 FITER – Final In-Training Evaluation Report. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.11 Formative Assessment – an assessment designed to provide feedback to students in order to improve performance.
- 2.12 ITC – Introduction to Clerkship which is approximately four and a half weeks scheduled at the beginning of Year III, prior to clerkship.
- 2.13 COE I - Committee of Evaluation for Year I.
- 2.14 COE II - Committee of Evaluation for Year II.
- 2.15 COE Clinical—Committee on Evaluations for Year III and Year IV.
- 2.16 Working Day – day in which the University of Manitoba offices are open.

### 3. **POLICY STATEMENTS**

- 3.1 In Pre-clerkship, student progress is assessed using Formative Assessments, Mid-term Examination, Block Examinations and OSCE-type Examinations.
- 3.2 In the Clerkship years, student progress is assessed using the MITER, FITER, NBME examination, and OSCE-type Examination
- 3.3 In Week 1 of each year of Pre-Clerkship, students will be informed of the format, date and time of the scheduled OSCE-type Examination.
- 3.4 In Week I of each Block in Pre-Clerkship, students will be informed of:
  - The type(s) of assessment instruments to be used in each course within the Block.
  - The course components of the Block Examination.
  - The percentage of each component of the Block examination attributed to each course within the Block.
- 3.5 In Week 1 of Clerkship, students will be informed of the format, date and time of the scheduled CCE, an OSCE-type Examination.
- 3.6 On the first day of each rotation, students will:
  - Receive a copy of a MITER (if required) and a FITER.
  - Be informed of the date, time and location of the NBME Examination (if required).
- 3.7 Proposed changes to the type of assessment instrument, type of assessment item, and/or percentage attributed to a course(s) within a Block must be received by the applicable Chair, COE a minimum of two months prior to start of Block for which the changes are intended, using the Change of Evaluation Request Form in accordance with UGME Policy & Procedures – Undergraduate Medical Education Course/Clerkship, and Session Objective Changes, Changes to Curriculum, and Changes to Evaluation. (Appendix 1)
- 3.8 Proposed changes to the assessment instrument and type of assessment item, for an OSCE-type examination must be received by the applicable Chair, COE a minimum of



two months prior to the start of the academic year for which the change is intended, using the Change of Evaluation Request Form. (Appendix 1)

- 3.9 Proposed changes to a MITER and/or FITER must be received a minimum of two months prior to the start of ITC, using the Change of Evaluation Request Form. (Appendix 1)

#### 4. **PROCEDURES: PRE-CLERKSHIP**

##### Student Responsibilities

- 4.1 Review the following information when received at the beginning of each Block for clarity and understanding in preparation for the Block:
- The date and time of the Block Examination
  - The type(s) of assessment instruments to be used in each course within the Block.
  - The course components of the Block Examination.
  - The percentage of each component of the Block examination attributed to each course within the Block.
- 4.2 Seek clarification from a Course Director as necessary.

##### Block Specific Course Director Responsibilities

- 4.3 Ensure that any changes to the type of assessment instrument, type of assessment item and/or percentage attributed to a course within a Block are stated on the Change of Evaluation Request Form (Appendix 1) and sent to the applicable Chair, COE at least two months prior to the beginning of the Block.
- 4.4 Ensure that COE approved changes to the type of assessment instrument, type of assessment item and/or percentage attributed to a course within a Block are communicated to the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination within 5 working days of COE approval.
- 4.5 Review the Block examination information template when received from the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination and communicate any revisions to the Administrator at least 15 working days prior to the start of the Block.
- 4.6 Address student questions and/or concerns related to assessment information.

##### Coordinator, Pre-Clerkship Clinical Skills Assessment Responsibilities

- 4.7 Ensure that any changes to the assessment instrument and type of assessment item, for the OSCE-type examination, are stated on the Change of Evaluation Request Form (Appendix 1) and sent to the applicable Chair, COE at least two months prior to the start of the academic year for which the changes are intended.
- 4.8 Ensure that COE approved changes to the type of assessment instrument, type of assessment item, for the OSCE-type examination, are communicated to the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination within 5 working days of COE approval.
- 4.9 Review the evaluation information template when received from the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination and communicate any revisions to the Administrator at least 15 working days prior to the start of the academic year.

#### Administrator, Pre-Clerkship Evaluation & OSCE-type Examination Responsibilities

- 4.10 Develop a Block examination information template that will be distributed to coordinator and students as required. The template must include the following information:
- The date and time of the Block Examination
  - The type(s) of assessment instruments to be used in each course within the Block.
  - The course components of the Block Examination.
  - The percentage of each component of the Block examination attributed to each course within the Block.
- 4.11 Develop an OSCE-type examination information template that will be distributed to coordinator and students as required. The template must include the following information:
- The date and time of the OSCE-type Examination
  - The type(s) of assessment items being used.
  - The mechanism for determining the pass mark on the OSCE-type examination.
- 4.12 Send reminder e-mails to the Coordinator, Pre-Clerkship Clinical Skills Assessment and Course Directors to determine if there are any changes to the specific examinations. This must be done as follows:
- At least three months prior to the start of the academic year for OSCE-type examination.
  - At least three months prior to the start of each Block for the Block examination.
- 4.13 As required, provide assistance to Course Directors and Coordinator, Pre-Clerkship Clinical Skills Assessment as it relates to completion and submission of the Change of Evaluation Request Form ensuring that all documents are submitted to the applicable Chair, COE as follows:
- At least two months prior to the start of the academic year for OSCE-type examinations.
  - At least two months prior to the start of the specific Block.
- 4.14 Ensure that approved evaluation changes to the OSCE-type examination and Block examination are included in the evaluation information templates being distributed to students.
- 4.15 Send a copy of the evaluation information templates as follows:
- To the Coordinator, Pre-Clerkship Clinical Skills Assessment at least 20 days prior to the start of the academic year.
  - To Course Directors at least 20 days prior to the start of the specific Block.
- 4.16 This communication is to confirm that all evaluation information included in each template is accurate.
- 4.17 Distribute the confirmed evaluation information templates to Pre-Clerkship students as follows:
- OSCE-type examination information template by 4:00 pm on Friday of the first week of the academic year.
  - Block examination information template by 4:00 pm on Friday of the first week of the Block to which it applies.

## 5. **PROCEDURES: CLERKSHIP**

### Student Responsibilities

- 5.1 Review the following information when received at the beginning of each rotation for clarity and understanding in preparation for the rotation:
- The date and time of the NBME examination (if applicable)
  - The MITER and FITER being use for the rotation
- 5.2 Seek clarification regarding evaluation information from the Clerkship Director/designate as necessary.

### Clerkship Director Responsibilities

- 5.3 Ensure that any changes to the MITER and/or FITER are stated on the Change of Evaluation Request Form (Appendix 1) and sent to the Chair, COE Clinical at least two months prior to the beginning of ITC.
- 5.4 Ensure that COE, Clinical approved changes to the MITER and/or FITER are communicated to the Administrator, Clerkship Evaluation within 5 working days of COE, Clinical approval.
- 5.5 As required, review revised MITER and/or FITER when received from the Administrator, Clerkship Evaluation and communicate any revisions to the Administrator at least 15 working days prior to the start of ITC.
- 5.6 Address student questions and/or concerns related to assessment information as required.

### Coordinator, Comprehensive Clinical Examination Responsibilities

- 5.7 Ensure that any changes to the assessment instrument and type of assessment item, for this OSCE-type examination, are stated on the Change of Evaluation Request Form (Appendix 1) and sent to the Chair, COE Clinical at least two months prior to the start of ITC in the academic year for which the changes are intended.
- 5.8 Ensure that COE, Clinical approved changes to the type of assessment instrument, type of assessment item, for this OSCE-type examination, are communicated to the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination within 5 working days of COE, Clinical approval.
- 5.9 Review the evaluation information template when received from the Administrator, Pre-Clerkship Evaluation & OSCE-type Examination and communicate any revisions to the Administrator at least 15 working days prior to the start of ITC.

### Administrator, Clerkship Evaluation Responsibilities

- 5.10 Develop a NBME Examination information template that will be distributed to students as required. The template must include the following information:
- The date and time of the NBME Examination
  - The type(s) of assessment instruments to be used in the NBME examination.
  - The pass requirements for the NBME examination. (See Promotion & Failure Policy & Procedures)
- 5.11 Send reminder e-mails to Clerkship Directors at least three months prior to the start of ITC to determine if there are any changes to MITER(s) and/or FITER(s).

- 5.12 As required, provide assistance to Clerkship Directors as it relates to completion and submission of the Change of Evaluation Request Form ensuring that all documents are submitted to the COE, Clinical at least two months prior to the start of ITC.
- 5.13 Ensure that approved evaluation changes to the MITER/FITER are made on existing MITER(s) and/or FITER(s).
- 5.14 Send a copy of the revised MITER(s) and/or FITER(s) to Clerkship Director(s) for review at least 20 days prior to the start of ITC.
- 5.15 Distribute the FITER(s) and the NBME examination information template to each Clerkship student by 4:00 pm on Day 1 of each rotation.
- 5.16 MITERs will be sent to the Clerkship students by the department administrator on Day 1 of the rotation as a component of the electronic workflow.

#### Administrator, Pre-Clerkship Evaluation & OSCE-type Examination Responsibilities

- 5.17 Develop a CCE Examination information template that will be distributed to Coordinator and students as required. The template must include the following information:
- The date and time of the CCE Examination
  - The type(s) of assessment items being used.
  - The mechanism for determining the pass mark on the CCE examination (See Promotion & Failure Policy & Procedures).
- 5.18 Send reminder e-mail to the Coordinator, Comprehensive Clinical Assessment at least three months prior to the start of ITC to determine if there are any changes to this examination.
- 5.19 As required, provide assistance to the Coordinator, Comprehensive Clinical Assessment as it relates to completion and submission of the Change of Evaluation Request Form ensuring that all documents are submitted to the Chair, COE Clinical at least two months prior to the start of ITC.
- 5.20 Ensure that approved evaluation changes to the CCE examination are included in the evaluation information templates being distributed to students.
- 5.21 Send a copy of the CCE Examination information template to the Coordinator, Comprehensive Clinical Assessment at least 20 working days prior to the start of ITC to confirm that all evaluation information is accurate.
- 5.22 Distribute the confirmed CCE Examination information template to Clerkship students by 4:00 pm on Friday of the first week of ITC.

## **6. REFERENCES**

- 6.1 [University of Manitoba Governing Documents & Academic Examination Regulations](#)
- 6.2 [UGME Policy & Procedures - Course/Clerkship, and Session Objective Changes to Curriculum, and Changes to Evaluation](#)
- 6.3 [UGME Policy & Procedures - Promotion & Failure](#)
- 6.4 [UGME Policy & Procedures – Deferred Examinations](#)
- 6.5 [UGME Policy & Procedures – Supplemental Examinations](#)
- 6.6 [UGME Policy & Procedures – Examination Conduct](#)

6.7 [UGME Policy & Procedures – Invigilation of Examinations](#)

6.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

7. **POLICY CONTACT**

Director, Evaluation

## **Report of the Senate Committee on Nominations**

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### **Preamble**

Since last reporting to Senate on September 5, 2012, the Senate Committee on Nominations (SCN) met (electronically) to consider nominations to fill vacancies on the standing committees of Senate.

The terms of reference for the SCN are found on the University Governance website.

### **Observation**

Listed below are all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

### **Recommendation**

The SCN recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
<b>Senate Committee on Admissions</b>	Prof. Nariman Sepehri	Engineering	2014.05.31
<b>Senate Committee on Curriculum and Course Changes</b>	Prof. Greg Smith	Arts	2013.05.31

Respectfully submitted,

Professor M. Edwards, Chair  
Senate Committee on Nominations

August 9, 2012

## **Report of the Implementation Working Group for the Cooper Commission Report**

### **Preamble**

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

### **Observations**

1. The working groups co-chairs, Dr. Lynn Smith and Mr. Jeff Leclerc have met on a number of occasions since the creation of the working group to draft plans and populate the working group.
2. The working groups membership is at present:
  - Dr. Lynn Smith and Mr. Jeff Leclerc, co-chairs
  - Dr. Archie Cooper
  - Dean Jeff Taylor, representing Senate Executive
  - Ms. Brandy Usick
  - Mr. Greg Juliano
  - Ms. Carolyn Christie

As of September 6, 2012, the following two members have been recruited to the working group:

  - Dr. Joanna Assadourian, representing Senate Executive
  - Dr. Mark Torchia, Director of University Teaching Services, as a resource member
3. The working group had an initial meeting on August 9, 2012 at which time the terms of reference and a draft action plan for implementing the Cooper Commission recommendations were reviewed and refined.
4. The working group has grouped the nine recommendations into three broad categories:
  1. Policy Development/Revisions (recommendations a, d, e and i)
  2. Academic program standards identification (recommendations b and c)
  3. Education/information and awareness development (recommendations f, g and h)

A copy of the Cooper Commission recommendations is attached as appendix A.

5. At present, the working group is finalizing a detailed implementation plan for these three areas, that will involve several unique, but overlapping phases. At the outset and in outline form, the plan would be:

Phase	Recommendations	Timeline
One	<b>Policy Development/Revisions</b>	Now- January, 2013
Two a)	<b>Standards identification</b> (development of templates/guidelines for accredited programs and for BFARs* for others) (defining the level to which programs will have to define BFARs (minors/courses/majors etc.))	Now – March, 2013
Two b)	<b>Standards identification</b> (Consideration of number and complexity of program offerings)	Now – May, 2013
Two c)	<b>Standards identification</b> Faculties developing and Senate approving essential skills docs (professional programs) and BFARs (all others)	May, 2013 – January, 2014
Three a)	<b>Educate and Inform</b> members of the University Community – development of materials	September, 2012- February, 2013
Three b)	<b>Educate and Inform</b> members of the University Community – delivery of materials and workshops	February, 2013 – September, 2013 and on-going

\*BFAR= bona fide academic requirements

6. The working group will be reaching out across the university community in completing the work associated with implementing the Cooper Commission recommendations. The working group recognizes the importance of all faculties and units becoming engaged in this important work and is open to suggestions and comments from members of the university community.

Respectfully submitted,

Dr. Lynn Smith and Mr. Jeff Leclerc, co-chairs  
Implementation Working Group



## Appendix A – Cooper Commission Recommendations

**that** the university adopt a standard set of definitions for terms related to accommodation **(Observation 2)**

**that** where academic programs are subject to external accreditation or approval, a document outlining essential skills and abilities be developed and submitted for approval by Senate; the content of this document should be congruent with the requirements outlined by the respective registering college or approval body (e.g., College of Registered Nurses of Manitoba; College of Physicians and Surgeons of Manitoba). **(Observation 4c)**

**that** Senate require each unit to identify and submit to Senate for approval written rationales for the bona fide academic requirements of its existing programs and of any newly developed programs. **(Observation 4c)**

**that** Senate adopt a new or revised policy regarding accommodation that:

- i. reflects the right of students with disabilities to accommodation and to a fair, timely, respectful, and confidential process to reach accommodation decisions as well as the right of the University to uphold high academic standards. **(Observation 4e)**
- ii. includes provision for delegation of authority, reflecting the following points:
  - delegation of authority should be based upon the type of accommodation sought **(Observation 5a)**
  - decisions are grounded in individuals with the expertise most appropriate to the case in question **(Observation 5a)**
  - Departments (or the Unit, in the case of Faculties without Departments) have an essential role in the accommodation process **(Observation 5a)**
  - The recipient of authority to deal with accommodations be given express permission to sub-delegate (so long as the sub-delegation is well documented) to ensure timely and consistent decision making and fairness to the student as well as protection of the student's privacy and the confidentiality of the information. **(Observation 5a)**
- iii. requires each Faculty/School to establish an Accessibility Advisory Committee to serve as an advisory body to the Dean/Director on all matters related to accommodation of students with disabilities including resolution of conflicts within the Faculty/School. The Accessibility Advisory Committee is obligated to consult the academic Department/Unit before giving advice. **(Observation 5b)**
- iv. sets out review mechanisms to resolve conflicts regarding accommodations within a Faculty/School. These mechanisms should:
  - explicitly address the authority delegated by Senate to the Dean/Director with respect to accommodation and the obligation for the Dean/Director to consult with appropriate individuals and the Faculty/School-level Accessibility Advisory Committee before rendering a decision about accommodation. **(Observation 5c)**
  - define the process to be followed when the conflict involves accommodation in inter-Faculty programs such as graduate or joint programs. **(Observation 5c)**

**that** Senate establish an Academic Accommodation Appeal Committee, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation. **(Observation 5d)**

**that** broad education be provided on a regular basis to the university community on the University's duty to provide reasonable accommodation to students with disabilities, and on the procedures to be followed when accommodation is requested, including: guidelines on how to deal appropriately and in a confidential manner with matters involving personal issues, in particular, personal health information. The education should be delivered by Student Accessibility Services in collaboration with the Office of Fair Practices and Legal Affairs. **(Observation 6)**

***Process:** Individuals and or Groups that should be involved in development of the education program: UTS, Student Accessibility Services, Student Services, Office of Fair Practices and Legal Affairs, academic staff members, student unions.*

**that** SAS develop a web-based handbook for instructors on accommodating students with disabilities **(Observation 7dv)**

**that** SAS provide information to the university community through an annual report to Senate (similar to the Student Advocacy Annual Report) on the accommodation of and services provided for each of the main categories of disabilities. SAS could also create information such as 'Best Practices Information Reports' which could be posted on the SAS website and would provide education and a more transparent account about accommodations. **(Observation 7c)**

**that** the University of Manitoba Accessibility Policy and Procedures be revised to:

i. clarify the lead role taken by SAS to verify the existence of a disability and propose accommodations and the professional documentation that students must provide to SAS (e.g., University of California - Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities). **(Observation 7di)**

ii. use the term 'accredited health professional' by which is meant "professionals conducting assessments and rendering diagnoses must be regulated and qualified to do so". In the case of students with mental health issues, a list of qualified diagnosticians would include, but not be limited to, licensed psychologists, psychiatrists, and neurologists, or other professionals with training and expertise in the diagnosis of mental disorders. **(Observation 7di)**

iii. establish a web-based printable form for use by the professional submitting a diagnosis on behalf of a student with a disability. **(Observation 7di)**

iv. include information about how ex post facto requests for accommodation will be managed. **(Observation 7d iv)**

v. specify how communications will flow to those with a 'need to know' and 'when to know', taking into account both the University's obligation to protect the student's confidentiality and the need for collegial academic decision making. **(Observation 7d v)**

vi. specify the roles, rights and responsibilities of the following parties in development and implementation of the accommodation plan: Student; Accessibility Advisor; Coordinator, Student Accessibility Services; Course Instructor; Department Head; Dean/Director; Graduate Chair; Graduate Advisor; Graduate Committee; Accessibility Advisory Committee/Accommodation Team. (**Observation 7d**)

**Process:** *Individuals and or Groups that should be involved in revisions: Coordinator of Student Accessibility Services, Director of Student Advocacy and Accessibility, representatives from the Faculties of Arts and Science, representative(s) from professional Faculties (academic staff members, student advisors).*