

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, February 3, 2016
1:30 p.m.

A G E N D A

I CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – FEBRUARY 2016

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 MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees [February 1, 2016]

The report will be provided to members of Senate at the meeting.
Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting in the Office of the University Secretary.

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

IV MATTERS FORWARDED FOR INFORMATION

- | | |
|--|----------|
| 1. <u>Report of the Senate Committee on Awards
[December 7, 2015]</u> | Page 4 |
| 2. <u>Annual Report of the University Discipline Committee</u> | Page 12 |
| 3. <u>Annual Report on the Operations of the International
College of Manitoba, September 2014 to August 2015</u> | Page 141 |
| 4. <u>Proposed Admission Targets for Fall 2016</u> | Page 160 |
| 5. <u>Report of the Senate Committee on Academic Review
RE: Undergraduate and Graduate Program Reviews</u> | Page 163 |
| 6. <u>Suspension of Admissions to the M.Sc. in Textile Sciences,
M.A. in Icelandic, and the, Post-baccalaureate Diploma in
Agrology, President's Approval and Implementation</u> | Page 165 |
| 7. <u>Correspondence from the Provost and Vice-President
(Academic) RE: Implementation of Articulation Agreement,
University of Manitoba / Renmin University of China,
concerning the B.Comm.(Hons.) Degree</u> | Page 168 |
| 8. <u>Items Approved by the Board of Governors
[December 15, 2015]</u> | Page 169 |

V	<u>REPORT OF THE PRESIDENT</u>	Page 170
---	---------------------------------------	----------

VI **QUESTION PERIOD**

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

VII **CONSIDERATION OF THE MINUTES
OF THE MEETING OF JANUARY 6, 2016**

VIII **BUSINESS ARISING FROM THE MINUTES** - none

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

1.	<u>Report of the Senate Executive Committee</u>	Page 181
----	--	----------

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.

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

1.	<u>Report of the Senate Committee on Awards – Part B [December 7, 2015]</u>	Page 182
2.	<u>Report of the Senate Committee on Admissions RE: Revised Admission Regulations for the Bachelor of Education Program, Faculty of Education</u>	Page 193
3.	<u>Reports of the Senate Committee on Academic Dress</u>	
a)	<u>RE: Indigenous Graduation Stole</u>	Page 198
b)	<u>RE: Stole for Diploma in Population Health, Department of Community Health Sciences</u>	Page 200
4.	<u>Report of the Senate Committee on Appeals RE: Recommendation to Change the Composition of the Committee</u>	Page 201
5.	<u>Report of the Senate Committee on University Research RE: Periodic Reviews of Research Centres and Institutes: Manitoba Centre for Nursing and Health Research</u>	Page 203

XI ADDITIONAL BUSINESS

- 1. Correspondence from Vice-Provost (Integrated Planning and Academic Programs) RE: Withdrawal Policy Changes**

Page 204

XII ADJOURNMENT

Please call regrets to 204-474-6892 or send to shannon.coyston@umanitoba.ca.

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A

Preamble

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

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

Observations

At its meeting of December 7, 2015 the Senate Committee on Awards approved six new offers, six amended offers, and the withdrawal of nine awards as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated December 7, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve six new offers, six amended offers, and the withdrawal of nine awards as set out in Appendix A (dated December 7, 2015). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A December 7, 2015

1. NEW OFFERS

Coach Bill Robinson Most Improved Player Award

Dr. Wayne Anderson has established an endowment fund with an initial gift of \$15,000 at the University of Manitoba in 2015. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the award is to annually recognize the Most Improved Player returning to the Bison Men's Hockey team. Each year, beginning in the 2017-2018 year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is eligible to compete in Canadian Interuniversity Sport (CIS) and is a member of the Bison Men's Hockey team;
- (2) is enrolled full-time, as defined by CIS regulations, in any faculty, college or school at the University of Manitoba;
- (3) is enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (4) has achieved a minimum degree grade point average of 2.0;
- (5) is considered the most improved player from the previous season by the Head Coach of the Bison Men's Hockey team and the Athletic Director.

The Athletic Director (or designate) will name the selection committee for this award, which will include the Head Coach of the Bison Men's Hockey team (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.

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

Dr. Kenneth Clark Travel Award in Nursing

Dr. Kenneth Clark established an endowment fund at the University of Manitoba, with an initial gift of \$25,000 in 2015. The purpose of the fund is to provide travel awards for nursing graduate students. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one or more travel awards to graduate students who:

- (1) are enrolled full-time or part-time in the Faculty of Graduate Studies, in any Master's or doctoral program delivered by the College of Nursing;
- (2) have achieved a minimum grade point average of 3.5 based on at least 12 credit hours of study at the Master's or doctoral level;
- (3) will be attending a professional conference to present the results of their graduate work (poster or oral presentation);
- (4) have, in the opinion of the selection committee, demonstrated scholarship based on the submitted abstract and proposed knowledge dissemination.

Candidates will be required to submit an application which includes: (a) a brief statement of their research (maximum 500 words), (b) a copy of the abstract submitted to the conference, (c) a brief statement indicating what they hope to achieve through attendance at the conference (maximum 250 words), and (d) a letter of support from their graduate advisor.

Preference in selection will be given to full-time students.

The selection committee will have the discretion to determine the number and value of awards based on the funds available.

Recipients will be required to submit receipts for travel, registration, hotel and food expenses (based on current University of Manitoba *per diem* rates). Expenses will be reimbursed up to the value of the award offered. Release of funds will be contingent upon travel pre-approval from the Dean of the College of Nursing (or designate).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the College of Nursing Curriculum Governance and Quality Assurance Committee: Graduate Program, to convene the selection committee for this award.

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.

Dr. Kenneth Clark Travel Award in Plant Science

Dr. Kenneth Clark established an endowment fund at the University of Manitoba, with an initial gift of \$25,000 in 2015. The purpose of the fund is to provide travel awards for graduate students in the Department of Plant Science. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one or more travel awards to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies and have completed at least one year of an M.Sc. or Ph.D. program delivered in the Department of Plant Science;
- (2) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;
- (3) will be attending a scientific meeting in a plant science related area and will be presenting the results of their research at the meeting (poster or oral presentation);
- (4) have, in the opinion of the selection committee, demonstrated research ability based on the submitted abstract and the proposed research results to be presented at the meeting.

Applications are available from the Department of Plant Science and must be submitted to the Associate Head of the Department of Plant Science by the advertised deadline.

Award selection will be based on the following (in order of importance):

- (i) academic performance;
- (ii) comments from letters of recommendation;
- (iii) the quality of the abstract submitted and proposed research results to be presented;
- (iv) the potential value of the meeting to the student's development.

Recipients will submit receipts for travel, registration, hotel and food expenses (based on current University of Manitoba *per diem* rates). Expenses will be reimbursed up to the value of the award offered. Funding must be used within the 12-month period following the date of the award offer. Recipients graduating within the 12-month period following the date of the award offer must use the funding no later than six months from the date of convocation.

Recipients may not hold more than one travel award offered through the Department of Plant Science within the same calendar year.

If there are no suitable candidates in any given year, at the discretion of the selection committee, any unspent revenue may be held over to offer the award the following year.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Department of Plant Science Graduate Studies Committee (or designate) to convene the selection committee for this award.

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.

Miriam Ferns Crawford Bursary

In honour of Miriam Ferns Crawford, her sister Audrey Hubbard established an endowment fund at the University of Manitoba with a gift of \$25,000 in 2015. The purpose of the fund is to support ambitious students in the field of social work who require financial assistance. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one renewable bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in at least their second year of study in the Faculty of Social Work at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The award is renewable for up to three years provided the student continues to meet the established criteria.

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

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.

Renate Eigenbrod Bursary

In memory of Dr. Renate Eigenbrod [M.A./81, Ph.D./00], her children Judith and Felix Eigenbrod established an endowment fund at the University of Manitoba with a gift of \$80,000 in 2015. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the bursary is to provide financial support to graduate students in Native Studies. Each year, beginning in 2017-2018, the available annual interest from the fund will be used to offer one bursary to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in either:
 - (i) the first, second, or third year of a Master's program in Native Studies, or
 - (ii) the first, second, third, fourth, or fifth year of a doctoral program in Native Studies;
- (2) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is renewable for up to four years, provided the student continues to meet the criteria as outlined above. If in any given year, the recipient does not qualify for renewal, a new student will be selected based on the criteria above.

The Head of the Department of Native Studies (or designate) shall name the selection committee for this award.

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.

Roos Prize for Best Publication in Population Health

An endowment fund was established at the University of Manitoba in 2010, to offer the Roos Prize for Research in Population Health. The prize was created to honour the pioneering work of Drs. Leslie and Noralou Roos in the use of administrative data for research, their extensive publication and knowledge sharing reputations, and their role in the creation of the Manitoba Centre for Health Policy (MCHP). The purpose of the prize is to recognize excellence in sharing research findings by rewarding high quality publications. Each year, beginning in 2015-2016, the available annual interest from the fund will be used to offer one or more prizes to students who:

- (1) were enrolled full-time or part-time in the Faculty of Graduate Studies in any Master's or doctoral program at the University of Manitoba within the two calendar years immediately preceding the date of award selection;
- (2) have achieved a grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;
- (3) in the past two calendar years, have published (or have had accepted in a peer reviewed journal) a paper of excellent quality (as determined by the selection committee), which incorporates research results that used the Population Health Research Data Repository housed and maintained by the Manitoba Centre for Health Policy.

Eligible students will be required to submit a copy of the publication to the Director of the Manitoba Centre for Health Policy, who will set the deadline date for applications each year. Candidates may submit one publication each year.

The selection committee will have the discretion to determine the number and value of the prizes offered each year based on the available revenue.

In the event that there are no eligible candidates in a given year, the prizes will not be offered. Should this occur, the selection committee will have the discretion to offer an additional prize the following year, or to redirect the unspent revenue to the capital fund.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and the Dean of the College of Medicine (or designate) will ask the Director of the Manitoba Centre for Health Policy to name the selection committee for this award.

Should the Manitoba Centre for Health Policy cease to exist, administration of the award will revert to the Department of Community Health Sciences in the College of Medicine.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

2. AMENDMENTS

99.1 Groove FM Jazz Awards

The following amendments have been made to the terms of reference for the 99.1 Groove FM Jazz Awards:

- The name of the award was changed to: *99.1 Fresh Radio Jazz Awards*.
- The opening paragraph was revised to:
99.1 Fresh Radio (formerly 99.1 Groove FM Jazz Radio) has made a contribution of \$40,000 to establish an endowment fund in support of Jazz awards in the Marcel A. Desautels Faculty of Music. The annual interest will be used to offer four separate awards.
- All references to the name "99.1 Groove FM" have been changed to the name "99.1 Fresh Radio".

- The standard Board of Governors statement was added.

Dr. Henry Duckworth, 10th Chancellor – Emergency Loan Fund

The following amendments have been made to the terms of reference for the Dr. Henry Duckworth, 10th Chancellor – Emergency Loan Fund:

- The name of the award was changed to: *Dr. Henry Duckworth, 10th Chancellor – Emergency Fund.*
- The opening paragraph was revised to:
The endowment will be used to provide funds to students who require immediate financial assistance, to address needs related to their studies and/or living expenses, while they are pursuing post-secondary education at the University of Manitoba. The available annual income, plus any unspent revenue from the fund will be used to provide emergency funding of varying amounts to students who:
- The following paragraphs were added:
 - *In establishing this non-repayable emergency assistance, the donor hopes to impart the notion of “paying it forward.” During the interview, the Director will share the donor’s wishes that should future circumstances allow, recipients will look for opportunities to provide support and/or encouragement to others in need.*
 - *Wherever possible, future modifications to the terms of reference for this award, if required, will be made in consultation with the Duckworth family (or family designate).*

Duncan J. Jessiman, Q.C. Prize for Corporations I

The following amendments have been made to the terms of reference for the Duncan J. Jessiman, Q.C. Prize for Corporations I:

- The opening paragraph was revised to:
In recognition of the professional and public services of Mr. Duncan J. Jessiman, Q.C., the family of the late Mr. Harry Klein established an endowment fund at the University of Manitoba in 1987. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the prize is to reward the academic excellence of law students pursuing studies in Corporations I. Each year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:
- The following paragraph was added:
If in any academic year there is more than one section of the course offered, the selection committee shall have the option to equally divide the available annual income from the fund to one student in each section of the course who has met the above criteria. In the event of a tie, the prize shall be awarded to the student with the highest standing calculated in the compulsory and elective subjects the tied students have in common.
- The following paragraphs were removed:
 - *From this fund a prize will be available annually, effective following the spring series of examinations in 1987, to a student who has shown excellent performance in Corporations I (currently numbered 45.269).*
 - *The selection committee will be named by, and will include, the Dean of the Faculty of Law. Within the money available and in comparison with other subject prizes in Law, the committee will determine the value of this prize.*

- The selection committee was revised to:
The Dean of the Faculty of Law (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.

Perth Services Ltd. Award

The following amendments have been made to the terms of reference for the Perth Services Ltd. Award:

- The opening paragraph was revised to:
Perth Services Ltd. has established a trust fund at the University of Manitoba to recognize Bison Student Athletes in their academic and athletic pursuits. Each year, beginning in the 1986-87 academic year, the available annual income from the fund will be used to offer one scholarship, with a maximum value of \$2,000, to the undergraduate student who:
- The selection criteria was revised to:
 - (1) is eligible to compete in Canadian Interuniversity Sport (CIS) and are members of any Bison team;*
 - (2) is enrolled full-time, as defined by CIS regulations, in any faculty or school at the University of Manitoba;*
 - (3) is enrolled in a minimum of 9 credit hours in the term of competition;*
 - (4) has completed at least one year of study at the University of Manitoba;*
 - (5) has achieved a minimum sessional grade point average of 3.0;*
 - (6) has demonstrated, to the satisfaction of the Athletic Director and the Coach of the sport in which the student has participated, outstanding athletic performance and the potential for continued performance.*
- Preference in selection was changed from students on a Bison Volleyball team to students on a Bison Football team.
- The following paragraphs were added:
 - If, in any year, the available annual income from the fund exceeds \$2,000, two awards of equal value will be offered to two undergraduate students who have met all of the above criteria.*
 - The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "University Academic Scholarships with an Athletic Component", currently numbered C50.10 in the CIS Operations Manual.*
- The following paragraphs were removed:
 - (Note: These terms accord with the report of October 14, 1980, to Senate concerning Athletic Awards which asserts):*
 - "The University should encourage potential donors to make such awards through the University" essentially so that support to athletes would not be by-passed with no control over the program. They are patterned on the terms approved by Senate on July 7, 1982, that athletic awards from funds placed in the University's keeping both by the Province of Manitoba and by private donors must be reviewed by the Athletic Director as to Athletic performance and potential and by the Awards Office as to study load and grade-point average.)*
 - (The terms of this award are to be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "University Academic Scholarships with an Athletic Component", currently numbered C.5 in the CIS Operations Manual.).*

- The standard Board of Governors statement was added.

Robert T. Ross Post Graduate Medical Education Scholarship

The following amendments have been made to the terms of reference for the Robert T. Ross Post Graduate Medical Education Scholarship:

- All references to the term “Faculty” have been replaced with the term “College”.
- The following paragraphs have been added after the selection criteria:

If there are no applicants completing a rotation at the National Hospital in any given year, applicants completing rotations at Canadian medical schools and their affiliated hospitals may be considered. In those years, a maximum amount of \$4,000 may be awarded to one resident for a two month rotation, or alternatively, \$2,000 to each of one or two residents doing one month rotations.

Rotations must involve patient care activities with associated clinical responsibilities by the resident with a report by supervisors evaluating performance.

Dutkevich Memorial Trust Graduate Scholarship in Pathology

The following amendments have been made to the terms of reference for the Dutkevich Memorial Trust Graduate Scholarship in Pathology:

- The name of the award has been changed to: *Dutkevich Memorial Trust Graduate Prize in Pathology.*
- The first criterion has been changed to:
(1) were enrolled full-time in the Faculty of Graduate Studies, in the M.Sc. program delivered by the Department of Pathology in the College of Medicine, in the year in which the award was tenable;
- The standard Board of Governors statement was added.

3. WITHDRAWALS

At the request of St. Paul’s College, the following awards are to be withdrawn from the university’s awards program:

Father Christopher Keenan, sj, Entrance Scholarship

Father Christopher M. Keenan, sj, Scholarship in Religion

Father Deryck Hanshell, sj, Scholarship in Catholic Studies

Father Edwin G. MacCormac, sj, Prize in Philosophy

Father Gerald Sheridan, sj, Memorial Entrance Scholarship (award #14768, 14773)

Father Gerald Sheridan, sj, Memorial Entrance Scholarship (award #14775)

Father Gerald Sheridan, sj, Memorial Scholarship in Economics

Father John C. Hanley, sj, Memorial Entrance Scholarship

Father Lawrence Braceland, sj, Memorial Entrance Scholarship



UNIVERSITY
OF MANITOBA

Office of the President

202 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-9345
Fax 204-261-1318

December 4, 2015

To: Mr. Jeff Leclerc, University Secretary
From: Dr. David T. Barnard, President and Vice-Chancellor
SUBJECT: Annual Report of the University Discipline Committee

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2014 to August 31, 2015 which was submitted by Dr. Don Fuchs, Chair.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Fuchs, has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Fuchs to attend the meeting at which the Report will be considered.

/hc



UNIVERSITY
OF MANITOBA

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel. (204) 474-9593
Fax (204) 474-7511

December 1, 2015

Dr. David T. Barnard
President
University of Manitoba
Room 200, Administration Building

Dear Dr. Barnard:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2014 to August 31, 2015. The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me by all disciplinary authorities. I wish to thank all those offices who responded quickly to my request for submissions.

The UDC has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Dishonesty" and the second addressing disciplinary matters which involve "Inappropriate Behaviour". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters. The graphs span a five-year period.

I would make the following observations concerning the report's contents:

- 1) There are four incidents that were carried over from last year as all appeals had not been exhausted in the previous reporting period. These incidents are not included in the final numbers as they were counted in last year's annual report.
- 2) The overall numbers of incidents increased this year in relation to last year, with a percentage of 2.6 % of the student body. The numbers remain generally consistent in most categories compared to last year's results with the exception of:
 - a. increases in reported incidents of:
Part 1: Personation; Inappropriate Collaboration and Plagiarism;
Part 2: Breach of Residence Hall Regulations and Threatening Conduct
 - b. decreases in reported incidents of:
Part 2: Computer related incidents, Disorderly Conduct, Misuse of University Resources and Unprofessional Conduct.

Upon receiving the reports from the disciplinary authorities, I checked with those who reported significant increases in incidents to see if they were cause for concern.

The increase in number of Personation incidents was not related to a specific disciplinary authority, but was the result of small increases experienced by a number of disciplinary authorities. The increase does warrant further observation in future years.

The increase in the number of incidents of Inappropriate Collaboration was largely due to new software being used to detect academic dishonesty. The increase in the number of incidents does indicate the need for further education regarding academic dishonesty, particularly in the area of Inappropriate Collaboration.

The increase in the number of incidents of Plagiarism was due to increased vigilance as reported by several disciplinary authorities.

The increase in the number of incidents of Breach of Residence Hall Regulations was primarily due to smoking/drug related incidents of a minor nature and the result of trying to “escape the elements” by smoking indoors.

The increase in the number of incidents of Threatening Conduct were specific to a particular disciplinary authority who indicated that more incidents were reported due to a greater comfort level of students coming forward to report issues.

Total Number of Recorded Discipline Incidents in Relation to Total Number of Students

Year	Total # of incidents of Academic Dishonesty and Inappropriate Behaviour	Total # of students at The University of Manitoba	Percentage
2010-2011	402	27,751	1.4%
2011-2012	456	28,430	1.6%
2012-2013	548	29,181	1.9%
2013-2014	559	29,759	1.9%
2014-2015	785	29,657	2.6%

I would respectfully request that this letter and the accompanying Annual Report be circulated to those individuals who have occasion to be concerned with disciplinary matters. The sharing of the information concerned in the report will enable continued improvement on consistency in disciplinary matters.

It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to

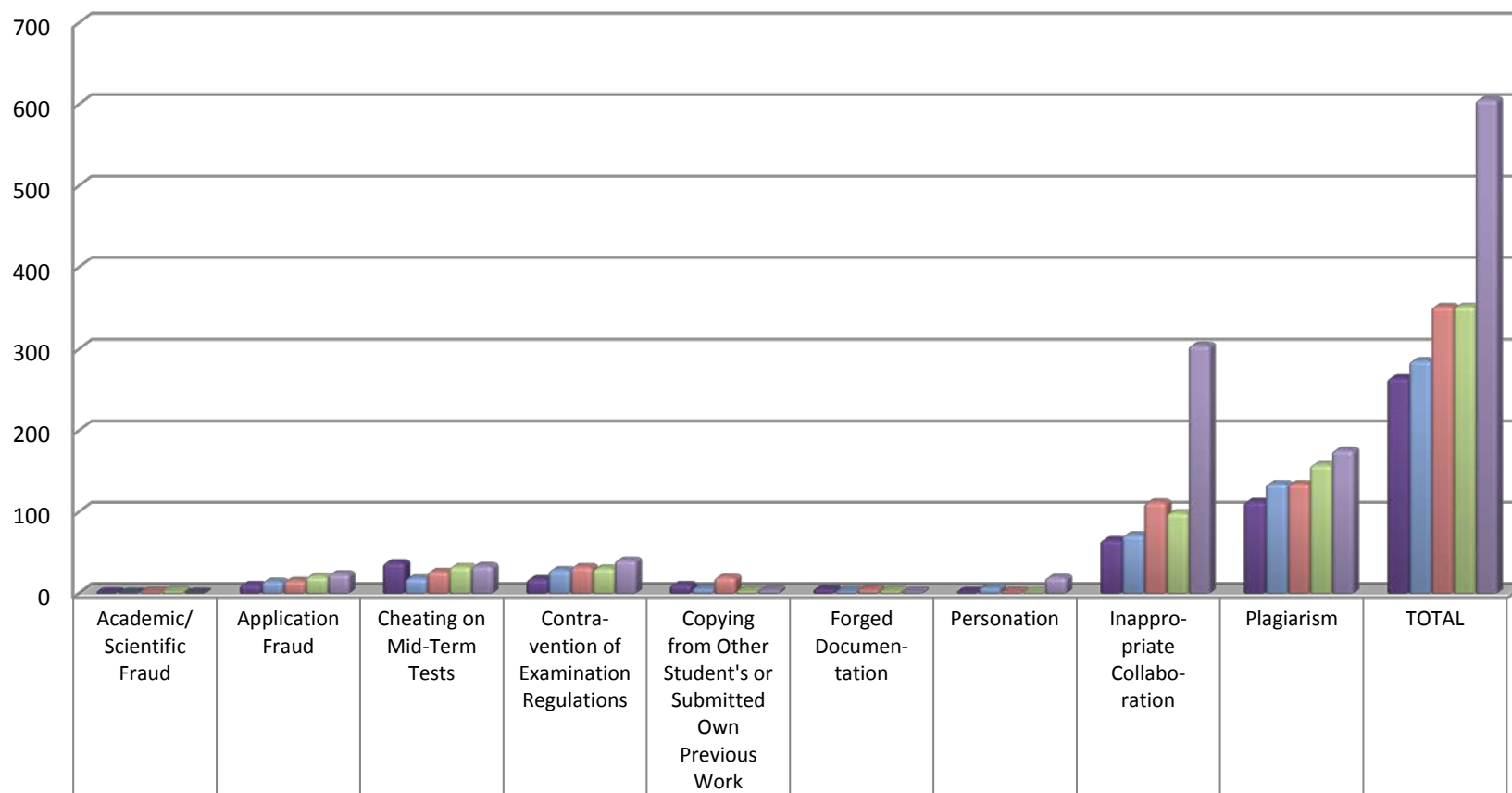
continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,

A handwritten signature in blue ink that reads "Don M. Fuchs". The signature is written in a cursive, slightly slanted style.

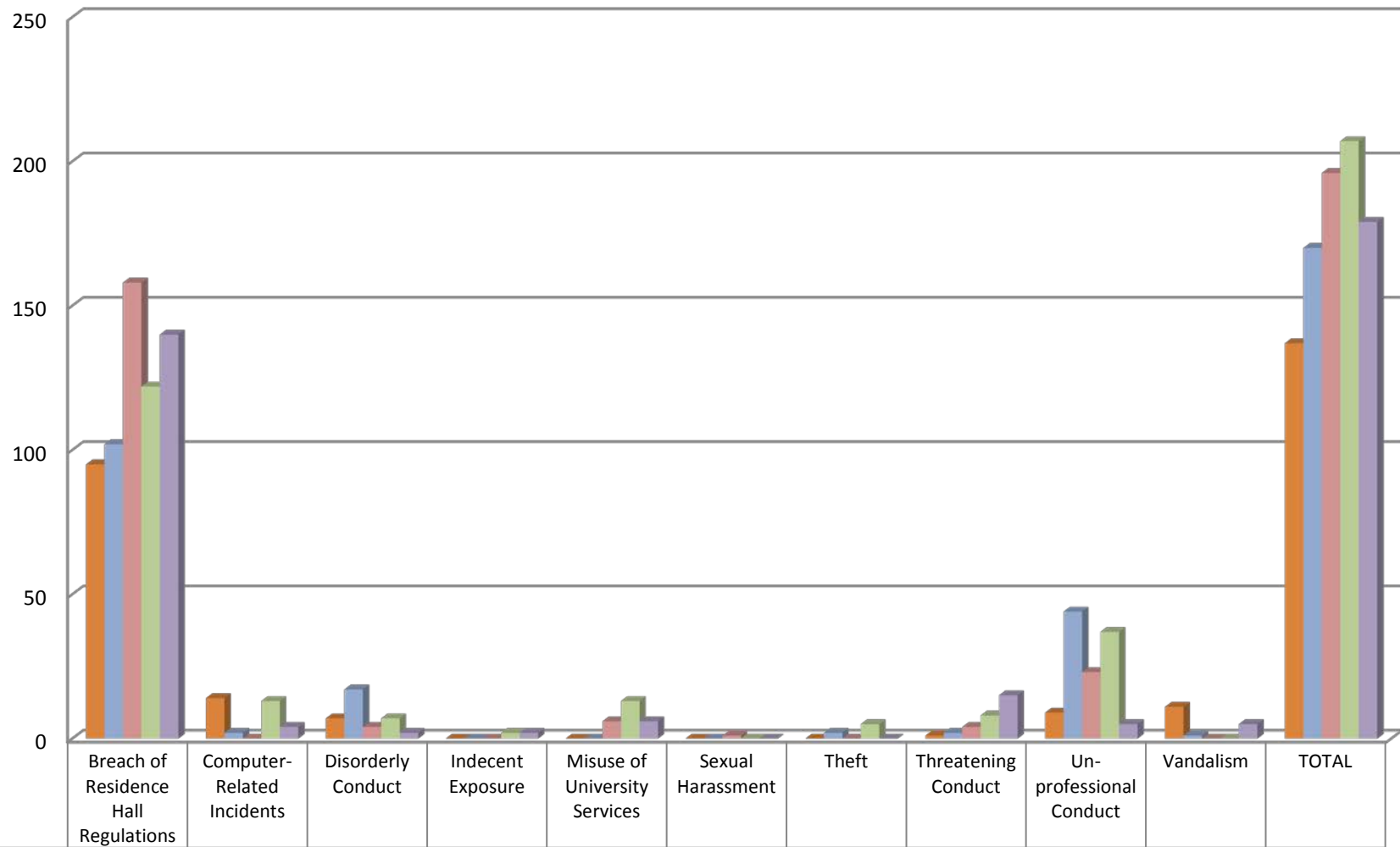
Dr. Don Fuchs, Chair
University Discipline Committee

Part 1 - Academic Dishonesty



2010-2011	1	11	38	18	11	5	2	66	113	265
2011-2012	0	15	19	29	6	3	7	72	135	286
2012-2013	2	16	27	33	20	5	2	112	135	352
2013-2014	3	21	33	31	3	3	1	99	158	352
2014-2015	0	24	34	41	4	2	20	305	176	606

Part 2- Inappropriate Behaviour



2010-2011	95	14	7	0	0	0	0	1	9	11	137
2011-2012	102	2	17	0	0	0	2	2	44	1	170
2012-2013	158	0	4	0	6	1	0	4	23	0	196
2013-2014	122	13	7	2	13	0	5	8	37	0	207
2014-2015	140	4	2	2	6	0	0	15	5	5	179

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Used an agent with the application, however, knew that they were studying at another institution and chose not to disclose	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Used an agent for 1 application and applied on their own with a 2nd application and did not indicate studies	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Application denied for 1 year or until cleared status at other post-secondary institution	Director	Student intentionally did not declare due to financial hold at other institution	Not sought	None	Not sought	None
	1	Submission of false documentation	Offer of admission rescinded; expulsion from Program; not eligible to reapply for 3 years; name added to Document Alert List in Canada	Director & Director of Program	Student used "Ghost" writer for an exam required to meet admission requirements	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud continued	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year; admission move to non-degree studies	Director	Student was remorseful for the situation and provided official transcripts immediately; intent with the failure to disclose	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Agent and mother submitted application form; student applying to professional program; some intent, but remorseful	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Application submitted by agent, however, student was aware and wanted faster admission	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Application withdrawn; cannot reapply for admission for 1 year	Director	Student did not provide complete and truthful answers to the situation; required to verify with institution directly	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud continued	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Self disclosed; application completed by mother	Not sought	None	Not sought	None
	1	Non-disclosure of attendance at another post-secondary institution on application	Comment re:application irregularities noted on academic record; can request removal after 1 year	Director	Self disclosed; did not include as they were pending authorized withdrawals	Not sought	None	Not sought	None
	1	Misrepresented GPA on an award application	Apology letter with statement of what was learned	Associate Dean	Student did not appear to completely appreciate the gravity of the transgression	Not sought	None	Not sought	None
	10	Plagiarism in written submission of application for admission	Banned from applying to Faculty for life	Dean	3 replied showing remorse; 6 didn't acknowledge penalty or, if acknowledged, did not show remorse	1 appealed to Dean	Ban from applying to Faculty for life lifted	Not sought	None
	1	Application fee paid with fraudulent credit card	Application nullified; future applications require approval of Dean	Dean	Did not take responsibility for payment of fee	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud continued	2	Application fee paid with fraudulent credit card	Application nullified; banned from applying to Faculty for life	Dean	1 expressed remorse for actions; 1 no response to allegation; 1 responded without taking responsibility for payment of fee	Not sought	None	Not sought	None
Cheating on a Mid-Term Test	1	Report from Department Head for cheating on a quiz	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 1 year; required to complete AI tutorials; suspension comments may be removed upon request after April 30, 2016; DISC comment may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	None	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on mid-term exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	None	LDC	Appeal denied	UDC	Appeal Denied

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments to be removed upon request after April 30, 2016; DISC to be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	None	LDC	Appeal denied	Not sought	None
	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon request after December 31, 2015; 'DISC' may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to use of unauthorized materials	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	LDC	Appeal denied	Not sought	None
	1	Report from Department Head for cheating on in-class quiz	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; suspension from Faculty for 1 year; required to complete the AI tutorials; must meet with Student Advisor; suspension comments may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Associate Dean of Unit of Registration	None	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from taking courses offered by the Faculty of Registration for 1 year; suspension comments may be removed upon request after August 31, 2015 ; DISC may be removed upon written request to the Registrar on confirmation of graduation; required to complete AI tutorials	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	5	Report from Department Head for cheating during on-line quizzes	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar on confirmation of graduation	Associate Dean of Faculty of Registration	Short period of time and obtained almost perfect score on all quizzes	LDC	All appeals denied	Not sought	None
	2	Report from Department Head for cheating during on-line quizzes	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar on confirmation of graduation	Associate Dean of Faculty of Registration	Short period of time and obtained almost perfect score on all quizzes	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on mid-term exam	Final grade of "F-DISC"; suspension from Teaching Faculty for 8 months; required to complete AI tutorials; suspension comment may be removed upon request after August 31, 2015; DISC may be removed upon written request to the Registrar after November 7, 2016 or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	Student admitted to academic dishonesty; attended meeting without Student Advocate	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 8 months; required to complete AI tutorials; suspension comment may be removed upon request after August 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	Attended meeting without Student Advocate; student admitted to copying answers from another student	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Cheating on exam	Final grade of "F-Disc"; barred from Teaching Faculty for 1 year; suspended from Faculty of Registration for 1 year; notation of academic dishonesty on transcript; student may apply for all comments to be removed once graduation is confirmed	Associate Dean	None	Not sought	None	Not sought	None
	2	Professor found student's answers to be very similar to another student's answers who was sitting beside him/her for mid-term test; similarities in unusual mistakes were discovered as well	Grade of "0" on this test; required to complete the AI tutorials and associated quiz; copy of letter to remain on file until date of graduation	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Cheating on exam	Grade of "0" on exam ("F" on course; remediation permitted); 12 month transcript reprimand	Associate Dean	Panicked and copied neighbour's answer	Not sought	None	not sought	None
	1	Talking with other students during a test	Grade of "F"; transcript notation; must take AI quiz	Department Head	None	Not sought	None	Not sought	None
	1	Talking with other students during test	Grade of "F"; transcript notation; must take AI quiz; write a short essay	Department Head	None	Not sought	None	Not sought	None
	1	Exchanging papers with another student during exam	Grade of "F"; transcript notation; must take AI quiz; write a short essay	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 8 months; required to complete AI tutorials; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	Student did not attend meeting	LDC	Appeal granted	Not sought	None
	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 8 months; required to complete AI tutorials; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	None	LDC	Appeal denied	Not sought	None
	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on mid-term exam	Final grade of "F-DISC"; suspension from Teaching Faculty and Faculty of Registration for 1 year; suspension comments may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	None	LDC	Appeal denied	Not sought	None
	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; suspension from Faculty of Registration for 2 years; suspension and DISC comments to remain on record permanently	Associate Dean of Faculty of Registration	Student did not attend meeting; 2nd incident; previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on in-class test	Grade of "F" on quiz; required to complete AI tutorials by April 30, 2015	Associate Dean of Faculty of Registration	Insufficient evidence to uphold allegation of cheating but exam procedures were violated	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on term test	Final grade of "F-DISC"; Suspension from Unit of Registration for 1 year; required to complete the AI tutorials; must meet with Student Advisor; suspension comments may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Associate Dean of Unit of Registration	None	Not sought	None	Not sought	None
	1	Altered answers on mid-term after exam and requested re-grading based on the fraudulent document	Final grade of "F-DISC"; suspended from Faculty of Registration for 1 year; notation on transcript; comments may be removed upon written request to the Registrar upon confirmed graduation	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test continued	1	Report from Department Head for cheating on in-class test	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to using unauthorized materials during test	Not sought	None	Not sought	None
Contravention of Examination Regulations	1	Student was caught using crib notes and erasers covered in additional notes for cheating on final exam	Student received a "0" on the final exam; statement on academic transcript for 2 years; final grade of "F-DISC"; letter of apology to instructor	Department Head	None	Not sought	None	Not sought	None
	1	Report from Department Head of cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 2 years; DISC to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	2nd incident of academic dishonesty	LDC	Appeal denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from the Faculty of Registration for 1 year; suspension comments may be removed upon request after June 30, 2015; DISC may be removed upon written request to the Registrar 6 months prior to confirmed graduation	Associate Dean of Faculty of Registration	None	LDC	Appeal denied	Not sought	None
	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after June 30, 2015; DISC may be removed upon written request to the Registrar 6 months prior to confirmed graduation	Associate Dean of Faculty of Registration	Report of evidence; student did not attend hearing	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Cheating on final exam	Final grade of "F-DISC"; suspension for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar 2 calendar years prior to confirmed graduation	Associate Dean of Faculty of Registration	None	LDC	Appeal denied	UDC	Appeal denied
	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 8 months; suspension from taking courses offered by Faculty of Registration for 8 months; suspension comments may be removed upon request after August 31, 2015; DISC may be removed upon written request to the Registrar after May 31, 2018 or prior to confirmed graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Report from Department Head for cheating on a Final Exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 3 calendar years or prior to confirmed graduation	Associate Dean of Faculty of Registration	Student admitted to copying the answers from another student	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 20 months; suspension comments may be removed upon request after February 29, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or prior to confirmed graduation	Associate Dean of Faculty of Registration	Student was teleconferenced but technical difficulties ensued; accepted emailed statement of student admission of academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 2 years; required to complete AI tutorials; suspension comments and DISC to remain permanently on record	Associate Dean of Faculty of Registration	2 nd offence	LDC	Appeal withdrawn	Not sought	None
	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 3 years; suspension from taking courses offered by the Teaching Department for 4 years; required to complete AI tutorials; suspension comments and DISC to remain permanently on record	Associate Dean of Faculty of Registration	3 rd offence	LDC	Appeal withdrawn	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 1 year; suspension from taking courses offered by the Faculty of Registration for 1 year; required to complete AI tutorials; suspension comments may be removed upon request after June 30, 2015; DISC may be removed upon written request to the Registrar after 3 calendar years or prior to confirmed graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student admitted academic dishonesty	Not sought	None	Not sought	None
	1	Report from Department Head for cheating on final exam	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; required to complete AI tutorials; suspension comments may be removed upon request after September 1, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or prior to confirmed graduation	Associate Dean of Faculty of Registration	Evidence of academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student brought a calculator into an exam when calculators were not allowed	Verbal and written warning	Associate Dean Academic	No definite evidence that calculator was used during the exam	Not sought	None	Not sought	None
	1	Copied from another student's paper during the final lab exam	Final grade of "F-DISC"; statement "Student charged with academic dishonesty (copying from another student) on academic record for 1 year; suspended from taking courses offered by the Faculty for 1 year; required to complete the AI tutorials	Associate Dean	Student was not truthful during meeting with Associate Dean	Not sought	None	Not sought	None
	1	Student changed an answer to a question after the mid-term was over, having already discussed the answer with the instructor	Grade of "0" on midterm	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student had notes inside jacket during final exam	Final grade of "grade-DISC"; statement, "Student violated final exam regulations in course" placed on academic transcript for 1 year or until graduation, whichever comes first; required to complete the AI tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student explained that the notes were used to review for the exam and that there was no intention to cheat; the notes were left in pocket by mistake	Not sought	None	Not sought	None
	1	Student used cell phone during final exam	Final grade of "D-DISC"; statement "student charged with academic dishonesty (contravention of exam regulations)" on academic record for 6 months	Associate Dean	Student admitted to using phone to take a call about car repairs but did not use the phone to cheat; the invigilator checked the phone and found no indication of its use for dishonest reasons	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	2	Speaking to other students seated next to him/her during final exam	Final grade of "F-DISC"; suspended from taking courses offered by the Teaching Faculty for 8 months; statement on academic transcript "Student charged with academic dishonesty by contravening final exam regulations for 8 months"; DISC will remain on transcript and record for 2 years or until graduation whichever comes first; required to complete the AI tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	The answers did not appear to be the same between the students' answer sheets	Not sought	None	Not sought	None
	1	Speaking to other students seated next to him/her during final exam	Final grade of "F-DISC"; statement on academic transcript "Student charged with academic dishonesty by contravening final exam regulations" until December 31, 2016	Associate Dean	The answers did not appear to be the same between the students' answer sheets; 2 separate reports were submitted that there was extensive talking throughout the exam	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student had 3 pages of formulae within blank sheets of paper on the desk during final exam	Final grade of "F-DISC"; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for 8 months; statement "Student charged with academic dishonesty (contravention of exam regulations)" will be on the academic transcript and record for 2 years or until graduation, whichever comes first	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	This student is normally allowed to bring blank paper into exams in previous program of enrolment and therefore thought bringing blank paper is allowed; student indicated he/she was not aware that the formulaes were mixed in with the blank sheets; the formulae found on the papers the student had during the exam were relevant to the exam questions	Not sought	None	Not sought	None
	2	Student was observed looking at another student's exam paper	Final grade of "F-DISC"; suspended from taking courses by the Faculty for 1 year; statement "Student charged with academic dishonesty by contravening final exam regulations in course" will remain on record for 2 years or until graduation, whichever comes first; required to complete AI tutorials	Associate Dean	Many of the exam answers were identical on the 2 students' exams	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student used cell phone during final exam	Final grade of "F-DISC", suspended from taking courses offered by the Faculty for 8 months; statement on transcript "Student charged with academic dishonesty by contravening final exam regulations in course and suspended from taking courses offer by the Faculty for 8 months" to remain on transcript for 1 year or until graduation whichever comes first	Associate Dean	Student indicated that she/he forgot that the cell phone was in pocket	Not sought	None	Not sought	None
	2	Student copied from another student during exam	Final grade of "F-DISC"; suspended from taking courses offered by the Department for 8 months; statement "Student charged with academic dishonesty (contravening exam regulations) & suspended from taking courses by the Department for 8 months" to remain on transcript for 1 year or until graduation, whichever comes first; required to complete the AI tutorials & quiz	Associate Department Head	Student was dishonest during the meeting	LDC	Appeal denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	After the mid-term was graded and returned, student added material to the answer of a question and claimed that the markers had neglected to grade that material	Grade of "0" on mid-term; DISC designation and notation "Student charged with academic dishonesty" will appear on the academic record for 1 year or until graduation, whichever comes first	Department Head	None	Not sought	None	Not sought	None
	1	Student continued to write on the examination paper despite repeated instructions from the invigilators to stop writing	Grade of "0" on the midterm exam	Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Speaking to other students seated next to him/her during the final exam	Final grade of "F-DISC"; statement "Student charged with academic dishonesty by contravening final exam regulations" to remain on transcript for 2 years or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student was in possession of and used a cell phone during the final exam	Final grade of "F-DISC"; suspended from taking courses offered by the Faculty for 1 year; statement "Student charged with academic dishonesty by contravening final exam regulations in course and suspended from taking courses for 1 year" to remain on transcript for 1 year or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student was in possession of a formula sheet during the final exam	Final grade of "F-DISC"; statement "Student charged with academic dishonesty by contravening final exam regulations in course and is suspended from taking courses offered by the Faculty for 1 year"; to remain on transcript for 1 year or until graduation whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student was in possession of formula sheet during final exam	Final grade of "F-DISC"; statement "Student charged with academic dishonesty by contravening final exam regulations in course and is suspended from taking courses offered by the Faculty for 1 year"; statement to remain on transcript for 2 years or until graduation whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student was in possession of a graphing calculator during final exam and was found using graphing features which were not permitted during exam	Final grade of "F-DISC"; statement "Student charged with academic dishonesty by contravening final exam regulations in course and is suspended from taking courses offered by the Faculty for 1 year"; to remain on transcript for 1 year or until graduation whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Student was speaking to another student seated next to him/her during final exam and had highly similar answers to several questions on the exam	Final Final grade of "F-Disc"; statement "Student charged with academic dishonesty by contravening final exam regulations in course and suspended from taking courses offered by the Faculty for 1 year" to remain on transcript for 2 years or until graduation whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	2	Student copied from another student or allowed another student to copy from him/her in final exam	Final grade of "F-Disc"; suspended from taking courses offered by the Faculty for 1 year; statement "Student charged with academic dishonesty and suspended from taking courses offered by the Faculty for 1 year" to remain on record for 2 years or until graduation whichever comes first	Associate Dean	None	Not sought	None	Not sought	None
	1	Student was in possession of and used a cell phone during final exam	Final grade of "F-Disc"; suspended from taking courses offered by the Faculty for 4 months; statement "Student charged with academic dishonesty by contravening final exam regulations in course and suspended from taking courses for 4 months" to remain on transcript for 4 months or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	Student admitted to using cell phone and took full responsibility for actions; student also presented medical documentation that provided evidence of taking medication for anxiety and sleeping problems which contributed to poor decision making	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Speaking to another student seated next to him/her during final exam	Final grade of "F-Disc"; statement "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty for 1 year" to remain on transcript for 2 years or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Speaking to another student seated next to him/her during the final exam	Final grade of "F-Disc"; statement placed on the academic transcript "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Teaching Faculty and the Faculty of Registration for 1 year" statement to remain on transcript for 2 years or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations continued	1	Student failed to hand in final exam paper	Final grade of "F-Disc"; statement "Student charged with academic dishonesty (contravention of exam regulations) and suspended from taking courses offered by the Teaching Faculty and the Faculty of Registration for 1 year" to remain on transcript for 2 years or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	Student did not respond to the allegation email letter or the second reminder notice issued	Not sought	None	Not sought	None
	1	Student in possession of cell phone in exam	Grade of "0" on exam	Instructor in consultation with Associate Dean	None	Not sought	None	Not sought	None
	1	Cheating on final exam (accessed information from phone)	Final grade of "F-DISC"; barred from Teaching Faculty for 8 months; suspended from Faculty of Registration; notation of academic dishonesty on transcript; comments may be removed upon written request to the Registrar upon confirmed registration	Designate of the Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	The invigilator found formulas and some course materials written on a piece of paper inside the student's pencil box; the formulas and materials were clearly visible and unauthorized; this piece of paper was confiscated and handed over to the department	Received a grade of "0" on mid-term; DISC designation with final grade; statement “Student charged with academic dishonesty (possession of unauthorized material during a mid-term test) in course”; required to complete the AI quiz	Associate Department Head	None	Not sought	None	Not sought	None
Copying from Other Student's/Own Previous Work	1	Copied from other students	Grade of "F"; transcript notation	Department Head	Student claimed illness but did not submit any supporting documentation	Not sought	None	Not sought	None
	1	Copying work from other students' wikis	Grade of "F"; transcript notation	Dean	Student had technical difficulties and was later able to prove originality of work	Dean	Grade changed to 'C'	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other Student's/Own Previous Work continued	1	Copied term paper from another student	Grade of "F"	Department Head	None	Not Sought	None	Not Sought	None
	1	Copied term paper from another student	"F - DISC" grade in course; completion of AI tutorials	Associate Dean and Executive Director	None	Not Sought	None	Not Sought	None
Forged Documentation	1	Falsifying and/or altering medical documentation submitted for an academic appeal of authorized withdrawal from course	Grade changed from "D" to "F"; suspended from the Faculty for 8 months; academic dishonesty statement on record and transcript; required to complete the AI and Student Conduct tutorials and associated quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Fabricated assignment document	Grade of "0" on the assignment; final grade in course will be "F-DISC"; notation regarding academic dishonesty will be placed on transcript for a period of 2 years following graduation from the Faculty of Registration	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation	2	During a lab session the teaching assistant noticed that a student signed in another student then submitted the assignment for both students or sent assignment to another student who subsequently submitted it	Grade of "0" on the entire Laboratory Assignments portion of the course; the Laboratory Assignments portion accounted for 10% of the final grade; required to complete AI and Student Conduct tutorials and quiz; required to write a letter of apology to Professor; record will be kept of this offense in the student's file	Department Head	Student's first offence	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	2	During a lab session for course the teaching assistant noticed that a student signed in for another student and submitted the assignment as it had been completed by both students	Grade of "0" on the Laboratory Assignments portion of the course; the Laboratory Assignments portion accounted for 10% of the final grade; required to complete AI and Student Conduct Tutorials and quiz; required to write a letter of apology to Professor; record will be kept of this offense in the student's file	Department Head	Student's first offence	Not sought	None	Not sought	None
	3	Personation by way of asking another student to sign the attendance sheet when absent in course	A reduction of 5 marks in the course	Associate Dean	Prior to the investigation meeting readily admitted that they asked another student to sign them in; candid in interview	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	2	Students were confirmed absent by the Course Coordinator, yet a signature was recorded for their attendance on the attendance signature sheet; attendance was worth 10% of the overall course mark	1 day suspension; notation on transcript (disciplined for breach of academic integrity) for 1 year; letter of reprimand to permanently remain in academic file; required to successfully complete online courses on academic integrity, ethics and professionalism by deadline; apologize to Dean	Associate Dean	Expressed remorse; first offence; lack of honesty in proceedings; evidence that student was aware of culture in class of "covering for each other"; that student was absent from class (contravening attendance policy); and that another individual signed the attendance sheet to indicate their attendance; an organized system of signing attendance sheets for other absent students and that system was well known; despite opportunities within the hearing to fully disclose information, student continued to mislead by denying knowledge of this system	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	1	Student was suspected to have signed the attendance sheet for the absent students	3 day suspension; notation on transcript (Disciplined for breach of Academic Integrity) for 2 years; letter of reprimand to permanently remain in academic file; required to successfully complete online courses on academic integrity, ethics and professionalism by deadline; apologize to Dean	Associate Dean Academic	Expressed remorse; first offence; handwriting analysis provided by outside resource was inconclusive; lack of honesty in proceedings; evidence that student was aware of a culture of "covering for each other"; that student was suspected of having signed the attendance register for other members of the class; system of signing attendance sheets for other absent students and that system was well known to the class; despite opportunities to fully disclose information, student continued to mislead the hearing process by denying the knowledge of this system	LDC	Appeal denied; penalty reduced: letter of reprimand to permanently remain on file; successful completion of on-line courses on academic integrity, ethics and professionalism ; write a letter of reflection/ apology to Dean; reduced penalty due to in-conclusive evidence	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	5	Students were confirmed absent by the Course Coordinator yet a signature was recorded for their attendance on the attendance signature sheet; attendance was worth 10% of the overall course mark	Letter of reprimand to permanently remain in academic file; required to successfully complete online courses on academic integrity, ethics and professionalism	Associate Dean Academic	Aware of the infraction; expressed remorse; appeared honest in statement during the investigative process; previous record with Faculty; take action to avoid this type of situation in the future; 1st offense; appeared to be no malicious intent; student had little to gain from situation; evidence that student was aware of culture in class of "covering for each other"; student was absent from class (contravening attendance policy); another individual signed the attendance sheet to indicate their attendance; system of signing attendance sheets for other absent students and system was well known; student continued to mislead by denying knowledge of this system; Course Coordinator presented evidence that student had also signed the attendance sheet on the following day and left the lecture	Not sought	None	Not sought	None

57

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	1	Student wrote the lab quiz and participated in the laboratory session in place of another student	Statement "Student charged with academic dishonesty (personation) and suspension" to remain on transcript for 1 year or until graduation; suspended from taking courses offered by the Teaching Faculty for 1 year and suspended from taking courses offered by the Faculty of Registration for 4 months; required to complete the AI tutorials	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	Student admitted to attending the lab with the intention of doing the work for his friend but signed his own name to avoid dishonesty; Student did not consult with the lab instructor prior to the lab	LDC	Penalty reduced from 1 yr to 8 months	Not sought	None
	1	Student arranged to have a friend write lab quiz and participate in the laboratory session in his/her place	Final grade "F-DISC"; suspended from taking courses offered by the Faculty for 1 year; statement "Student charged with academic dishonesty (personation), suspended from taking courses by the Faculty for 1 year" to remain on record for 1 year or until graduation	Associate Dean	Student indicated that he/she was ill and asked friend to attend the lab and perform the exercises for him/her but they planned to have the friend sign own name to avoid dishonesty; Student did not consult with the lab instructor prior to the lab	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	1	Personation; was not in class and had another student sign in for him/her	Grade of "0" on class participation component; after the grade of "0" has been included, a full letter grade reduction will be applied to the final grade	Associate Dean	Admitted to a second day only later by e-mail when travel itinerary was asked for; unwilling to reveal the name of the student(s) who signed the attendance sheet				
	1	Personation; was not in class and had another student sign in for him/her	Grade of "0" on class participation component; final grade of "F-DISC"; may be removed upon written request to the Registrar once graduation is confirmed	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student did not reveal the name of the student who signed in for him/her				

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation continued	1	Ad posted by student on the Kijiji website offered to pay someone to write an exam	Final grade "F-DISC"; suspended from taking courses in the Teaching Faculty and the Faculty of Registration for 1 year; statement "Student charged with academic dishonesty (personation), suspended from taking courses by the Teaching Faculty and the Faculty of Registration for 1 year" on transcript for 2 years or until graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student admitted to writing the email but indicated did not intend to follow through with it	Not sought	None	Not sought	None
Inappropriate Collaboration	1	Major term paper was not fully student's own work; student collaborated with a friend who helped with finding some references, correcting grammar and sentence structures in the term paper	Grade of "0" on the term paper portion of the course; the term paper portion accounted for 20% of the final grade; required to complete AI and Student Conduct tutorials and quiz; required to write a letter of apology to Professor; record will be kept of this offense in the student's file	Department Head	Student's first offence	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Major term paper was not fully student's own work; there was some collaboration between the student and the student's friend	Grade of "0" on the term paper portion of the course; the term paper portion accounted for 20% of the final grade; required to complete AI and Student Conduct tutorials and quiz; required to write a letter of apology to Professor; record will be kept of this offense in the student's file	Department Head	Student was very apologetic and sorry for actions; student's second offence; the allegations of academic dishonesty have been upheld	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Some reference materials used in the term paper were not related to portions of the paper in which they were cited; for some referenced papers the points that were attributed to them were not actually from the papers; the instructor was unable to find some referenced materials; student's writing style differed from the student's previous work; the student's friend's role in the term paper was in improving the grammar of the paper	The term paper portion of the course made up 20% of the final grade; the student's term paper was assessed on a grade of 15%; required to complete AI and Student Conduct tutorials and quiz; required to write a letter of apology to Professor; a record will be kept in the student's file	Department Head	Student's first offence; the student was under extreme stress and very apologetic	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Provided content of assignment to another student who submitted as own work	Grade of "0" on assignment; required to complete Student Advocacy on-line tutorials; discipline noted on academic transcript	Director	None	Not sought	None	Not sought	None
	1	Provided content of assignment to another student who submitted this as own work	Grade of "0" on assignment; complete Student Advocacy on-line tutorials	Director	Disciplinary action was not noted on transcript as student graduated	Not sought	None	Not sought	None
	1	Report from Department Head for behaviour for homework submitted	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension comments may be removed upon request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student attended meeting without Advocate; wording was identical to answer key for the course	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Report from Department Head for attempt to contact a freelancer for homework assignment	Final grade of "F-DISC"; DISC may be removed upon written request to Faculty of Registration after 2 calendar years from December 22, 2014 or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	Not sought	None	Not sought	None
	1	Report from Department Head for behaviour during writing of an assignment	Grade of "F" in assignment; final grade of "F"	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	Not sought	None	Not sought	None
	1	Report from Department Head for behaviour during writing of an assignment	Final grade of "F-DISC"; suspended from the Faculty of Registration for 1 year; suspension comments may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	LDC	Appeal Denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Inappropriate collaboration in the writing of research papers	Grade of "F" in assignment; final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	3	Inappropriate collaboration in the writing of an assignment	Grade of "F" in assignment; allegation statement on record for 1 calendar year or once graduation is confirmed by written request to the Registrar	Department Head	None	Not sought	None	Not sought	None
	2	Inappropriate collaboration with I-Clickers	Grade of "0" for I-Clicker grade in course	Department Head	Students apologized to professor; first offence	Not sought	None	Not sought	None
	2	Inappropriate collaboration with I-Clickers	Grade of "0" for I-Clicker grade in course	Department Head	Students apologized to professor; first offence	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	3	Inappropriate collaboration	Final grade "F-DISC"; notation on transcript of academic dishonesty until March 31/16; comments may be removed upon request once graduation is confirmed	Associate Dean	None	Not sought	None	Not sought	None
	19	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	10	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	15	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	12	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	3	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignments	Grade of "0" on assignments; required to complete the AI tutorials; statement "Student charged with academic dishonesty" to remain on transcript for 6 months or until graduation, whichever comes first	Associate Department Head	None	Not sought	None	Not sought	None
	2	Duplication of assignments	Grade of "0" on assignments; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Duplication of assignment	Grade of "0" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	16	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	2	Duplication of project	Grade of "0" on project; required to complete the AI tutorials and quiz	Associate Department Head	None	LDC	Appeal denied	Not sought	None
	2	Duplication of assignment	Reduction of 20% off the mark on assignment 2; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Duplication of assignment	Grade of "0" on assignment; complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Duplication of assignments	Grade of "0"; Final grade of "F-DISC"; statement on academic transcript and record for 2 years or until graduation	Associate Department Head	None	LDC	Appeal denied	UDC	Appeal denied; penalty reduced to written reprimand from Faculty to be retained on file; written apology to Faculty; "F-DISC" to be replaced with grade earned by student
	1	Student consulted with an outside source for question in assignment	Grade of "0" on question	Associate Department Head	Student admitted using an outside source for question but did not intend to engage in academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Student copied solutions from another student on assignment	Grade of "0" on assignment; DISC designation will appear on the academic transcript; statement "Student charged with academic dishonesty" to remain on transcript for 1 year or until graduation, whichever comes first	Associate Department Head	Student admitted to copying solutions on assignment	Not sought	None	Not sought	None
	8	Student consulted with an outside source for assignment	Grade of "0" on question assignment; DISC designation will appear on the academic transcript; statement "Student charged with academic dishonesty (copying)" for 1 year or until graduation, whichever comes first	Associate Department Head	Students admitted to using an outside source on assignment	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Student copied from another student on assignment	Grade of "0"; "F-DISC"; suspended from taking courses offered by the Teaching Faculty for 1 year; suspended from Faculty of Registration for 1 year; statement on academic transcript and record for 2 years or until graduation, whichever comes first	Associate Dean	Student denied the allegation but could not offer an explanation of the nearly identical answers to another student	LDC	Appeal denied	Not sought	None
	1	Student copied from another student on assignment 2	Final grade of "F-Disc"; suspended from taking courses in Teaching Faculty and the Faculty of Registration for 1 year; statement "Student charged with academic dishonesty (copying from another student)" to remain on the transcript and record for 2 years	Associate Dean	Student did not respond to the allegation email, letter or the second notice issued; the answers on the student's assignment were highly similar to another student	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	3	Student's experiment contained information that was virtually identical to 2 other students' answers	Grade of "0" on experiment; lab mark cannot be used for a lab exemption even if a score of 60% or better is achieved	Associate Department Head	None	Not sought	None	Not sought	None
	1	None of the required calculations on experiment were performed even though answers were submitted; this indicates that other sources were used to obtain the answers	Grade of "0" on experiment; lab mark cannot be used for an exemption even if a score of 60% or better is achieved; "Course Lab Academic Dishonesty" to remain on transcript for 1 year	Department Head	Student failed to provide any response or explanation to the allegation	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	2	None of the required calculations on experiment were performed even though answers were submitted; this indicates that other sources were used to obtain the answers	Grade of "0" on experiment; lab mark cannot be used for an exemption even if a score of 60% or better is achieved; statement "Course Lab Academic Dishonesty" to remain on transcript for 1 year	Department Head	Student admitted to not performing all of the calculations required	Not sought	None	Not sought	None
	2	Inappropriate collaboration between 2 students on a paper	Grade of "0" on the assignment; required to complete the AI tutorials and quiz	Department Head	None	Not sought	None	Not sought	None
	3	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Student copied answers from the course manual and falsified data on assignment	Final grade of "F-Disc"; suspended from taking courses offered by the Faculty for 8 months; statement "Student charged with academic dishonesty , falsification of data on assignment" to remain on academic transcript and record for 2 years or until graduation, whichever comes first	Associate Dean	Student explained that he/she copied and pasted information from the manual but intended to remove it before submitting the assignment; This is student's 3rd offense of academic dishonesty	Not sought	None	Not sought	None
	1	Student used another student's email account in course	Student will receive the earned grade in course; statement "Student investigated for academic dishonesty in course" to remain on the transcript for 1 year or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	The allegation of personation was unfounded; use of the other student's email was inappropriate and disruptive to the instructor; student explained that he/she purchased the course portal account thinking was similar to purchasing a used textbook	LDC	Penalty upheld	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Student allowed another student to use email account	The allegation of personation was unfounded, however, allowing another student to use the email account was disruptive in the course; formal letter of reprimand was sent and will remain on file	Associate Dean	There was no evidence that the student helped the other student improve his/her course grade	Not sought	None	Not sought	None
	2	Copied answers from another student on assignment	Grade of "0" on assignment; a DISC designation will appear on the academic transcript; statement"Student charged with academic dishonesty (copying)" to remain on transcript for 1 year or until graduation whichever comes first	Department Head	None	Not sought	None	Not sought	None
	13	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	28	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignments	Final grade of "F-Disc"; suspended from taking courses offered by the Teaching Faculty for 1 year; statement "Student charged with academic dishonesty (inappropriate collaboration) in course and suspended from taking courses by the Teaching Faculty for 1 year" will remain on transcript for 2 years or until graduation, whichever comes first; required to complete the AI tutorials and quiz	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	None	Not sought	None	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment 1; required to complete the Academic Integrity tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	2	Duplication of assignment	Grade of "0" on assignment in course	Undergrad Chair	None	Not sought	None	Not sought	None
	1	Duplication of assignment 2 in course	Final grade of "F-DISC "; statement "Student found guilty of academic dishonesty in course" to remain on transcript for 3 years or until graduation, whichever comes first	Associate Dean	None	Not sought	None	Not sought	None
	17	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	4	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	6	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	2	Duplication of assignments	Grade of "0" on assignments; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	8	Duplication of assignments	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	2	Duplication of assignments	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignments in course	DISC designation and notation will remain on the academic record along with "Student charged with academic dishonesty (copying)" to remain on transcript for 1 year or until graduation, whichever comes first	Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Duplication of assignments	Grade of "F-DISC "; suspended from taking courses offered by the Faculty for 1 year; statement "Student charged with academic dishonesty by inappropriate collaboration in course and suspended from taking courses offered by the Facutly" to remain on transcript for 1 year; required to complete the AI tutorials	Associate Dean	None	Not sought	None	Not sought	None
	3	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	3	Duplication of assignment in course	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	4	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	4	Student copied answer from another student on assignment	Final grade of "F-Disc"; statement "Student charged with academic dishonesty (inappropriate collaboration)"; suspended from taking courses offered by the Faculty for 1 year; statement to remain on transcript for 2 years or until graduation whichever comes first; required to complete the AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	17	Student submitted experiment in which required calculations were not performed; indicated the answers question were obtained from other sources rather than data from the student's calculations	Grade of "0" on experiment; lab mark cannot be used for a lab exemption even if a score of 60% or better is earned; statement "Lab - Academic Dishonesty"; may be removed from transcript upon request after 1 year	Head	None	2 appealed to LDC	Appeals denied	Not sought	None
	22	Student submitted experiment in which the required calculations were not performed; indicated the answers were obtained from other sources rather than data from the student's own calculations	Grade of "0" on experiment; lab mark cannot be used for a lab exemption even if a score of 60% or better is earned; statement "Lab - Academic Dishonesty"; may be removed from the transcript upon request after 1 year	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	2	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student engaged in inappropriate collaboration on assignments	Grade of "0" on assignments; DISC designation; statement "Student charged with academic dishonesty (copying)" to remain on transcript for 1 year or until graduation, whichever comes first	Associate Department Head	Student admitted using an outside source for question in assignment but did not intend to engage in academic dishonesty	Not sought	None	Not sought	None
	1	Student engaged in inappropriate collaboration on assignment	Final grade of "F-Disc"; suspended from taking courses offered by the Faculty for 1 year; statement “Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty for 1 year” to remain on transcript and record; required to complete the AI tutorials and quiz	Associate Dean	Student admitted to helping another student with assignment by "fixing" some of the mistakes	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Student engaged in inappropriate collaboration on assignment	Grade of "0" on assignment; DISC designation; statement "Student charged with academic dishonesty (copying)" to remain on transcript for 1 year or until graduation, whichever comes first	Associate Department Head	Student acknowledged that inappropriate collaboration did take place	Not sought	None	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	LDC	Appeal denied	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Duplication of assignment	Grade of "0" on assignment; required to complete the AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Duplication of assignment	Grade of "0" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	2	None of the required calculations on experiment were performed even though answers were submitted; this indicates that other sources were used to obtain the answers	Grade of "0" on experiment; lab mark cannot be used for an exemption even if a score of 60% or better is achieved; statement "Lab Academic Dishonesty" to remain on transcript for 1 year	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	4	None of the required calculations on experiment were performed even though answers were submitted; this indicates that other sources were used to obtain the answers	Grade of "0" on experiment; lab mark cannot be used for an exemption even if a score of 60% or better is achieved; statement "Lab Academic Dishonesty" to remain on transcript for 1 year	Department Head	None	Not sought	None	Not sought	None
	1	Gave term paper to another student	Grade of "0" on assignment; letter on file	Department Head	None	Not sought	None	Not sought	None
	9	Report from Department Head for behaviour during writing of an assignment	Grade of "F" in assignment; required to complete AI tutorials; comment on record; may be removed upon written request to Registrar after 3 years or once graduation is confirmed	Associate Dean of Faculty of Registration	Evidence and admission to academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Report from Department Head for cheating on a written assignment	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension comments may be removed upon written request to the Registrar after August 31, 2015; DISC may be removed upon written request to the Registrar once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to submission of assignment re-written by another person	Not sought	None	Not sought	None
	1	Report from Department Head for behaviour during writing of an assignment	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; permitted to complete spanned course; suspension comments may be removed upon written request after December 31, 2015; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student admitted to academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration continued	1	Direct copying of cited material	Letter of apology to instructor; required to complete the AI and Student Conduct tutorials; disciplinary comment on academic transcript	Department Head	None	Not sought	None	Not sought	None
Plagiarism	1	"Used material from multiple sources without in any way attempting to credit those sources in the text or in a reference section"	Homework assignment portion of the course was reduced by 50% (approximately); there were maximum of 6 assignments for a total of 15%; grade of "0" on assignment and an additional 1 mark deduction from each subsequent assignment; required to complete AI and Student Conduct tutorials and quiz; required to write a letter of apology to Professor; record of this offense will be kept in student's file	Department Head	Student's first offence; the student was under extreme stress, because of the personal circumstances; very apologetic and sincerely sorry	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Student used uncited material in lab assignment	Grade of "0" on lab assignment; student to write an official letter of apology to instructor; student required to complete the AI and Student Conduct tutorial	Department Head	None	Not sought	None	Not sought	None
	1	Part of assignment copied from a website	Grade of "0" on the assignment; required to write an essay on what plagiarism is and how to avoid it; required to complete AI and Student Conduct tutorial; assignments completed on time, so NO grade classification to be posted on transcript	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarised work of another student on a group assignment	Grade of "0" on assignment; required to completed Student Advocacy on-line tutorials; discipline noted on academic transcript	Director	None	Not sought	None	Not sought	None
	1	Plagiarised work of another student on an assignment	Grade of "0" on assignment; required to completed Student Advocacy on-line tutorials; discipline noted on academic transcript	Director	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarised material; bibliography without citation	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Scared citing too much; confused; ashamed, apologetic	Not sought	None	Not sought	None
	1	Plagiarised material; direct copying; lack or improper citation	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Shocked; not intentional; English second language; very regretful	Not sought	None	Not sought	None
	1	Plagiarised material; direct copying; no quotation or sourcing	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	First time using specific writing style guide	Not sought	None	Not sought	None
	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Grave mistake; perplexed;appreciative and grateful; will give greater consciousness	Not sought	None	Not sought	None
	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Scared; lack of time management; misunderstood plagiarism; sorry	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; familiarize with policies (provided link); resubmit work; DISC comment	Associate Dean	Very emotional	Not sought	None	Not sought	None
	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Regretful; English second language; very apologetic	Not sought	None	Not sought	None
	1	Plagiarised assignment	Resubmit work	Associate Dean	Surprised and discouraged; extremely tired/car accident; dealing with MPI; unintentional	Not sought	None	Not sought	None
	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; submit new assignment; DISC comment	Associate Dean	Disappointed; not intentional to pass off other's work	Not sought	None	Not sought	None
	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; submit new assignment; DISC comment	Associate Dean	Unintentional; final exam same day; very thankful for opportunity to make right	Not sought	None	Not sought	None
	1	Plagiarised assignment	Submit mark-ups; ALC meeting/workshops; AI tutorials; submit new assignment with new topic; DISC comment	Associate Dean	Understands serious accusation	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarised assignment	ALC meeting/workshops; AI Tutorial; resubmit work; DISC comment	Associate Dean	Confused; "meaningful lesson"; poor time management	Not sought	None	Not sought	None
	1	Insufficient and inaccurate paraphrasing	Failed assignment; ALC meetings/workshops; AI tutorials; DISC comment indefinitely	Associate Dean	Very sorry; English second language; confused; miscommunication with other students; extremely paranoid	Not sought	None	Not sought	None
	1	Insufficient and inaccurate paraphrasing	Failed assignment; ALC meetings/workshops; AI tutorials; DISC comment indefinitely	Associate Dean	Apologetic; thankful to resubmit; very eager to do better	Not sought	None	Not sought	None
	1	Plagiarised material	ALC meeting/workshops; AI Tutorial; new assignment; DISC comment	Associate Dean	Resubmitted work without seeking guidance; embarassed	Not sought	None	Not sought	None
	1	plagiarised material; patchwork plagiarism; improper citation	ALC meeting/workshops; AI Tutorial; new assignment; DISC comment	Associate Dean	Unintentional; apologized and thankful for opportunity to explain	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarised material; patchwork plagiarism; improper citation	ALC meeting/workshops; AI Tutorial; new assignment; DISC comment	Associate Dean	Surprised and confused	Not sought	None	Not sought	None
	1	Patchwork plagiarism throughout assignment	ALC meeting/workshops; AI Tutorial; new assignment; DISC comment	Associate Dean	Parent separation; lack of time management; full responsibility	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspended from Unit of Registration for 2 years; suspension comments may be removed upon request after December 31, 2016; DISC may be removed upon written request to the Registrar after December 2, 2019 or once graduation is confirmed; required meeting with Counselling Centre and English Language Centre for assessment and evaluation	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspended from Unit of Registration for 2 years; suspension comments may be removed upon request after December 31, 2016; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after than 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Grade of "F" in assignment; final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Student did not attend meeting	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Grade of "F" in assignments; final grade of "F-DISC" on both courses; DISC may be removed upon written request to the Faculty of Registration after 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	Submission of 1 essay for 2 courses	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; DISC may be removed upon written request to the Faculty of Registration after than 2 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC" suspension from Faculty of Registration for 1 year; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Faculty of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	LDC	Appeal Denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 8 months; required to complete AI tutorials; meeting with Student Advisor prior to 2015 Summer Registration; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Appeal of penalty assigned from Acting Department Head of an incident of plagiarism	"F" on assignment; final grade of 'F-DISC'; DISC may be removed upon written request to the Registrar after 2 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty	Student did not attend meeting	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 1 year; suspension from taking courses offered by the Faculty of Registration for 1 year; suspension notation may be removed upon written request to the Registrar after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 calendar years or once graduation is confirmed	Associate Dean of Teaching Faculty and Representative of Unit of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from Faculty of Registration for 2 years; notation, suspension and DISC to remain on record permanently	Associate Dean of Teaching Faculty and Representative of Unit of Registration	3rd Incident-previous allegations of academic dishonesty were upheld	LDC	Appeal denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; suspension and DISC to remain on record permanently	Associate Dean of Faculty of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension and DISC to remain on record permanently	Associate Dean of Faculty of Registration	None	LDC	Appeal denied and suspension extended to April 30, 2016	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for 1 year; required to complete AI tutorials; meeting with Student Advisor prior to 2015 Fall Registration; suspension comment may be removed upon request after April 30, 2016; DISC may be removed upon written request to the Registrar after 3 years or once graduation is confirmed	Associate Dean of Teaching Faculty and Executive Director of Unit of Registration	Student attended meeting with Advocate representation	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from Faculty of Registration for 8 months; suspension and DISC to remain on record permanently	Associate Dean of Faculty of Registration	Student attending meeting with Advocate representation; dual submission	Not sought	None	Not sought	None
	1	Report from Department Head of an incident of plagiarism	Final grade of "F-DISC"; suspension from Faculty of Registration for 1 year; required to complete AI tutorials; suspension and DISC to remain on record permanently	Associate Dean of Faculty of Registration	2nd Incident-previous allegations of academic dishonesty were upheld	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on assignment; required to visit the Academic Learning Centre; DISC to be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC to remain on record for 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed by written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Grade of "F" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed by written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on both assignments	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; required to complete AI tutorials; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar for 2 calendar years from May 19, 2015	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of uncited internet sources	Final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Department Head	None	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on term paper; final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 1 calendar year	Department Head	Student was contrite; unaware of good research an citation practices	Not sought	None	Not sought	None
	1	Use of fraudulent citations note related to content of 2 papers	Grade of "F" on each assignment; final grade of "F-DISC" for each course; DISC may be removed upon written request to the Registrar after 2 calendar years	Associate Dean of Faculty of Registration	Fraudulent citations; deliberate attempt to deceive Professor about the source of information	Not sought	None	Not sought	None
	1	Use of uncited internet sources	Grade of "F" on term paper; final grade of "F-DISC"; DISC may be removed upon written request to the Registrar after 1 calendar year	Department Head	Student admitted to academic dishonesty	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Incident of plagiarism	Revise and resubmit	Coordinator of Department	Accidental submission of notes rather than paper	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" for paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	Student did not contact the Department or Student Advocacy Office	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; suspension from taking courses offered by the Department for 1 calendar year; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" for paper; final grade of "F-DISC" for course	Associate Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Use of improper citations	Student to attend Cite Rite program through Academic Learning Centre	Department Head	Student was contrite and citations were inappropriate in paper but included in resources	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"; required to complete AI tutorials	Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Incident of plagiarism	Grade of "F" on paper	Coordinator of Department	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper	Coordinator of Department	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"	Acting Department Head	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	Revise and resubmit	Department Head	Student was contrite; first offence	Not sought	None	Not sought	None
	1	Incident of plagiarism	Revise and resubmit	Department Head	Student under stress	Not sought	None	Not sought	None
	1	Incident of plagiarism	Revise and resubmit	Department Head	Student did not resubmit therefore receives "F" on assignment and final grade of "F" in course	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Incident of plagiarism	Grade of "F" on paper; final grade of "F-DISC"	Department Head	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; statement may be removed after 1 calendar year or once graduation is confirmed upon written request to the Registrar	Department Head	None	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" for paper	Department Head	Student did not respond to Department Letter	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper	Department Head	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	"F" for paper; final grade of "D-DISC"; required to complete AI tutorials	Coordinator of Department	Student apologetic	Not sought	None	Not sought	None
	1	Incident of plagiarism	Grade of "F" on paper; final grade of "D-DISC"	Coordinator of Department	Student apologetic ; under stress	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in term paper	Final grade of "F-DISC"; barred from Faculty of Registration courses for 4 months; mandatory AI tutorial; student may apply in writing to Registrar to have comments removed upon confirmed graduation	Associate Dean	Student was previously formally warned and instructed about plagiarism in incident preceding the allegation	Not sought	None	Not sought	None
	1	2 incidents on separate papers for improper citation/plagiarism in course	Final grade of "F-DISC"; suspended from Faculty of Registration for 18 months; statement of academic dishonesty - second offence on transcript; student may apply in writing to Registrar to have comments removed upon confirmed graduation	Associate Dean	2nd offense; student met with Associate Dean twice and was represented by a Student Advocate in the second meeting; student insisted on innocence until the discussion became evident he/she was not disclosing all; a recess was called; after another private discussion with the Advocate student resumed meeting and admitted to plagiarism	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in term paper	Final grade of "F-DISC"; barred from Faculty of Registration for 1 year; statement on transcript; mandatory AI tutorial; statement may be removed upon written question to the Registrar once graduation is confirmed	Associate Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in term paper	Final grade of "F-DISC"; statement of academic dishonesty on transcript; mandatory AI tutorial; statement may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in term paper	Final grade of "F-DISC"; notation on transcript of academic dishonesty; mandatory AI tutorial; comments may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	Student admitted to taking and using friend's paper to write own paper	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in course	Final grade of "F-DISC"; barred from Faculty of Registration for 8 months with notation; notation on transcript of academic dishonesty; mandatory completion of AI tutorial; comments may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in course	Final grade of "F-DISC"; barred from Faculty of Registration for 1 year with notation; notation on transcript of academic dishonesty; mandatory completion of AI tutorial; comments may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in group paper in course	Final grade of "F-DISC"; barred from Faculty of Registration for 1 year with notation; notation on transcript of academic dishonesty; mandatory completion of AI tutorial; comments may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in paper in course	Final grade of "F-DISC"; barred from Faculty of Registration for 1 year with notation; notation on transcript of academic dishonesty; mandatory completion of AI tutorial; comments may be removed upon written request to the Registrar once graduation is confirmed	Designate of the Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	3	Uncited sources and unattributed direct quotes	Grade of "0" on report; DISC notation and statement on transcript; students completed AI tutorial and wrote 5 page paper on academic integrity	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism found in lab report	Grade of "0" on lab; statement of "Student charged with academic dishonesty by plagiarism and received a "0" grade for Lab" for 1 year or until graduation; must complete AI tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	4	Use of online sources found in final report (group project)	Grade of "0" on final report valued at 20% of final grade; academic dishonesty statement on transcript and academic records; complete AI tutorials and associated quiz	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Use of online sources found in the final report (group project) for course	Final grade of "F-DISC" in course; academic dishonesty comment on record and transcript; must complete AI tutorials and associated quiz	Associate Dean	None	Not sought	None	Not sought	None
	3	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term)	Associate Dean	Remorseful; significant amount of plagiarism; little knowledge of proper citation rules	Not sought	None	Not sought	None
	1	Copied classmate's conceptual framework of assignment	Only warning in file; no disciplinary action	Associate Dean	Not enough conclusive evidence; similar styles due to process of reviewing in class prior to assignment deadline	Not sought	None	Not sought	None
	1	Plagiarism in 3 assignments (same course)	Grade of "0" on all assignments (Grade of "F" in course; remediation permitted); 2 hours tutoring; transcript reprimand to be removed when tutoring completed	Associate Dean	Claimed ignorance of proper citation techniques; has completed previous degrees	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term)	Associate Dean	Remorseful; significant portion plagiarised	Not sought	None	Not sought	None
	1	Plagiarism in assignment (2nd offence)	ALC tutoring needs to be complete from 1st offence; grade of "F" in course; 12 month transcript reprimand	Associate Dean	Very emotional; remorseful; small amount plagiarised; 2nd offence; had not yet sought ALC tutoring after 1st offence	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term)	Associate Dean	Used material from own undergrad thesis (home country) which had not been properly cited; received instruction on academic integrity; did not understand and did not follow up for clarification	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in 2 assignments (2 courses)	ALC tutoring (# of hours determined by ALC); grade of "0" on 1 assignment (grade of "D" in course; remediation permitted); re-write of other assignment (no final grade in course higher than "B+")	Associate Dean	Admitted to careless mistakes; relied too much on sources for information and was pressed for time	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment; permitted to VW from course	Associate Dean	Significant personal and medical circumstances; significant amount of plagiarism	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade of "F" in course, remediation permitted); transcript reprimand to be removed when tutoring completed	Associate Dean	Sources not included in reference list (suggests attempt to deceive)	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in 2 assignments	ALC tutoring (# of hours determined by ALC); grade of "0" on both assignments (grade of "F" & "D" in courses, respectively, Required to Withdraw); 12 month transcript reprimand	Associate Dean	Personal family and travel circumstances; poor research and writing skills; did not request coursework time extension	Associate Dean	Granted reinstatement in program upon receiving mitigating documents		
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade of "F" in course, remediation permitted); 9 month transcript reprimand	Associate Dean	Difficulty adjusting; did not seek adequate help to clarify assignment requirements and learn about proper citation techniques	Not sought	None	Not sought	None
	1	Plagiarism in assignment	4 hours ALC tutoring; grade of "0" on assignment (grade of "F" on course, remediation permitted); transcript reprimand to be removed when tutoring completed	Associate Dean	No experience writing literature review papers from home country undergrad	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in final exam	ALC tutoring (# of hours determined by ALC); final grade of "F-DISC" (remediation permitted); transcript reprimand to be removed when tutoring completed	Associate Dean	Thought proper citation only applied to assignments (like essays) and theses	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term); 15 month transcript reprimand	Associate Dean	Unfamiliar with what an annotated bibliography consisted of and sought help from peers; clearly demonstrated knowledge of proper citation techniques but didn't think they applied to this assignment	Not sought	None	Not sought	None
	1	Plagiarism in 3 assignments (2 courses)	ALC tutoring (# of hours determined by ALC); grade of "0" on 1 of the assignments (grade of "D" on course; remediation permitted); required to re-write other 2 assignments (no final grade in courses higher than B+)	Associate Dean	Compassionate, health related circumstances; despite 15 years of part time academic study, research and writing skills require improvement; time constrained due to overcommitment to work and volunteer activities	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in proposal	Re-write proposal; ALC tutoring (# of hours determined by ALC)	Associate Dean	Unfamiliar with details of annotated bibliography; flippant attitude toward allegation (had already VW'd from program)	Not sought	None	Not sought	None
	1	Plagiarism in term paper	Final grade "F-DISC" (no remediation permitted); suspended from Faculty (almost 1 year); 4 hours ALC tutoring; 24 month reprimand	Associate Dean	Did not take responsibility for allegation; sporadic email replies over some weeks to schedule meeting with Associate Dean but did not attend meeting	Not sought	None	Not sought	None
	1	Plagiarism in 3 tutorial assignments (one course)	No more than 50% on tutorial assignments towards final grade; final grade determined at end of term; ALC tutoring (# of hours determined by ALC); 9 month transcript reprimand	Associate Dean	Acknowledged paraphrasing needed improvement; did not give the assignments proper attention due to small weighting in relation to final grade; did not heed warning about academic dishonesty from course instructor prior to final tutorial submission	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term); 250 word essay on topic of proper in-text citation; 9 month transcript reprimand	Associate Dean	Personal family circumstances; confusing statement; admitted some text not his own but denied use of a specific source	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade determined at end of term)	Associate Dean	Working at job; did not carefully edit assignment	Not sought	None	Not sought	None
	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); final grade "F-DISC" (Required to Withdraw); 12 month transcript reprimand	Associate Dean	Did not include sources in ref. list, felt "weird" when submitting assignment, did not consult instructor for clarification, received instruction about academic integrity	Dean	Appeal denied	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism in assignment	ALC tutoring (# of hours determined by ALC); grade of "0" on assignment (grade of "F" on course, remediation permitted); transcript reprimand to be removed when tutoring completed	Associate Dean	No experience writing literature review papers from undergrad; did not seek adequate help to clarify assignment requirements and learn about proper citation techniques	Not sought	None	Not sought	None
	1	2nd offence; plagiarism in assignment	ALC tutoring (# of hours determined by ALC); final grade "F-DISC" (remediation permitted); suspension for 1 term; 24 month transcript reprimand	Associate Dean	60% of assignment plagiarised; sought ALC tutoring after 1st offence but did not seek more tutoring despite lack of confidence in abilities; did not take care despite "not wanting to have this happen again"	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on assignment (grade of "F" on course; remediation permitted); 4 hours ALC tutoring; transcript reprimand to be removed when tutoring completed	Associate Dean	plagiarised several large sections; did not include in reference list; only did mandatory ethics training when prompted by instructor	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Copied assignments	Grade of "F"; transcript notation	Department Head	Student did not show up for meetings	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on assignment; transcript notation; required to complete AI tutorials	Associate Dean	Admitted guilt, remorseful	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on assignment; transcript notation; required to complete AI tutorials	Associate Dean	Admitted guilt, remorseful	Not sought	None	Not sought	None
	1	Plagiarism in course assignment	Grade of "0" on assignment; grade of "F" on course; transcript notation; required to complete AI tutorials	Associate Dean	Admitted guilt	Not sought	None	Not sought	None
	1	Plagiarism in course assignment	Grade of "0" on assignment; grade of "F" on course; transcript notation; required to complete AI tutorials	Associate Dean	Admitted guilt	Not sought	None	Not sought	None
	1	Plagiarism in course assignment	Grade of "0" on assignment; transcript notation; required to complete AI tutorials	Associate Dean	Admitted guilt; remorseful	Not sought	None	Not sought	None
	1	Failed to provide attribution to authority	Meeting; warning note in student's file	Associate Dean	Student worked with Associate Dean to properly cite	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism due to missing citations	Grade of "F" on assignment, DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC and online AI and Student Conduct tutorials through Student Advocacy	Director	The uncited information was information considered common knowledge to student based on their country of origin	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Re-write and re-submit paper afer visiting LA; DISC comment on transcript; required to complete LAC "Paraphrasing and Citations" Workshop and AI and Student Conduct tutorials	Director	Student openly disclosed he/she has used sources not listed but shortened the list because thought the assignment only required a list of 5 sources	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Director	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism due to missing citations	DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Acting Associate Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Director	None	Not sought	None	Not sought	None
	2	Plagiarism due to missing citations	DISC comment on transcript for course, required to complete Paraphrasing and Citation workshop with LAC	Acting Associate Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Grade of "F" on assignment; DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Associate Director	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism due to missing citations	Grade of "F" on assignment; DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Acting Associate Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	DISC comment on transcript; required to complete Paraphrasing and Citation workshop with LAC	Acting Associate Director	None	Not sought	None	Not sought	None
	1	Plagiarism due to missing citations	Given new deadline to submit assignment, if not submitted then grade of "F-DISC" on transcript	Associate Director	None	Not sought	None	Not sought	None
	1	Assignment included a substantial amount of material that was duplicated or lightly paraphrased from online references that were not listed in the citations	Final grade of "F-Disc"; statement "Student charged with academic dishonesty (plagiarism)" placed on academic record for 2 years or until graduation	Associate Department Head	Student admitted to paraphrasing the material and admitted that the references were not listed in the citations	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarism on term paper	Grade of "0" on the written component of the assignment; must complete the AI tutorial and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Paper contained information copied from other sources	Grade of "0" on the paper; required to complete the AI tutorials; required to contact a writing tutor through the ALC	Associate Dean	Student was not present at the class when the instructor addressed Academic Integrity	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on the paper; letter of apology to the instructor; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism in paper	Grade of "0" on paper; required to complete the AI tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Student resubmitted a portion of a lab report from a previous year	Final grade of "C-DISC" ; statement "Student charged with academic dishonesty (double submission or self plagiarism in course)" to remain on transcript for 1 year or until graduation, whichever comes first; required to complete AI tutorials and quiz	Associate Dean	Student aknowledged that they used their previous report as a template and indicated they were not aware of the policies regarding double submission; student took full responsilbity and indicated they were truly sorry; 80% of the current assignment was new work completed by the student	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on assignment; required to complete AI tutorials and quiz; apology letter to the instructor	Department Head	Student did not understand what plagiarism was at start of meeting after explained student recognized the wrongful act and felt regret	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "0" on assignment; required to complete AI tutorials and quiz	Department Head	Student admitted that after receiving our letter, went back over paper and noticed mistakes and missed citations	Not sought	None	Not sought	None
	1	Failure to properly reference items from a website &/or journal articles	Grade of "0" on assignment	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Failure to properly reference items from a website &/or journal articles	Grade of "0" on assignment	Associate Dean	None	Not sought	None	Not sought	None
	1	Failure to properly reference items from a website &/or journal articles	Grade of "0" on assignment	Associate Dean	None	Not sought	None	Not sought	None
	1	Failure to properly reference items from a website &/or journal articles	Grade of "0" on assignment	Associate Dean	None	Not sought	None	Not sought	None
	1	Student submitted substantial material from one assignment in another assignment	Grade of "0" on assignment	Associate Dean	Student did not fully appreciate the prohibition on double submissions of substantially the same material	Not sought	None	Not sought	None
	1	Failure to properly reference items from a website &/or journal articles	Grade of "0" on assignment	Associate Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC DISHONESTY

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc* .
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc*.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism continued	1	Plagiarised websites	Grade of "F" on course	Associate Department Head	None	Not Sought	None	Not Sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations <i>Alcohol</i>	4	Glass bottles in residence	Written/verbal warning	Student Residences	First offense	Not sought	None	Not sought	None
	4	Open alcohol	Written/verbal warning	Student Residences	First offense	Not sought	None	Not sought	None
	20	Over consumption	Written/verbal warning	Student Residences	First offense	Not sought	None	Not sought	None
	11	Over consumption; vomiting	\$50 fine	Student Residences	Additional clean up required	Not sought	None	Not sought	None
	1	Over consumption	Community service and \$75 fine	Student Residences	Repeat offender & disrespectful to staff	Not sought	None	Not sought	None
	1	Over consumption	Community service	Student Residences	Alcohol awareness education needed	Not sought	None	Not sought	None
	1	Over consumption; vomiting	\$100 fine	Student Residences	Repeat offender & additional clean up required	Not sought	None	Not sought	None
	19	Suspected drinking games	Written/verbal warning	Student Residences	First infraction	Not sought	None	Not sought	None
	8	Drinking games	\$50 fine	Student Residences	Evidence of drinking games	Not sought	None	Not sought	None
	1	Over consumption	Eviction	Student Residences	Multiple offenses	Appeal to Director	Decision upheld	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations <i>Community Standards</i>	1	Sleeping in lounge	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	7	Guest violation	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Guest violation	Community service	Student Residences	Disrespectful to staff	Not sought	None	Not sought	None
	3	Access control	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Access control	Eviction	Student Residences	Multiple infractions; knowingly allowing access to potentially harmful persons	Not sought	None	Not sought	None
	1	Over occupancy	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	18	Noise violation	Written/verbal warning	Student Residences	Minor infraction	Not sought	None	Not sought	None
	3	Noise violation	\$50 fine	Student Residences	Repeated infractions; extreme volume	Not sought	None	Not sought	None
	2	Disrespect to staff	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Disrespect to staff	Written/verbal warning; letter of apology to staff	Student Residences	None	Not sought	None	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations <i>Community Standards</i> continued	2	Unauthorized items in room	Written/verbal warning	Student Residences	Items removed	Not sought	None	Not sought	None
Breach of Residence Hall Regulations <i>Smoking/Drugs</i>	7	Smoking in residence	Written warning	Student Residences	First offense	Not sought	None	Not sought	None
	1	Smoking in residence	\$100 fine	Student Residences	Repeated offences	Not sought	None	Not sought	None
	1	Smoking in residence	\$50 fine	Student Residences	None	Not sought	None	Not sought	None
	5	Possession of marijuana	\$50 fine & residence probation	Student Residences	None	Not sought	None	Not sought	None
	3	Suspicion of illegal substance	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	6	Suspicion of marijuana use	Written/verbal warning	Student Residences	Residual smell of marijuana	Not sought	None	Not sought	None
	1	Suspicion of marijuana use	Eviction	Student Residences	Repeated offences	Appeal to Director	Decision upheld	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations Smoking/Drugs continued	2	Suspicion of marijuana use	\$100 fine & residence probation	Student Residences	Repeated offences	Not sought	None	Not sought	None
	4	Suspicion of marijuana use	\$50 fine & residence probation	Student Residences	Repeated offences	Not sought	None	Not sought	None
Computer Related Incidents	4	Unauthorized wi-fi broadcast	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
Disorderly Conduct	1	Attending, but not registered for classes; disruptive behaviour in various buildings when asked to leave	Hold placed on student account and advised to not attend classes nor access University services	Vice-Provost (Students)	Student sent a letter asking to meet with Vice-Provost (Students) to discuss behaviour - letter returned to sender	Not sought	None	Not sought	None
	1	Approached desk regarding being banned from facility	Security Services was notified	Facility Director	Violates facility ban	Not sought	None	Not sought	None
Indecent Exposure	2	Sexual activity and drug use in community changeroom	Facility access withdrawn and suspended until Jan 1/15 for 1 student; other student suspended for remainder of membership	Facility Director	Sexual harrassment; drug use; participating student did not come in and meet but was very emotional and regretful when confronted at time of incident	Not sought	None	Not sought	None
Misuse of University Services	2	Damaged residence property	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Tampering with smoke detector	Written/verbal warning	Student Residences	None	Not sought	None	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Misuse of University Services continued	1	Damaged residence property	\$300 charge	Student Residences	Large degree of property damage	Not sought	None	Not sought	None
	1	Damaged residence property	\$100 charge	Student Residences	Large degree of property damage	Not sought	None	Not sought	None
	1	damaged microwave	\$70 charge	Student Residences	Offer to replace microwave	Not sought	None	Not sought	None
Threatening Conduct	1	Request to attend campus to attend classes despite having a Section 161 Order issued against him/her	Hold placed on student account and advised to enrol in distance education courses and work with a student advisor to develop an appropriate academic plan	Vice-Provost (Students)	Section 161 Order prohibits the student from attending a public park, public swimming, day care centre, school playground, or community centre where persons under age 14 years are present or can reasonably be expected to be present	Not sought	None	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threatening Conduct continued	1	Inappropriate behaviour toward various individuals including one protection order obtained by a fellow student	Only allowed to attend campus for scheduled classes or requirements for degree; is not to be anywhere else on campus without a UMSS escort; must attend to Student Counselling Centre for assessment and set a counselling plan; must grant SCC permission to speak to UM staff with regard to health and compliance; refrain from contacting 3 individuals (named); ensure a respectful work and learning environment with no further threatening or inappropriate behaviour; review various UM discipline policies and bylaws	Vice-Provost (Students)	Protection order obtained by a fellow student and multiple reports of inappropriate behaviour	UDC	Student withdrew the appeal	Not sought	None
	1	Outstanding protection order and inappropriate behaviour on campus	Restricted access to the University campus; may directly attend (to and from) registered classes only; comply with court issued protection order	Vice-President (Administration)	None	Not sought	None	Not sought	None
	1	Incidents on campus	Banned from attending any property owned or controlled by U of M	Vice-President (Administration)	None	Not sought	None	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threatening Conduct continued	1	Assault with a weapon - hit and run; no longer a U of M student	Banned from attending any property owned or controlled by U of M for 3 years; reprimand recorded on academic transcript for 3 years; right to submit a future application for admission suspended indefinitely	Vice-President (Administration)	None	Not sought	None	Not sought	None
	1	Incident on specific date; outbursts and inappropriate behaviour	Banned from any property owned or controlled by the U of M for an indefinite period; right to submit a future application for admission suspended for an indefinite period	Vice-President (Administration)	None	Not sought	None	Not sought	None
	1	Exclusive language	Written warning; written apology; sexual assault awareness session	Student Residences	None	Not sought	None	Not sought	None
	4	Exclusive language	Written warning	Student Residences	Extremely offensive language used	Not sought	None	Not sought	None
	2	Physical assault/fighting	Written warning	Student Residences	Incident was resolved quickly	Not sought	None	Not sought	None
	1	Physical assault/fighting	Probation	Student Residences		Not sought	None	Not sought	None
	1	Physical assault	Eviction	Student Residences	Multiple offenses	Appeal to Director	Appeal denied	LDC	Appeal denied

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student’s being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct	1	Student submitted an inappropriate comment in an answer to an assignment	Statement on academic record: "Inappropriate written behaviour during assignment" for 6 months or until graduation, whichever comes first; required to meet with the Human Rights/Conflict Management Officer to write a letter of apology to the lab instructor by Jan. 30, 2015	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student indicated he/she was unaware that his/her lab partner had written the words in the report	Not sought	None	Not sought	None
	1	Student submitted an inappropriate comment in an answer to an assignment	Received a grade of zero in experiment; statement on academic record: "Inappropriate written behaviour during assignment" for 6 months or until graduation, whichever comes first; required to meet with the Human Rights/Conflict Management Officer to write a letter of apology to the lab instructor by Jan. 30, 2015	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student indicated the words written were intended to be a joke and that he/she intended to delete them before submitting the assignment	Not sought	None	Not sought	None

PART 2: INAPPROPRIATE BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating and/or Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct continued	1	Student wrote inappropriate comments and drawings on the final exam; student also wrote the exam despite the fact that he/she had withdrawn from the course	Student suspended from taking courses offered by the Teaching Faculty for 1 year; Statement on academic record: "Inappropriate written behaviour during final exam in course and suspension from taking courses offered by the Teaching Faculty for 1 year" for 2 years or until graduation whichever comes first; required to complete the AI tutorials and quiz; recommended to work with an advisor and the Human Rights and Conflict Management Office	Associate Dean of Teaching Faculty and Executive Director of Program of Registration	None	Not sought	None	Not sought	None
	1	Resumption of resident studies halted due to unprofessional conduct	Dean's Discipline Investigation Committee required new undertaking as part of resumption of studies	Dean	None	LDC	None	None	None
	1	Resumption of studies halted due to unprofessional conduct	Referral to Dean's Discipline Investigation Committee	Dean	None	LDC	Appeal denied	UDC	Appeal denied
Vandalism	5	Vandalism	Verbal warning	Student Residences	Full cooperation with staff; minor damage	Not sought	None	Not sought	None



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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



December 16, 2015

Dr. Joanne C. Keselman
Provost and Vice-President (Academic)

Dear Joanne,

Re: International College of Manitoba Annual Report to the Provost

On behalf of the University of Manitoba / International College of Manitoba (UM / ICM) Academic Advisory Committee (AAC), I am pleased to forward a copy of the Annual Report on the Operations of the International College of Manitoba, for the period September 2014 to August 2015, approved at the November 12, 2015 meeting of the AAC.

Please note that the attached report includes data describing the performance of ICM graduates admitted to the UM in the Fall Term 2014. As a comparison group for the ICM graduates, data are included for Domestic and International cohorts that include undergraduate students admitted to UM on the basis of high school in Fall Term 2013, and assessed in 2014-15 following their second year of study. The Domestic cohort includes Canadians and Permanent Residents. The International cohort includes students with international status.

In addition to the Annual Report, I am also providing copies of the ICM Instructor Feedback Summary, 2015, for Senate, and the ICM End of Semester (EOS) Report for the period May to August, 2015. The EOS Report contains information on student performance in the ICM UTP II program, including comments from the participating instructors and students about their respective experiences in each course. The EOS Report will be made available to interested Senators, in the University Secretary's Office, following the presentation of the Annual Report to Senate.

By this communication the above documents will also be forwarded to the Office of the University Secretary for inclusion on the next available Senate agenda.

Sincerely,

David Collins, PhD
Vice-Provost (Integrated Planning and Academic Programs)

cc: Mr. Jeff Leclerc, University Secretary

Annual Report on the Operations of the International College of Manitoba September 2014 to August 2015

The International College of Manitoba (ICM) delivers pathway programs for international students who would not normally qualify for direct entry to the University of Manitoba (UM). ICM students complete a minimum of 30 credit hours of university studies in a supportive environment that includes small class sizes, extended teaching hours, and additional learning assistance before transferring to UM with appropriate GPA of 2.0. ICM's intensive learning experience familiarizes students with Canadian university teaching styles, academic expectations, writing standards, and English language usage. Students also receive help in adapting to the Canadian culture and the University's teaching and learning environment. The program helps students who are far from friends and family, and who are often living on their own for the first time, to build the supportive social networks that are necessary for success in postsecondary studies.

The ICM program is specifically designed to assist international students during their transition to UM. The teaching and learning support, as well as the social support and environment provided by ICM are tailored to ensure that students will succeed when they transfer to UM. To date, of the ICM students who have applied for transfer to the UM, over 95% have successfully progressed to their desired program. Due to enrollment restrictions in the Engineering faculty many students with a high GPA were not able to gain entry to the Faculty and, under agreement with the Dean of the Faculty have gone to other Engineering programs in other universities.

ICM offers two programs, a pre-university foundation program called University Transfer Program Stage I (UTP I) (11 percent) and a first year university level program called University Transfer Program Stage II (UTP II) (89 percent).

Financial Contribution

ICM pays a royalty to the University. In 2014-15 the royalty payments totaled \$3,623,869 bringing the amount paid since ICM's inception to \$10,407,194. A further \$286,888 was paid by ICM students to the UM for student services fees during 2014-15. In addition, ICM had students studying at the English Language programs at the UM generating a further \$2,849,947 for the UM since the beginning of ICM.

1. Students

Transition to University of Manitoba

ICM students must complete 30 credits with a minimum GPA of 2.0. Table 1 maps numbers to students' pathway programs of study while at ICM.

Table 1: Pathway program of graduated students during their ICM program

Semester	Arts	Business	Engineering	Science	Total
Aug, 2009	1	4	1	5	11
Dec, 2009	1	6	1	5	13
Apr, 2010	2	9	2	5	18
Aug, 2010	5	19	11	12	47
Dec, 2010	8	11	5	10	34
Apr, 2011	6	23	6	13	48
Aug, 2011	16	32	17	21	86
Dec, 2011	22	27	8	6	63
Apr, 2012	12	27	12	11	62
Aug, 2012	21	36	22	22	101
Dec, 2012	13	33	13	14	73
Apr, 2013	22	28	13	21	84
Aug, 2013	22	49	28	35	134
Dec, 2013	21	26	14	44	105
Apr, 2014	27	50	27	21	125
Aug, 2014	17	60	37	37	151
Dec, 2014	20	32	13	59	124
Apr, 2015	14	47	17	61	139
Cumulative	250	519	247	402	1418

Student Diversity:

During the 2014-15 year, students from 46 countries enrolled in ICM. Pakistan and China have the highest representation, followed by students from Nigeria, India and Vietnam.

Merit Scholarships and Awards

ICM students and instructors have won several awards for their academic achievements and contributions to the community.

In 2015 ICM launched the Susan Deane Memorial Scholarship worth approximately \$5000. This scholarship is awarded to a recent ICM graduate who has transferred to UM and is active in the greater community while maintaining a good GPA. Students are required to apply for this scholarship, which will be offered each semester. A broad based panel of judges, including the Executive General Manager Navitas North America, a member of the International Education Branch of the Manitoba Education and Advanced Learning, a member of Susan Deane's family and the College Director and Principal of ICM, selected the winner. The inaugural winner of the Susan Deane Memorial Scholarship was Mehrdad Kadkhodaemohammadabadi who started at ICM as a UTP Stage 1 Mixed English Program. Mehrdad demonstrated strong leadership skills through his volunteer work and also leading the Peer Advisors program at ICM. He is now in the Faculty of Science at UM.

The 7th annual graduation ceremony was held on October 7th 2015 with approximately 150 graduates and guests in attendance, as well as many viewers from family of the live

webcast. Two students spoke about their ICM experience. Nineteen students were given awards for outstanding academic performance and a further eleven students were given awards for their outstanding contribution to the ICM and UM community.

One of the ICM graduates who spoke during the ceremony stated:

‘Studying at ICM gave me a great experience. The relatively smaller classes allowed me to develop my critical thinking and be more confident in discussing my ideas. Not only did I acquire the skills needed for my major at Asper, I also became a part of the diverse family of students from all over the world. I once again would like to thank ICM for the support and love.’

ICM also recognized instructor, Randall Cooper, with the Excellence in Teaching award which is based on student feedback through the instructor surveys.

The Abraham, Mary, and Susan Mathai-Deane University Entrance Scholarships were awarded to three students. Two scholarships were awarded to students with the highest cumulative GPA at ICM, while the other was awarded to the most improved student. All three students have successfully progressed to the University of Manitoba for second year studies. ICM also recognized two students from each of its four programs who achieved outstanding overall results in their program.

Each term, ICM awards a minimum of two merit scholarships, based on academic performance, which cover the cost of up to five courses. Seven merit scholarships were awarded in 2014-15. Recipients for this year came from Hong Kong, Korea, Tanzania, Pakistan, and Mauritius.

During the period under review, 62 students made the ICM honours list with GPA's of 3.8 or higher.

Academic and Other Support for ICM students

ICM provides a variety of formal and informal activities and programs to support students in their first year in Canada.

The Integrated Learning Skills (ILS) course is a required, non-credit course for which students are charged no fees. The course is offered for four hours per week over 13 weeks in the student's first term of studies. It is designed to provide students with the learning skills required to be successful in university studies in a Canadian learning environment. Skills include: understanding and avoiding plagiarism and academic dishonesty, preparing for tests, note taking, time management, writing research papers, working in groups, and presentations. The course also includes information to assist students' adaptation to their Canadian home including a history of Winnipeg, field trips around the city, colloquial English, and cultural differences students may encounter in Canada.

ICM provides an intensive program to help students who are at academic risk. These at-risk students are required to participate in a workshop series that provides a variety of tools to increase their academic success and get them back on track. The majority of the students who find themselves on probation are back on track within one semester as a result of these interventions.

A number workshops and presentations are offered at ICM each semester to provide information on topics such as UM's application process, academic program planning, academic standing, and transition to the University of Manitoba. ICM alumni are also engaged to provide helpful information to students who are about to progress to the University.

ICM uses an advising model that takes a holistic approach to the student's academic and social acclimatization to ensure that students have every opportunity to be successful from their first semester while allowing them to grow in confidence while living and learning in this new environment. .

Student Activities

ICM is dedicated to helping students develop their leadership skills and opportunities, their academic outcomes and their personal wellbeing. To this end, ICM provides a number of supportive activities each semester. This year, the following were pursued:

Student Leadership– ICM offers students the opportunity to take on leadership roles in a number of different capacities depending on the students' interest and capabilities. Student leadership programs come in the form of Orientation Leaders, Peer Advisors, Peer Educators, Student Council, and new student mentors. A Student Leadership Training program is offered to students each semester to help volunteers develop leadership skills, as well as brainstorm ideas for the upcoming semester.

ICM's Student Council has developed an organizational structure and has an elected President and Vice President and 15 general members. The Student Council is committed to helping ICM further develop leadership opportunities for students interested in being part of academic and social programming and providing a means of communication to students. The council regularly meets with the ICM staff, sharing their ideas for student engagement and improving the success both academically and socially of the students.

Orientation – Orientation provides a series of creative and enjoyable activities that orient students to ICM, the workings of the University, and to Winnipeg. Orientations were held for new students at each of the three intakes in August, January and May. Between 90% and 95% of new students in 2014-15 arrived at orientation having already registered for their classes and were fully prepared to start their semester. Orientation provides a combination of activities designed to prepare the students for their studies, familiarize them with the campus surroundings, and help them meet other students. Students are split into smaller groups where they are led by current students through a series of teambuilding activities. They are informed of policies and procedures through a fun game-centric approach which encourages early interaction between the students. Finally they are given a campus tour in their smaller groups by current students who are able to provide a student's perspective of where they need to go on-campus.

Peer Advisors – Peer Advisors, who are student leaders either in their final semester at ICM or ICM alumni, help ease apprehension of new students by showing them that they are not alone and that they have immediate access to advisors that are ready to assist them with any question, concern, or company they might be needing. For some international students it is not always easy to approach a staff member

and open up; it is for this reason that the Peer Advisor Program was initiated. The program gives students the option to seek advice, friendship, and mentorship from their cohorts in a safe environment. It also allows international students an opportunity to take on a leadership role and skills acquired in this program will be an asset to them as they progress through their studies and beyond.

Peer Education - ICM alumni and advanced students who have excelled in specific subjects serve as peer tutors to fellow students. All peer tutors are referred to the program by the instructors and receive specific training in how to assist students to learn without doing their work for them. They provide help with specific subjects through study groups, drop-in meetings once a week, or through appointments arranged on-line and work with the instructors on any issues students are finding particularly difficult. These activities are monitored and supported by ICM academic advising staff. The College provides resources and refreshments for all peer advising activities.

Peer Education also includes supplementary instruction sessions which are sessions led by peer tutors who work with the instructors in the course to plan review material. Supplementary Instruction Sessions are offered in some of the more challenging courses and have helped to improve overall pass rates.

Student Mentorship – The student mentorship program was launched in 2014-15 with the goal of giving current students the opportunity to engage with new students who have not yet arrived in Winnipeg. The current students engage with new students through direct contact and social media in an effort to help the new students build their confidence in their decision to come overseas and to hear what life is like in Winnipeg from a student's perspective.

Academic Support Workshops - ICM offers a number of workshops each term that are designed to help students with various aspects of their courses. These included tips for academic success, information on VW's and GPA, a walk-through of how to apply to UM as well as program planning. In order to reach even more students some of these workshops have been converted to an online presentation that students can access anytime through the student portal.

Social Events - This year, ICM hosted a number of social events to engage the students in to the community. These included: movie nights, a Thanksgiving celebration, Sky Zone, Christmas party, Fort Whyte trip, games night, Lasertopia, a pool night, ice-skating, a soccer tournament, hearts for lunch, and a trip to the Golf Dome. ICM students are also able to participate in events run by the International Centre for Students Office at the UM.

Volunteering - ICM encourages students to get involved as volunteers with activities at ICM, UM or the Winnipeg community. This helps the students learn how to engage in the whole community and sets them up with the skills they will need when applying for work opportunities when they move to UM. Volunteer opportunities at ICM include planning social events, tutoring academic subjects, assisting at Orientation, or helping with other special events. The College also engages its alumni in volunteer opportunities. These include lead roles in Orientation or Peer support program opportunities. Those who express interest in these activities are provided with specific training on each of the areas.

Community Engagement – ICM students held a very successful cultural talent show which was extremely well attended and received much positive media attention from CBC news, CTV news, and the Winnipeg Sun. This event gave the opportunity for individuals and groups to showcase aspects of their native culture. The audience was entertained with various acts such as dance, drumming, musicianship, singing, and sporting performances. In addition, there was a fashion show where students had the opportunity to demonstrate traditional dress from their home country. Students also had a samosa sale and henna station. All monies raised were donated to the Nepal earthquake relief.

Students also organized gatherings to watch major sporting events. For the India vs Pakistan match at the ICC Cricket World Cup, students organized an on-campus live-viewing of the match with several hundred students in attendance.

ICM students also engage in the Winnipeg community to support their communities back home. In December 2014, students organized a candlelight vigil supporting the victims of the Peshawar school attacks in Pakistan.

Academic success skill tutorials – With input from instructors, ICM provides scheduled tutorials outside of regular classroom sessions that help students develop skills in essay-writing and problem-solving. Tutorial topics in the 2014-15 academic year included effective essay writing, plagiarism, and math skills workshops. ICM instructors are encouraged to identify areas where students could benefit with additional supports. This allows ICM to respond in a timely manner and provide the supports that are needed. The additional tutorials that were provided have benefitted the students in their academic learning and performance.

Transition workshops– University staff from Enrolment Services provides a workshop each term to help students with their transition process. ICM students are introduced to Aurora, the student registration system at the UM, and are provided with information on the registration process. Students are also given some guidelines about student advising facilities at the Registrar's Office, at Faculties, and Departments.

ICM Alumni Achievements

ICM alumni have contributed significantly to UM. They are involved in a wide variety of endeavours during their undergraduate programs at UM.

Astitwa Thapa, a former ICM student from Nepal, completed his ICM program in August of 2012 and is currently UMSU's Vice President External. In the past year he won the CBIE Elizabeth Paterson Award for International Student Leadership in International Education which is awarded to an international student or group of students in order to recognize those who contribute in a positive way to internationalization of their campus community. In the past he has taken on many other volunteer and leadership roles including President of the Nepali Student Association, a World Wise Ambassador for University of Manitoba's International Centre for Students and is employed by the World Vision Organization. He has also been an active member of the Sustainability Committee at UM as well as a Student Senator for The Faculty of Environment. He is a member of the Senate Executive Committee and of the Senate Committee on Academic Review. He is also a delegate

to the UM Canadian Federation of Students. He has won numerous awards including the UM Student Union International Student Award, the UM Emerging Leader Award, the International Paulinian Award and the ICM Citizenship Award.

ICM students have taken on other roles within UMSU. Former ICM student, Mujtaba Abdul Jalil is the International Student Representative for UMSU and Shah Rukh Altaf was given an UMSU contribution award recognizing outstanding contributions made to their peers, campus, and community.

Former ICM students are involved in many other endeavours in the community. Muhammad Jazim who is currently in the Asper School of Business is also the International Student's Commissioner for the Canadian Federation of Students-Manitoba (CFS-MB). Faculty of Science student, Sarah Shoukat is the President of the Manitoba Liberal Women's Association and also the Executive of Public Affairs within the UM Pakistani Students Association. Shafira (Avi) Amerta, currently in her final year in the Faculty of Arts, is presently serving a term as the President of the Indonesian Students Association in Canada and represented all Canadian Indonesian student associations at a conference in Russia in the summer 2015.

Media Coverage

Throughout the year ICM students shared their stories with media. Students were invited to speak about their experiences at ICM and in Winnipeg. Coverage of student experiences at ICM over the past year include ICM students' Fort Whyte winter experience, ICM Cultural Event, Preshawar vigil, ICM graduation and the award of the Susan Deane Scholarship.

This media coverage reflected positively on UM through ICM students mentioning the University in their media coverage.

2. Teaching at ICM

Quality Assurance

ICM, in agreement with the University of Manitoba, has a range of quality assurance measures including oversight by course coordinators from UM Faculties and/or Departments of all UTP II course outlines, mid-terms, final examination papers and marking schemes. This is to ensure comparability between UM courses and that the ICM course sections are delivered and examined with the same rigour as would apply at UM.

All instructional staff teaching the UTP II university level courses are approved by the UM Course Coordinators as being suitably qualified to teach the course. An onboarding Orientation session is conducted with all new instructors to review the elements of quality assurance.

Instruction

ICM instructors are committed to supporting students during their transition to university. Seventy-three individuals instructed one or more courses during the 2014-15, academic year. Each term, an instructor meeting is held to debrief on activities and allow instructors to share successful teaching strategies. Professional development sessions for instructors this year focused on cultural differences as they pertain to respect, ownership, and accountability, as well as a session on basic principles of Adult Education and problem-solving techniques. An instructor appreciation event was also hosted in August 2015 to thank instructors for their dedication to the success of the college's students, as well as

facilitated the communication between instructors to share best practices amongst one another. ICM instructors are compensated similarly as sessional instructors at the UM.

Instructor's Survey Feedback

ICM instructors provide a report each semester highlighting successful teaching strategies and reflecting on challenges they face. These reports help provide transition information to new instructors, and provide examples of best practice that can be shared with current instructors.

ICM surveys instructors each term to measure instructor satisfaction with the support offered to them while at ICM. This allows ICM to address any identified needs and issues promptly and gives the college the opportunity to continuously improve its operations based on the data collected. Last year, 95% of instructors indicated they agreed or strongly agreed that they directly contributed to the continuous improvement of teaching and learning at the College.

Academic Advisory Committee (AAC)

The UM/ICM Academic Advisory Committee, chaired by Dr. David Collins met once each term to further ensure that the excellent quality assurance of the Academic program at ICM is maintained. The membership and the terms of reference of the AAC are included as Appendix A of this report.

3. Outcomes

Students GPA

During 2014-15, 437 students successfully completed the UTPII program. Of these, 84 students had GPA's of 3.7 or higher, and the average GPA of all graduating ICM students was 2.91.

ICM Graduates, 2014-2015

The Office of Institutional Analysis (OIA) has provided data (Tables 2 to 5) on UM students from ICM during the 2014-15 academic year, compared with other International and Domestic students (Tables 2 and 3). Table 5 provides the cumulative enrolments of ICM graduates at UM from 2009/10 to 2014-15.

The Domestic and International cohorts included for comparison are students admitted on the basis of high school performance in Fall term 2013, and assessed in 2014-2015, following their second year of study. The Domestic cohort includes Canadians and Permanent Residents, and the International cohort includes students with International status (see definitions in Appendix B).

Because of definitional changes in several Faculties, OIA cautioned against the use of comparative data on student status as had been done in previous annual reports. The data demonstrate that ICM graduates performance is similar to that of international students who enter the University directly even though ICM students do not normally meet the requirements for direct entry to the first year at UM.

Table 2: International College of Manitoba Graduates at the University of Manitoba, 2014-2015. Grade Point Average, by Full/Part Status, Admit Term & Cohort Group¹

		Fall Term 2014		Winter Term 2015		Session 2014-15		
	Admit Term	N ²	Term GPA ³	N ²	Term GPA ³	N ²	Sessional GPA ⁴	Degree GPA ⁵
Full-Time								
Domestic students	Fall 2013	2246	3.03	2180	3.05	2267	3.03	3.04
International students	Fall 2013	191	2.77	189	2.72	196	2.73	2.79
ICM graduates	Fall 2014	167	2.53	156	2.60	170	2.54	3.03
	Wtr 2015			71	2.35	71	2.35	2.85
	Subtotal	167	2.53	227	2.52	241	2.49	2.98
Full-Time Subtotal		2604	2.98	2596	2.98	2704	2.96	3.02
Part-Time								
Domestic students	Fall 2013	643	2.08	570	2.18	687	2.07	2.22
International students	Fall 2013	61	1.65	51	1.82	62	1.66	1.81
ICM graduates	Fall 2014	53	1.96	41	1.87	54	1.89	2.57
	Wtr 2015			27	2.06	27	2.06	2.76
	Subtotal	53	1.96	68	1.95	81	1.95	2.64
Part-Time Subtotal		757	2.04	689	2.13	830	2.03	2.23
All Students								
Domestic students	Fall 2013	2889	2.82	2750	2.87	2954	2.80	2.85
International students	Fall 2013	252	2.50	240	2.53	258	2.47	2.55
ICM graduates	Fall 2014	220	2.39	197	2.45	224	2.39	2.92
	Wtr 2015			98	2.27	98	2.27	2.83
	Subtotal	220	2.39	295	2.39	322	2.35	2.89
Total		3361	2.77	3285	2.80	3534	2.74	2.83

1. As a comparison group for the ICM students, the Domestic and International cohorts include undergraduate students admitted on the basis of high school in Fall Term 2013 and assessed in 2014-2015 following their second year of study. The Domestic cohort includes Canadian and Permanent Residents. The International cohort includes students with international status.
2. N represents the count of the students included in the specific GPA calculation. Students must have completed courses to be considered active in the term.
3. The average Fall and Winter Term GPA is based on course completions in the specific term.
4. The average Sessional GPA is based on students' course completions in both the Fall and Winter term.
5. The average Degree GPA is based on all courses applied to the program, including transfer courses.

Table 3: International College of Manitoba Graduates at the University of Manitoba, 2014-2015 Credit hours passed & failed, by Full/Part Status, Admit Term & Cohort Group.¹

ranked, by Fall Fall status, home term & seniors group:								
	Admit Term	No. of	Average	Average	Average	Students with failed crhrs		Avg crhrs failed
		Students	Crhrs Earned	Crhrs Passed	Crhrs Failed	No.	% of cohort	
Full-Time								
Domestic students	Fall 2013	2267	22.5	21.4	1.1	405	17.9%	5.9
International students	Fall 2013	196	20.3	19.0	1.3	47	24.0%	5.5
ICM graduates	Fall 2014	170	20.2	18.8	1.3	44	25.9%	5.0
	Winter 2015	71	9.9	9.0	0.9	17	23.9%	3.9
	Subtotal	241	17.1	15.9	1.2	61	25.3%	4.7
Full-Time Subtotal		2704	21.8	20.8	1.1	513	19.0%	5.7
Part-Time								
Domestic students	Fall 2013	687	10.7	8.7	2.0	249	36.2%	5.6
International students	Fall 2013	62	11.3	8.4	3.0	35	56.5%	5.2
ICM graduates	Fall 2014	54	10.7	8.6	2.1	23	42.6%	4.8
	Winter 2015	27	5.2	4.3	0.8	5	18.5%	4.2
	Subtotal	81	8.8	7.2	1.6	28	34.6%	4.7
Part-Time Subtotal		830	10.6	8.5	2.1	312	37.6%	5.5
Total		3534	19.2	17.9	1.3	825	23.3%	5.6

1. As a comparison group for the ICM students, the Domestic and International cohorts include undergraduate students admitted on the basis of high school in Fall Term 2013 and assessed in 2014-2015 following their second year of study. The Domestic cohort includes Canadian and Permanent Residents. The International cohort includes students with international status.

Table 4: ICM Graduates at the UM, 2014-2015, by Admit Term, Faculty/School

Admit Term	Faculty	Total
Fall 2014	Agricultural & Food Sciences	6
	Architecture	1
	Arts	78
	Business, Asper School of	46
	Engineering	20
	Environment, Earth & Res.	3
	Science	68
	Social Work	2
	Subtotal	224
Winter 2015	Arts	44
	Environment, Earth & Res.	4
	Science	50
	Subtotal	98
Total		322

Table 5: ICM Graduates at the University of Manitoba by Admit Year and Full/Part Status.

Admit Year		Full	Part	Total
2014-2015	Fall 2014	170	54	224
	Winter 2015	71	27	98
	Subtotal	241	81	322
2013-2014	Fall 2013	175	46	221
	Winter 2014	82	21	103
	Subtotal	257	67	324
2012-2013	Fall 2012	134	36	170
	Winter 2013	45	22	67
	Subtotal	179	58	237
2011-2012	Fall 2011	115	25	140
	Winter 2012	39	23	62
	Subtotal	154	48	202
2010-2011	Fall 2010	83	10	93
	Winter 2011	18	12	30
	Subtotal	101	22	123
2009-2010	Fall 2009	8	2	10
	Winter 2010	9	4	13
	Subtotal	17	6	23

Student Feedback

Using both internal and independently conducted research, ICM regularly monitors the satisfaction of its students. It uses the data to continually adjust and improve student services.

ICM students are also surveyed each semester using the UM SEEQ instrument. Instructors are provided their SEEQ evaluations.

A Student Satisfaction Survey, similar to but independent of UM's SEEQ evaluation, is also completed annually, and in 2014, 19% of students completed the survey. A summary of the key measures is provided in Table 6; students were asked to rate the six statements on a five point scale (from Excellent, Good, Satisfactory, Unsatisfactory, to Very Unsatisfactory).

Table 6: Student Satisfaction Survey related to the teaching and learning environment, 2014

Areas Assessed	Good & Excellent	Satisfactory, Good & Excellent
Overall, how do you rate the quality of teaching	80%	96%
Overall, how do you rate the quality of support services	67%	95%
Overall, how do you rate the quality of the learning environment	75%	94%
Overall, how do you rate the quality of the facilities & resources	70%	94%
Overall, how do you rate the quality of customer service	71%	95%

ICM has maintained its solid performance in most areas in each year the study has been completed as documented in Table 8.

Table 7: Student Satisfaction Survey (Satisfactory, Good and Excellent Ratings Combined) related to the teaching and learning environment from 2009 to 2014

Areas Assessed	2010	2011	2012	2013	2014
Overall, how do you rate the quality of teaching	99%	96%	99%	97%	96%
Overall, how do you rate the quality of support services	100%	93%	97%	93%	95%
Overall, how do you rate the quality of the learning environment	96%	94%	98%	95%	94%
Overall, how do you rate the quality of the facilities & resources	96%	98%	97%	98%	94%
Overall, how do you rate the quality of customer service	97%	97%	98%	98%	95%
Participation Rates	30%	26%	52%	29%	19%

Appendix A

International College of Manitoba and University of Manitoba Academic Advisory Council

TERMS OF REFERENCE

The Academic Advisory Council shall provide advice to ICM and UM regarding the operations of ICM and in particular shall be responsible for reporting regularly on the following:

1. During any given time period, the numbers of students admitted to ICM, the courses offered by ICM, and the academic performance of ICM students in those courses;
2. During any given time period, the numbers of ICM students admitted to UM, their country of origin, the programs into which they are admitted, and the number of ICM students who are admitted to other postsecondary institutions;
3. During any given time period, the academic performance of ICM students admitted to UM programs as compared with the academic performance of other international students admitted to UM programs;
4. ICM and UM will report annually on their separate and joint activities undertaken to increase international student recruitment and retention;
5. Analysis of UM Departmental workloads resulting from academic oversight of ICM courses and activities;
6. Analysis of any concerns expressed by ICM instructors concerning working conditions;
7. Analysis of statistical data provided by ICM concerning student diversity, disability accommodation, and student disciplinary actions.

Following each of ICM's three academic terms, the Council shall submit a written report on these and any other matters to the UM Provost and the Principal of ICM. Each December, the Council shall submit a written report covering the previous year's activities to the Chair of the UM Senate.

The Council will determine its own rules of procedure and will meet at least once in each of ICM's academic terms.

The Council shall endeavour to consult with ICM students.

The Council consists of the following members:

- A Chair named by UM
- Three members named by UM
- Three members named by ICM

Approved: 16 October 2008

Amended: 31 October 2011

Appendix B

UNIVERSITY OF MANITOBA International Recruitment Activities September 2014 – August 2015

The University of Manitoba employs a variety of strategies in an effort to recruit international students to the University of Manitoba. The intent of this brief is to provide a brief synopsis of those activities and highlight the collaborative efforts that occur with the International College of Manitoba.

1. In country travel

Throughout the year, members of the International Student Recruitment team travel to a variety of markets to meet with students, parents, government agencies and agents in an effort to promote the University of Manitoba. While travelling we participate in a variety of activities.

- *Embassy fairs*
These events are organized by the Canadian embassy for Canadian institutions in an effort to promote education in Canada. In addition to the education fairs, other events such as school visits and agent networking receptions are frequently organized as part of these trips.
- *Agent fairs*
The University of Manitoba has some very well established recruitment representative/agent relationships in a number of countries. Some of these agents operate their own education fairs; we will participate in some of these events not only to speak directly with students but to further develop good relationships with our agents.
- *School visits*
In addition to visiting schools as part of our group trips, we will frequently organize private visits to select school in various countries that we have developed relationships with.
- *Navitas regional conferences*
During this past year the University of Manitoba had the opportunity to take part in a Navitas regional agent conference where we had the opportunity to meet and interact with educational agents from all across Africa.

During the annual planning process, this office meets with the International College of Manitoba to discuss our target markets and our planned travel schedules. We make every effort to travel to common markets together as it is beneficial to both parties to work together and promote all opportunities that exist for students at the University of Manitoba. Table 1 at the end of this document provides an overview of our travel schedule and

identifies the instances where the University of Manitoba and the International College of Manitoba travelled together. Table 2 shows ICM's travel for recruitment purposes.

2. Publications

The University of Manitoba produces an annual publication known as the International Viewbook; this publication is designed for an international audience and approximately 10,000 copies of this publication are distributed around the world every year. The International Viewbook is available in English, Chinese and Portuguese. ICM has a presence in this publication that promotes ICM as a pathway option for international students

3. Other

The University of Manitoba International Recruitment team and ICM staff meet periodically throughout the year to discuss markets, strategies and share information in an effort to support each other's recruitment objectives.

In addition to the meetings mentioned above, there are a number of occurrences throughout the year where international guests (agents, partners, Navitas officials from around the world) are on campus and both sides ensure we make ourselves available to meet with these guests in an effort to support the partnership between UM and ICM.

Table 1: UM Travel schedule

Country	Date	Travelled with ICM
India	September 2014	Y
Vietnam	October 2014	Y
South Korea	October 2014	N
Qatar	November 2014	N
Kuwait	November 2014	N
UAE	November 2014	N
China	December 2014	N
Hong Kong	December 2014	N
Malaysia	January 2015	N
Singapore	January 2015	N
South Africa	January 2015	N
Tanzania	January 2015	N
Kenya	January 2015	N
Mauritius	January 2015	N
Turkey	March 2015	N
South Africa	March 2015	Y
UAE	March 2015	Y

Additionally, ICM supports building the UM brand through its own recruitment activities. ICM completed a number of recruitment trips on its own during the year. This is in addition to the recruitment activities carried out by the 115 Navitas staff who are placed in the source country. See Table 2 for details of ICM's additional travel activities which did not include UM staff.

Table 2: ICM Travel Schedule

Country	Date
Kenya	September 2014
Uganda	September 2014
Rwanda	September 2014
Bangladesh	September 2014
Kuwait	October 2014
UAE	October 2014
Malaysia	October 2014
UAE	November 2014
Zimbabwe	February 2015
Zambia	February 2015
Vietnam	March 2015
Oman	March 2015
Kuwait	March 2015
Malaysia	March 2015
Korea	March 2015
India	May 2015
Pakistan	June 2015
Bangladesh	July 2015
Hong Kong	July 2015
Taiwan	July 2015

Appendix C

ICM Course Offerings, September 2015:

Course	Sections
ABIZ 1000	3
ABIZ 1010	2
ANTH 1220	4
ARTS 1110	4
BIOL 1000	2
BIOL 1020	1
CHEM 1300	3
COMP 1012	2
COMP 1260	4
ECON 1010	8
ECON 1020	7
ENG 1430	1
ENG 1440	1
ENG 1460	1
ENGL 1400	8
ENVR 1000	2
GEOL 1340	13
GEOG 1280	1
GEOG 1290	1
GMGT 2070	3
HNSC 1210	1
HRIR 2440	1
INTB 2200	1
MATH 1210	3
MATH 1300	11
MATH 1500	3
MATH 1700	2
MKT 2210	1
PHIL 1290	2
PHYS 1050	3
POLS 1010	4
POLS 1040	3
PSYC 1199	2
PSYC 1200	9
STAT 1000	
	127
TOTAL	

Appendix D

ICM Student Numbers by Nationality, September 2015

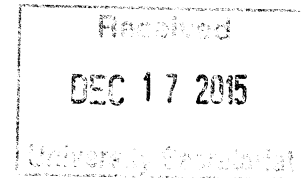
Country	N	Country	N
Albania	1	Mexico	1
Bahrain	1	Mozambique	1
Bangladesh	44	Nigeria	167
Burundi	3	Pakistan	173
Canada	24	Portugal	3
Chad	1	Russian Federation	5
China	268	Rwanda	11
Congo	2	Seychelles	2
Egypt	6	South Africa	2
Ghana	2	South Korea	14
Hong Kong	38	South Sudan	1
India	95	Sri Lanka	4
Indonesia	6	Sudan	2
Iran	4	Taiwan	2
Japan	3	Tanzania	45
Jordan	3	Turkey	1
Kazakhstan	6	Uganda	14
Kenya	33	Ukraine	10
Kuwait	1	United Kingdom	1
Kyrgyzstan	1	USA	1
Lebanon	1	Uzbekistan	1
Libya	1	Viet Nam	55
Macao	2	Yemen	2
Malaysia	7	Zambia	27
Mauritius	10	Zimbabwe	49



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

UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost



MEMORANDUM

TO: Jeff Leclerc, University Secretary
FROM: Susan Gottheil, Vice-Provost (Students)
DATE: December 17, 2015
RE: **PROPOSED ADMISSION TARGETS**

Attached are the proposed admission targets for undergraduate programs for Fall 2016. There are two changes from the enrolment targets submitted for Fall 2015:

- Environment, Earth and Resources has increased their target from 120 to 135 students to reflect actual enrolment in the program; and
- The Engineering target has increased from 346 to 364 to reflect incremental provincial funding for 18 more students starting with the Fall term 2016.

Please forward this document to the members of Senate and the Board of Governors for their information.

SMG:md

attachment

Summary of Undergraduate Admission Targets

December 9-2015

Program	2015-16 Target	2016-17 Target
Faculty of Agricultural & Food Sciences		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
Faculty of Architecture		
Environmental Design	100	100
Faculty of Arts*		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
Asper School of Business*		
Management (Degree)	420	420
Faculty of Education		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Education After Degree (Weekend)	35 - See note 1	35 - See note 1
Faculty of Engineering		
Engineering*	346	364 - See note 2
Engineering - Internationally Educated Engineers	25	25
CHR Environment, Earth & Resources*		
Environment, Earth & Resources (Degree)	120	135 - See note 3
School of Art		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
Faculty of Health Sciences		
Health Studies (Degree)	25	25
Health Sciences (Degree)	25	25
College of Dentistry		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
School of Dental Hygiene		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
College of Rehabilitation Sciences		
Respiratory Therapy (Degree)	16	16
College of Medicine		
Medicine	110	110
Family Social Sciences	80	80
College of Nursing		
Nursing (Degree)	240	240
College of Pharmacy		
Pharmacy (Degree)	55	55
Faculty of Kinesiology & Rec Management		
B Kin (AT)	24	24
B Kin*	65	65
B P E*	35	35
B RM & CD*	40	40
Faculty of Law		
Law (Degree)	106	106
Marcel Desautels Faculty of Music		
Music*	60	60
Music - Jazz Studies*	15	15

Faculty of Science*		
Science (Degree)	Target under development - See note 4	Target under development - See note 4
Faculty of Social Work		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. One intake every three years.
2. This change is to reflect the new target as a result of incremental provincial funding.
3. Number of students entering the Faculty has been increasing over the past few years. The change from a target of 120 to a target of 135 is reflective of the current state.
4. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.

Report of the Senate Committee on Academic Review RE: Undergraduate and Graduate Program Reviews

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. At its meeting on December 17, 2015, the Committee considered summaries of two undergraduate program reviews and nine graduate program reviews. The committee also received follow-up reports on two undergraduate and fifteen graduate program reviews.

Observations:

1. The committee was advised that semi-annual reports on the status of undergraduate and graduate program reviews, which had been received by the committee in past years, would be replaced by a more detailed annual report. The annual report on the status of program reviews would also be provided to Senate and to the Board of Governors, which has asked to receive information on the outcomes of the academic program review process.
2. The Committee considered two summaries of undergraduate program reviews for Environmental Design and Women's and Gender Studies.
3. The Committee received follow-up reports on two undergraduate program reviews, including English, Film, and Theatre and Psychology.
4. The Committee considered summaries of nine graduate program reviews, including Animal Science; Biochemistry and Medical Genetics; Computer Science; Human Anatomy and Cell Sciences; Immunology; Kinesiology and Recreation Management; Medical Rehabilitation; Pharmacology and Therapeutics; Religion (M.A., JMP).
5. The Committee received follow-up reports on fifteen graduate program reviews, including Agribusiness and Agricultural Economics; Disability Studies; Economics; Education (M.Ed.); Education (Ph.D.); English, Film, and Theatre; Entomology; Food Science; Law; Microbiology; Pathology; Philosophy; Physics and Astronomy; Plant Science; Soil Science.
6. The committee received an update on a pilot project to investigate the possibility of conducting joint undergraduate/graduate program reviews. Pilot projects underway in the Department of History, Faculty of Arts, and the Department of Biological Sciences, Faculty of Sciences, will inform future revisions to the policy and procedures on *Academic Program Reviews*. The Office of the Provost and Vice-President (Academic) has also been working with the Office of Institutional Analysis to improve data provided to departments in support of the academic program review process.

Respectfully submitted,

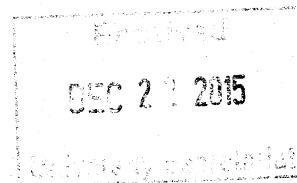
David Collins, Chair
Senate Committee on Academic Review



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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



Date: December 18, 2015

To: Jay Doering, Dean, Vice-Provost (Graduate Education) & Dean, Faculty of Graduate Studies

From: Joanne C. Keselman, Provost and Vice-President (Academic) *[Signature]*

Subject: **Program Suspension – *M.A. Icelandic* and *M.Sc. Textile Sciences***

Further to the attached memo from the Office of the President (December 9, 2015), I am now authorizing the immediate suspension of admissions to the M.A. Icelandic and M.Sc. Textile Sciences programs, until the Fall 2016 term. Senate will be notified of this decision at its meeting in February, 2016. Any decision to continue this suspension should be raised for review no later than March, 2016.

Note that any decision about the future closure of the above mentioned programs, or any other academic program, will now require provincial approval. If you intend to pursue this option, please contact the Provost's Office for further details and timelines surrounding provincial approval processes.

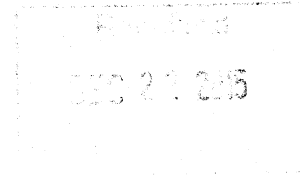
cc. Jeff Adams, Executive Director, Enrolment Services
David Collins, Vice-President (Integrated Planning & Academic Programs)
Cassandra Davidson, Undergraduate Program Analyst
Jeff Leclerc, University Secretary
Thelma Lussier, Executive Director, Institutional Analysis
Neil Marnoch, Registrar
Jeff Taylor, Dean, Faculty of Arts
Karin Wittenberg, Faculty of Agricultural & Food Sciences

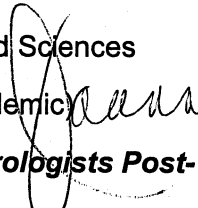


UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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



Date: December 18, 2015
To: Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences
From: Joanne C. Keselman, Provost and Vice-President (Academic) 
Subject: **Program Suspension – *Internationally Educated Agrologists Post-Baccalaureate Diploma Program (IEAP)***

Further to the attached memo from the Office of the President (December 9, 2015), I am now authorizing the immediate suspension of admissions to the IEAP, until the Fall 2016 term. Senate will be notified of this decision at its meeting in February, 2016. Any decision to continue this suspension should be raised for review no later than March, 2016.

Note that any decision about the future closure of the IEAP, or any other academic program, will now require provincial approval. If you intend to pursue this option, please contact the Provost's Office for further details and timelines surrounding provincial approval processes.

Cc. Jeff Adams, Executive Director, Enrolment Services
Jared Carlberg, Associate Dean (Academic), Faculty of Agricultural & Food Sciences
David Collins, Vice-President (Integrated Planning & Academic Programs)
Cassandra Davidson, Undergraduate Program Analyst
Jeff Leclerc, University Secretary
Thelma Lussier, Executive Director, Institutional Analysis
Neil Marnoch, Registrar



UNIVERSITY
OF MANITOBA

Office of the President

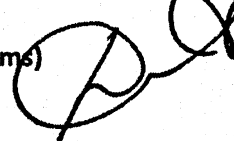
202 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-9345
Fax 204-261-1318

December 9, 2015

TO: Dr. David Collins
Vice-Provost (Integrated Planning and Academic Programs)

FROM: Dr. David T. Barnard, President and Vice-Chancellor

RE: Suspension of Admissions in the M.Sc., Textile Sciences, M.A., Icelandic and
IEAP, International Agrologists Programs



Having consulted with Senate, I accept the recommendations from Dr. John (Jay) Doering, Dean of the Faculty of Graduate Studies and Vice-Provost (Graduate Education) that admission to the M.Sc. Textile Sciences and the M.A., Icelandic programs be suspended. I also accept the recommendation from Dr. Karin Wittenberg, Dean of the Faculty of Agricultural and Food Sciences, that admission to the IEAP International Agrologists program be suspended. I would ask that you proceed accordingly.

cc. Dr. Joanne Keselman, Provost and Vice-President (Academic)
Dr. John (Jay) Doering, Dean, Faculty of Graduate Studies and Vice-Provost (Graduate Education)
Dr. Jeffrey Taylor, Dean, Faculty of Arts
Dr. Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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

Date: November 26, 2015
To: Michael Benarroch, Dean, I.H. Asper School of Business
From: David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Subject: UM / Renmin University Articulation Agreement

Please find attached the two (2) original copies of the Senate approved articulation agreement between UM and Renmin University (RU) concerning credit for work completed at RU towards a Bachelor of Commerce (Honours) degree at the University of Manitoba. The agreement has been approved by Senate for a term of three (3) years effective Fall 2016 and has been signed and approved to proceed by the Provost and Vice-President (Academic).

The articulation contract(s) now need to be signed by the appropriate authorities at RU. Please continue to work with the International Office to finalize the International Articulation Agreement (IAA) portion of this articulation (*previously known as the 'Student Transfer Agreement'*). The two copies of the Senate approved articulation agreement contract (that have been signed by myself on behalf of Dr. Keselman) should be appended to the IAA and, subsequent to being signed by RU, one original copy should be returned to our office—the second copy should be retained by RU for their records. A final copy of the signed IAA should also be provided to our office at the same time.

Looking forward, it would be appropriate to commence review of this agreement no later than May 2017 to allow time for finalizing renewal for Fall 2018, should that be the wish of the Faculty.

I would ask that you provide the Provost's Office with a report each October on activities covered by this agreement to help assist with our monitoring of student mobility initiatives.

On behalf of the University of Manitoba, I extend my compliments to all those who have worked so hard to implement this agreement. Please inform our office should any difficulties arise in finalizing the details.

Cc. Naomi Andrew, Director and General Counsel, Office of Legal Counsel
Subramanian Sivaramakrishnan, Associate Dean, I.H. Asper School of Business
Tara Cleve, International Partnership Officer, International Office
Cassandra Davidson, Program Analyst
Rhonda Friesen, Manager, International Office
Jeff Leclerc, University Secretary



UNIVERSITY
OF MANITOBA


Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel. (204) 474-9593
Fax (204) 474-7511

MEMORANDUM

DATE: December 16, 2015

TO: David Barnard, Chair of Senate

FROM: Jeff Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Executive Committee – December 15, 2015***

On December 15, 2015 the Executive Committee, on behalf of the Board of Governors, approved the following motions:

THAT the Board of Governors approve a proposal for a Bachelor of Midwifery, to be offered jointly by the College of Nursing, University of Manitoba, and the Faculty of Health, University College of the North [subject to Senate approval, January 6, 2016].

THAT the Board of Governors approve two new offers, three amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated October 19, 2015].

THAT the Board of Governors approve one new offer and two amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated October 19, 2015].

JL/sf

Copy: J. Keselman
D. Jayas
S. Coyston

PRESIDENT'S REPORT: February 3, 2016

GENERAL

The National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba opened its doors to the public on November 3 & 4, 2015, providing Canadians access to its innovative and progressive archive to foster reconciliation. Ceremonies began outside Chancellor's Hall, home of the Centre, where 200 community members watched as the sacred fire was lit. The NCTR has the largest collection of curated materials on the Residential School system in Canada. The Centre also plays an active role in the process of reconciliation, providing a safe, respectful and trustworthy space for Survivors and their families to gain access to records and collect information about their history. When the fire ceremony concluded, delegates and guests proceeded to University Centre to hear powerful speeches from Truth and Reconciliation Commission (TRC) Chair Justice Murray Sinclair and Commissioner Dr. Marie Wilson. Opening activities on November 4 focused on education hosted at the RBC Convention Centre, with approx. 1,750 students and teachers participating in sessions. To learn more about the NCTR and to access the archives, visit <http://umanitoba.ca/nctr/>.

On December 18, the Presidents of all Manitoba universities and colleges and the Manitoba School Boards Association signed the Manitoba Collaborative Indigenous Education Blueprint, which commits the institutions to a series of actions focused on advancing Indigenous education and reconciliation, including the advancement of reconciliation, language and culture through education, research and skill development, bringing Indigenous knowledge, languages and intellectual traditions, models and approaches into curriculum and pedagogy, and increasing and measuring Indigenous school and post-secondary participation and success rates, among others. The entire Blueprint may be found at http://umanitoba.ca/admin/indigenous_connect/media/agamik_PO151363.pdf.

The provincial government has recently announced components of its \$150 million commitment to the University's \$500 million Front and Centre Campaign. \$120 million in targeted infrastructure funding will support the Places and Spaces pillar of the campaign, including the Inter-Professional Health Education Complex at the University of Manitoba's Bannatyne campus, redevelopment of space within the Helen Glass Centre to support new engineering seats, the Churchill Marine Observatory and classroom, library and laboratory renewal. An additional \$30 million has been designated for an Indigenous Success Fund, undergraduate scholarships and bursaries, and chairs and professorships including innovation in teaching.

The University of Manitoba has been selected as one of Manitoba's Top Employers for 2016. The University has been recognized for its high standards and for adding progressive value to Manitoba's business community.

The University of Manitoba is proud to support a Syrian refugee student in January 2016. The University has been a member of the World University Services Canada (WUSC) organization since 1981 and through this partnership with WUSC, and the work of the Student Refugee Program's local committee, we became one of the first universities in Canada to commit to supporting a Syrian World University Services Canada (WUSC) scholar. The University of Manitoba's Student Union has agreed to cost-share the associated expenses.

ACADEMIC MATTERS

- Andrea Charron, political studies, was named to the Department of National Defence's *Defence Advisory Board*. This is a voluntary position in which she will provide advice on issues concerning defence policy.
- Jorge Nállim, history, was recently appointed President of the Canadian Association for Latin American and Caribbean Studies (CALACS).
- Haeyoung Kwon, architecture student, was the Grand Prize recipient at the *Chair Your Idea* event held on September 19, 2015 at Winnipeg's City Hall. The winning idea was to "*hold a contest for kids to design art and poetry on environment theme - print winners on buses. Good messages to encourage youth ridership.*"
- Kaitlyn Joyal and Ashley Desloges, physiotherapy students, organized a local donation drive as part of the Global Physiotherapy Day of Service (PTDOS). This first local annual PTDOS provided food and clothing donations to Siloam Mission as their targeted contribution.
- For the sixth year, warming hut designs submitted by architecture students were selected as winners. This year's winners include, *Basket*, led by Partner-in-Residence, Mark Pauls, Partners Advisory Board Chair, Michael Robertson and Professor Mohamad Araji (environmental design), and *Fabrigami*, led by Professors Lancelot Coar (architecture), Kim Wiese (environmental design) and Jason Hare (FabLab).
- Two first-year Health Sciences medical students organized a faculty-wide dodgeball tournament and raised \$2,800 in support of Syrian refugees in a Lebanese refugee camp. They are now planning the creation of "health packs" to give to Syrian refugees arriving to Manitoba and fundraisers to support the cost of supplies for these packs.
- The Faculty of Architecture Interior Design Program was recognized in *Azure Magazine* (V.31; No.244; 2015) as one of eight top-ranking programs globally that are shaping the next generation of interior visionaries. Other top-ranked programs were the Royal College of Art, London; Domus Academic, Milan, Italy; Parsons the New School of Design; the New York School of Interior Design; Ryerson University; Université de Montréal; and Savannah College of Art and Design.

RESEARCH MATTERS

- The 2015 Vanier Canada Graduate Scholarships were announced in November, with the University of Manitoba receiving a record four awards. The recipients of these prestigious awards are: Chigbo Arthur Anyaduba (English, Film and Theatre); Ifeanyi D. Nwachukwu (Human Nutritional Sciences); Michael Becker (Biological Sciences); and Jonathan Challis (Chemistry).

Anyaduba is studying representations of genocide and atrocities, understanding how literature and storytelling are important mechanisms for seeking justice, healing and peace in the aftermath of horrendous experiences.

Nwachukwu is investigating how blood pressure-lowering bioactive peptides (BAPs) from flaxseed (a crop of vital economic importance to Canada) are absorbed from the intestines into the blood circulation.

Becker is examining how canola defends itself against crop disease, using laser microdissection and next-generation sequencing to profile defense molecules directly at the site of infection.

Challis is studying the behaviour and effects of organic contaminants such as pesticides and pharmaceuticals in impacted surface waters.

The Vanier Scholarships recognize students who demonstrate leadership skills and a high standard of scholarly achievement in graduate studies in the social sciences and humanities, natural sciences and engineering, and health. Students are nominated by their university. Nominees are evaluated by multi-disciplinary peer-review committees and selected by a board composed of world-renowned Canadian and international experts.

- Dr. Sabine Mai (Physiology/Biochemistry and Medical Genetics/Human Anatomy and Cell Science/Research Institute of Oncology and Hematology, a joint institute of CancerCare Manitoba and the University of Manitoba) was awarded a 2015 Canada's Most Powerful Women: Top 100 Award in the Sun Life Financial Trailblazers and Trendsetters category by the Women's Executive Network (WXN).

Mai established and directs the Genomic Centre for Cancer Research and Diagnosis, a cutting edge and unique molecular imaging facility. Her research focuses on how instability of DNA occurs in cancer cells and has the potential to lead to new tools to diagnose cancer. She uses 3D imaging technologies to identify signs of gene instability. She was the first to introduce the use of super resolution microscopy to Canada and her facility purchased the first commercially available super resolution system in North America.

The Top 100 Awards recognize Canada's strong, fearless female leaders who have become agents of change in reshaping Canadian organizations at the highest levels.

- A delegation of the University of Nairobi visited the University of Manitoba on September 21-23, 2015. Prof. Peter M.F. Mbithi, Vice-Chancellor, University of Nairobi, and Dr. David Barnard renewed a Memorandum of Understanding and five institutional cooperation agreements on student and faculty exchange, student visitation, research collaboration and facilities management cooperation.

Exploratory discussions with deans and professors of many units and tours of laboratories demonstrated a great willingness to build on past successes and expand joint efforts.

Peter Mwaura, Chief Executive Officer of Partners for Health and Development in Africa, the University of Manitoba's non-governmental organization based in Nairobi, accompanied the delegation so that it could support the partnership's existing and new activities and projects enhancing health and well-being of individuals and communities in Africa.

- Four international partnership agreements were recently signed. They are:

Country	Partner Institution	Agreement Type	Initiating Faculty
France	Kedge Business School	Memorandum of Understanding Student Exchange Agreement	I.H. Asper School of Business
Germany	Hochschule RavensWeingarten University of Applied Sciences	Student Exchange Renewal	Engineering
Japan	Doshisha Women's College	English Language Studies & International Programs Agreement	Extended Education
Spain	Escola Tec. Sup. Enginyeria Industrial de Barcelona (ETSEIB) Universitat Politecnica de Catalunya	Student Exchange Renewal	Engineering

- From September through November 2015, the University of Manitoba hosted five visiting delegations. They were:

Country	Delegation	Dates	Hosting Faculty
Canada	German Consul General Walter Stechel and Dr. Alexandra Gerstner, Academic Exchange Service (DAAD), Toronto	Oct. 5, 2015	Arts: German & Slavic Studies
France	Ecole de Management de Normandie-Alexandra Froger	Oct. 22, 2015	I.H. Asper School of Business
France	Melanie Laudriec, Project Manager for International Cooperation, Normandy Region	Oct. 27, 2015	Agricultural & Food Sciences
Ukraine	Dr. Svitlana Arkhypova, Head of Department of Social Work and Social Pedagogy/Director of the Educational & Research Institute of Teacher Education, Social Work, Arts, Bohdan Khmelnytsky National University of Cherkassy	Oct. 22, 2015	Social Work

United Kingdom	Allison Goodings, Canadian High Commission in London, UK	Nov. 26, 2015	International Office
----------------	--	---------------	----------------------

- The Emerging Leaders in the Americas Program awarded a total of \$77,500 to the following students:

Student Name	Country	Duration (months)	Amount Awarded	Dates
Haim, María Sol	Argentina	5 - 6 months	\$10,000	Jan 4 - Jun 30 2016
Fugali, Fábiner de Melo	Brazil	4 months	\$7,500	Sep 2 - Dec 12 2015
Paiva, Denis Valony Martins	Brazil	5 - 6 months	\$10,000	Jan 25 - Jul 24, 2016
Silva, Gustavo	Brazil	5 - 6 months	\$10,000	Sep 1 2015 - Feb 2, 2016
Arroyave, Luisa	Colombia	5 - 6 months	\$10,000	Dec 8, 2015 - Jun 7, 2016
Porras, Andres	Colombia	5 - 6 months	\$10,000	Aug 3, 2015 - Feb 1, 2016
Aroche, Roisbel	Cuba	5 - 6 months	\$10,000	Sep 15, 2015 - Mar 20, 2016
Castro, Cecilia	Peru	5 - 6 months	\$10,000	Jan 9 - Jun 30, 2016

- Sixty-nine researchers, leading 86 projects, were awarded funding from various sponsors totaling \$3,543,287.60. Those projects awarded more than \$25,000 are:

PI	Sponsor	Title	Awarded
Aluko, Rotimi (Human Nutritional Sciences)	NSERC - Engage	Optimization of industrially defatted flaxseed meal fibre digestion to enhance production of commercial-grade protein isolates	\$25,000
Bailis, Daniel (Psychology)	Canada Council for the Arts	Achievement emotions: New directions	\$95,000
Barber, David (Centre for Earth Observation Science)	Laval University	Atmospheric forcing of sea ice motion in free drift (oil and gas partnership)	\$56,720
Bassuoni, Mohamed (Civil Engineering)	NSERC - Engage	Functionality of zinc anodes in repaired concrete structures	\$25,000

Becker, Marissa (Centre for Global Public Health (CGPH))	CIHR	Estimating female sex workers' early HIV risk and the implications for HIV epidemic control: A multi-country observational and mathematical modeling study	\$337,568
Burgener, Adam (Medical Microbiology)	CIHR	Investigating the role of mucosal biomarkers associated with HIV infection risk in the CAPRISA-004 clinical trial	\$100,000
Chochinov, Harvey (Psychiatry)	CancerCare Manitoba	Dignity management in palliative care and the development of the Dignity Caregiving Assessment Scale (DCAS)	\$36,750
Chochinov, Harvey (Psychiatry)	Research Manitoba	Dignity management in palliative care and the development of the Dignity Caregiving Assessment Scale (DCAS)	\$36,750
Cicek, Nazim (Biosystems Engineering)	NSERC - Engage	Reclaiming waste phosphorus from industrial drug manufacturing systems	\$25,000
Dolinsky, Vernon (Pharmacology and Therapeutics)	CIHR	Adiponectin in gestational diabetes and the development origins of disease	\$503,599
El-Salakawy, Ehab (Civil Engineering)	NSERC - Engage	GFRP shear studs for GFRP-RC flat slab- column connections	\$25,000
Gerhold, Kerstin (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Evaluation of a treatment for children and adolescents with chronic (musculoskeletal) pain (start-up funding)	\$30,000
Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Inc.	Control of HVDC links in synchronous and asynchronous AC grids using wide area phase angle measurement	\$30,000
Hayglass, Kent (Dean's Office - Faculty of Medicine)	CIHR	Md/PhD program grant (starting in 2013-14)	\$132,000
Hryshko, Larry (Physiology)	Heart & Stroke Foundation of Manitoba	Mechanistic studies of novel sodium- calcium exchange inhibitors	\$100,000
Jackson, Alan (Internal Medicine)	University Medical Group	Rabies virus - induced mitochondrial dysfunction	\$40,000
Jackson, Alan (Internal Medicine)	Research Manitoba	Rabies virus - induced mitochondrial dysfunction	\$40,000

Janzen, Melanie (Curriculum, Teaching and Learning)	SSHRC	The emotional toll of obligation and teachers' disengagement with the profession	\$64,220
Keynan, Yoav (Internal Medicine)	Association of Medical Microbiology and Infectious Disease Canada (AMMI)	Emmonsiosis: Optimizing diagnostics, and an investigation into risk factors and burden of disease	\$70,000
Keynan, Yoav (Internal Medicine)	University of British Columbia	Assessment of the effect of geographical distance between Canadian HIV-infected individuals and their care providers on treatment adherence and virologic suppression	\$55,000
Kulchyski, Peter (Native Studies)	Mitacs Inc.	Learning from our kogums (Grandmothers): Integrating participatory video as a tool to share knowledge through OPCN's ithinto mechisowin program	\$30,000
Leslie, William (Internal Medicine)	Research Manitoba	Improving assessment of fracture risk with DXA-based finite element modeling: Large-scale technical and clinical validation	\$65,000
Mai, Sabine (Physiology & Pathophysiology)	Mitacs Inc.	Circulating tumor cells (CTC) telomeric analysis of pre-treatment and post-treatment high risk prostate cancer patients: A look at prognostic variability and treatment responsive elements	\$30,000
Mansouri, Behzad (Internal Medicine)	University Medical Group	Visual functional connectivity in amblyopia before and after binocular and/or TMS treatment	\$26,000
Martin, Donna (Nursing)	CIHR	A critical ethnography examining Little Saskatchewan First Nation community members' experiences of induced displacement: Promoting Pimachiwiin	\$100,000
McGavock, Jonathan (Pediatrics and Child Health)	CIHR	Muscle strength and myokines: New risk factor to be considered among overweight youth	\$135,000
McGavock, Jonathan (Pediatrics and Child Health)	University of British Columbia	Muscle strength and myokines: Novel factors for metabolic disease in overweight youth	\$30,000

McKenna, Sean (Chemistry)	Research Manitoba	Investigating the regulatory role of an RNA-quadruplex helicase, RHAU, on telomerase activation	\$65,000
McPhail, Deborah (Community Health Sciences)	CIHR	Reproducing stigma: Obesity and women's experiences of reproductive care	\$230,130
Mundy, Christopher (Centre for Earth Observation Science)	Dalhousie University	Observing and responding to pressures on Arctic marine ecosystem services	\$45,000
Paliwal, Jitendra (Biosystems Engineering)	NSERC - Engage	Production of gluten-free oat products using a novel near infrared sorting technique	\$25,000
Rockman-Greenberg, Cheryl (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Comparison of the effect of a novel starch (Glycosade) versus gastronomy tube-dextrose infusion on overnight euglycaemia control in children with glycogen storage disease type 1: Open label demonstration trial	\$26,498
Ruth, Douglas (Mechanical and Manufacturing Engineering)	NSERC - Engage	Resolving disagreements in porosity and permeability values in core analysis data for the montney formation	\$25,000
Scanlon, Martin (Food Science)	NSERC - Engage	Stabilization mechanisms of organic high protein functional drinks	\$25,000
Shafai, Cyrus (Electrical and Computer Engineering)	NSERC - Engage	Development of an MEMS based proximity voltage sensor with no voltage reference	\$25,000
Slater, Joyce (Human Nutritional Sciences)	Heart & Stroke Foundation of Manitoba	Identifying critical food literacy competencies for preventing obesity in Manitoba youth: A delphi study	\$77,552
Tallman, Ross (Biological Sciences)	Nunavut Offshore Allocations Holder Association	Information to support arctic char fishery development in Nunavut	\$30,000
Tomy, Gregg (Chemistry)	NSERC - Engage	Sorption and desorption of crude oil components from highly absorptive medium	\$25,000
Ursel, Jane (RESOLVE (Research & Education for Solutions to Violence))	University of Western Ontario	Canadian domestic homicide prevention initiative for vulnerable populations	\$136,250

Whyard, Steven (Biological Sciences)	NSERC - Engage	Delivery of RNA molecules to mosquito larvae for species-specific control	\$25,000
Wicklow, Brandy (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Genetic and environmental influences on development of type 2 diabetes in childhood: The next generation longitudinal birth cohort	\$50,000
Yao, Xiao-Jian (Medical Microbiology)	Canadian Foundation for AIDS Research (CANFAR)	Investigation of a role of PKC412 in reactivating HIV latency and underlying mechanisms	\$25,000

ADMINISTRATIVE MATTERS

- The Office of Sustainability worked with Manitoba Hydro to create a 60-second television commercial on Power Smart initiatives at the University of Manitoba. Energy saving projects undertaken in partnership with Hydro that save the University over \$5M each year are profiled. The piece features faculty and students from Migizii Agamik – Bald Eagle Lodge, Kinesiology & Recreation Management/Active Living Centre, Desautels Faculty of Music/Taché Hall, School of Art/ARTLab and Faculty of Engineering/EITC, as well as staff from the Central Energy Plant. Associate Vice-President (Administration) Andrew Konowalchuk acts as spokesperson. The piece is airing now on CBC and will also show on CTV and Global and has been uploaded to <https://www.youtube.com/watch?v=IPXNiC5MwUE>.
- AESES bargaining concluded on a very positive note, with 91% of the membership voting in favour of the 4-year deal which provides increases of 1.5%, 1%, 1.5% and 2%.
- On January 7, 2016 the CUPE Sessional unit ratified a 3-year deal, September 2015-August 2018, with increases of 1.5%, 1% and 1.5%. We achieved a major overhaul of the Right of First Refusal (RFR) provisions, which will make these provisions much easier for departments to implement, and will ultimately be automated by Human Resources.
- Art Lab and H2Office (Smart Park) were recently awarded the Premier's Award for Design Excellence.

EXTERNAL MATTERS

- For the period of April 1, 2014 to December 11, 2015, the University has raised \$100,565,918.48 for the 2015/2016 fiscal year. As of this date, we have raised \$79.7 million more in our current fiscal year, as compared to last fiscal year.
- To date, we have raised \$374,486,846 towards our \$500 million goal for the Front and Centre campaign, which includes the commitment of \$150 million from the Province of Manitoba.

- Significant gifts and activities in the last reporting period include:
 - The inaugural Seniors Alumni Learning for Life Program ran between October 1 and November 19, providing an exclusive opportunity for alumni 60+ years of age to explore new ideas, and hear from professors, researchers and fellow alumni who are innovators in their field. The program was so well-received, and in such high demand, that a second series is already being developed for early next year.
 - The 2016 Distinguished Alumni Awards Selection Panel met on November 9 to review the 49 nominations received and select the 2016 recipients. Their names will be revealed on February 29, 2016 when the official public announcement takes place. The Distinguished Alumni Awards Celebration of Excellence will be held on Thursday, May 5, 2016 at the Winnipeg Art Gallery.
 - Regional Front and Centre campaign launch events were held in Toronto, Calgary, Victoria and Vancouver between November 19 and December 8, 2015. This was a valuable opportunity to meet and visit with more than 300 alumni and friends living across Canada and share Front and Centre: The Campaign for the University of Manitoba.
 - Mr. Bryce Douglas made a \$2 million gift to transform the Bryce Douglas Professorship in Finance into a research chair.
 - The Waugh Family Foundation made a gift of \$2M for an MS research chair and MS research fund.
 - The Murphy Foundation made a gift of \$2M for grad student support and Indigenous achievement in the Faculty of Agricultural and Food Sciences.
 - Nick Logan and Christine Skene and family have donated \$100,000, with the specific designation to be determined.
 - Dr. Douglas MacEwan made a gift of \$100,393.70 to the Douglas & Elizabeth MacEwan Bursary.
- RBC Financial Group campaign gift announcement was held January 25, 2016, at the University of Manitoba Bannatyne Campus.
- Justin Trudeau officially became Canada's 23rd Prime Minister on November 4th, 2015 and announced his Cabinet of which two Manitoba Members of Parliament received ministerial appointments: MaryAnn Mihychuk, Minister of Employment, Workforce Development and Labour (MP, Kildonan-St. Paul), and Jim Carr MP (Winnipeg South Centre), Minister of Natural Resources. The Office of Government and Community Engagement has been working to secure meetings with new ministers and MPs.
- David Barnard, President and Vice-Chancellor met with Mayor Brian Bowman for an informal lunch to discuss the Front and Centre campaign and Indigenous achievement. The University of Manitoba is exploring ways in which it can work collaboratively with the City of Winnipeg to address issues of racism and reconciliation.
- David Barnard, President and Vice-Chancellor, Paul Kochan, Vice-President (Administration), and Tyler MacAfee, Director, Government and Community Engagement, met with Greg Dewar, Minister of Finance, on November 23rd, 2015 to discuss the Front and Centre campaign and the University of Manitoba fiscal pressures as part of an annual pre-budget discussion with the provincial government.

- As part of Government and Community Engagement's plan with the Liberal government to ensure that new Manitoba MPs (and ministers) are well-informed of the University of Manitoba's strategic initiatives and how they can serve as champions in Ottawa, David Barnard, President and Vice-Chancellor, John Kearsey, Vice-President (External), Digvir Jayas, Vice-President (Research and International), and Tyler MacAfee met with Robert-Falcon Ouellette, MP, Winnipeg Centre. This was also an opportunity to inform Mr. Ouellette of community engagement and outreach activities at the Bannatyne campus which is in his riding.

A similar meeting was held between David Barnard, John Kearsey, Digvir Jayas and Tyler MacAfee with Terry Duguid, MP, Winnipeg South. In addition to the core key messages about the value of the University of Manitoba in the community and its role as an economic driver, the discussion also included the role that the University of Manitoba plays in Winnipeg South.

- John Kearsey, Vice-President (External), Paul Soubry, Front and Centre Campaign Chair, and Tyler MacAfee met with members of the provincial Conservative caucus to discuss the Front and Centre campaign, the University of Manitoba's role as an economic driver, and our current fiscal situation. Conservative caucus members included: Heather Stefanson, MLA for Tuxedo and Critic for Jobs and the Economy; Wayne Ewasko, MLA for Lac du Bonnet and Critic for Education and Advanced Learning; Cameron Friesen, MLA for Morden-Winkler and Critic for Finance; and Cliff Cullen, MLA for Spruce Woods and Critic for Mineral Resources.
- On December 14, 2015, David Barnard, Digvir Jayas, Tyler MacAfee, and Christine Cyr, Director, Indigenous Student Centre, met with MaryAnn Mihychuk, Minister of Employment, Workforce Development and Labour (MP, Kildonan-St. Paul) to discuss how the University of Manitoba can assist the Minister in meeting the goals and objectives outlined in her ministerial letter. In particular, the discussion focused on Indigenous achievement, co-op opportunities for students, and jobs for university graduates.

January 20, 2016

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 Brenda Austin-Smith will be the Speaker for the Executive Committee for the February meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

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

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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

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

Observation

At its meeting of December 7, 2015, the Senate Committee on Awards reviewed three new offers and one amended offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated December 7, 2015).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve three new offers and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated December 7, 2015). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

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

SENATE COMMITTEE ON AWARDS

Appendix A December 7, 2015

1. NEW OFFERS

Dr. Harry Dodge Morse Scholarship

In honour of Dr. Harry Dodge Morse, The Honourable Peter Morse established an endowment fund at the University of Manitoba with a gift of \$40,000 in 2015. The purpose of the scholarship is to recognize students entering postgraduate studies in Urology. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to a student who:

- (1) is Indigenous (Status, Non-Status, Métis, Inuit);
- (2) has completed the requirements for the Doctor of Medicine (M.D.) degree, in the College of Medicine at the University of Manitoba;
- (3) has been ranked the highest in the selection process for admission to the postgraduate program in Urology;
- (4) enrolls full-time, in the next academic session, as a Urology Resident in the Postgraduate Medical Education (PGME) program, in the College of Medicine at the University of Manitoba.

The ranking for criterion (2) will be based on the advice of the Undergraduate Clerkship Leader of Urology and the Program Director of the Urology Residency Program.

If there are no students who meet all of the criteria, the award may be offered to a student who otherwise meets criteria (2) through (4).

The Dean of the College of Medicine (or designate) will name the selection committee for this scholarship, which will include the Undergraduate Clerkship Leader of Urology (or designate) and the Postgraduate Program Director of the Urology Residency Program (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.

(Attachment I)

Lafarge Engineering Access Program (ENGAP) Scholarship

Lafarge established an endowment fund at the University of Manitoba in 2015 with a gift of \$125,000. The purpose of the fund is to provide scholarships to Indigenous undergraduate students pursuing studies in Civil Engineering through the Engineering Access Program (ENGAP) in the Faculty of Engineering. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is a member of ENGAP;
- (2) is enrolled full-time (minimum 80% course load) in the second, third or fourth year of study in the Bachelor of Science in Engineering (Civil) degree program;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has demonstrated volunteerism and community service.

Candidates will be required to submit an application that includes a statement (maximum 500 words) and one letter of reference, both indicating how they meet criterion (4).

In any given year, if there is no student who meets all of the criteria, the award may be offered to a student enrolled in a minimum of six credit hours in the Internationally Educated Engineers Qualification (IEEQ) – Post Baccalaureate Diploma Engineering Program, and is in good standing as determined by the Director of the IEEQ Program.

Each year, the scholarship recipient will be offered a work placement with Lafarge.

The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering and will include the Director of the ENGAP (or designate), a representative from Lafarge, and (if necessary) the Director of the IEEQ Program (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.

(Attachment II)

Lount Bursary for Indigenous Students

The Graham C. Lount Family Foundation Inc. has established an endowment fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative have made contributions to this fund. The purpose of the fund is to support Indigenous students at the University of Manitoba. Beginning in the 2016-2017 academic year, the available annual income from the fund will be used to offer one or more bursaries to students who:

- (1) are Indigenous (Status, Non-Status, Métis, Inuit);
- (2) are enrolled either:
 - (a) full-time (minimum 60% course load) in any year of the Bachelor of Environmental Design program in the Faculty of Architecture at the University of Manitoba; or
 - (b) full-time in the Master of Architecture program in the Faculty of Graduate Studies at the University of Manitoba;
- (3) have achieved either:
 - (a) as an undergraduate student, a minimum degree grade point average of 2.5; or
 - (b) as a graduate student, a minimum grade point average of 3.0 in the previous 60 credit hours (or equivalent) of study;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

If in any year there are no applicants who meet the 4 criteria above, the bursary will be awarded to one or more students who are enrolled full-time in either the Master of City Planning, Master of Interior Design, or the Master of Landscape Architecture programs in the Faculty of Graduate Studies at the University of Manitoba provided that they meet criteria (1), (3) (b), and (4). If there are still no students who have met these criteria, the bursary will be awarded to one or more students who are enrolled full-time (minimum 60% course load for undergraduate students) in any faculty or school at the University of Manitoba provided that they meet criteria (1), (3), and (4).

The preference of the donor is that bursaries be valued at \$5,000 each. However, the selection committee will have the discretion to determine the number and value of individual bursaries, depending on the level of financial need demonstrated by applicants and the annual income from the fund that is available. Students are eligible to receive this bursary more than once as long as they meet the criteria.

The selection committee will be named by the Dean of the Faculty of Architecture (or designate). In the event that there are no recipients from the Faculty of Architecture, the selection committee will be named by the Director of Financial Aid and Awards (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.

(Attachment III)

2. AMENDMENTS

Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship

The following amendments have been made to the terms of reference for the Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship:

- The title of the award was changed to: *Manitoba Liquor & Lotteries Lloyd LeVan Hall Memorial Scholarship*.
- All references to the name "The Manitoba Lotteries Corporation" have been replaced with the name "The Manitoba Liquor & Lotteries Corporation".
- All references to the term "Aboriginal" were replaced with the term "Indigenous".
- The annual application deadline of November 1st was removed.

(Attachment IV)

November 17, 2015

Dr. Philip Hultin
 Chair, Senate Committee on Awards
 c/o Mandy Laing,
 Awards Establishment/Selection Coordinator
 420 University Centre
 University of Manitoba

RE: Dr. Harry Dodge Morse Scholarship

Dear Dr. Hultin,

The College of Medicine supports the establishment of the Dr. Harry Dodge Morse Scholarship.

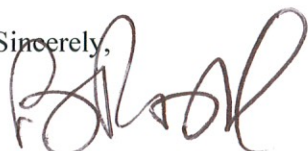
In the Fall Term of 2014, the College's self-declared Indigenous student population in the Postgraduate Medical Education (PGME) program was 2.0% of total PGME enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%.

Indigenous student enrolment data for the past five years in the PGME program in the College of Medicine is provided for context in the table below.

Year (Fall Term)	Number of Aboriginal Students	Total Students	% Aboriginal Students
2014	13	640	2.0
2013	9	648	1.4
2012	7	605	1.2
2011	6	582	1.0
2010	8	489	1.6

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the College of Medicine the opportunity to recruit, support and retain under-represented students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,



Brian Postl, MD
 Dean of Medicine, Dean & Vice-Provost (Health Sciences)
 University of Manitoba



UNIVERSITY OF MANITOBA | Faculty of Engineering
Office of the Dean

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

November 20, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
420 University Centre
University of Manitoba

Dear Dr. Hultin:

RE: Lafarge Engineering Access Program (ENGAP) Scholarship

The Faculty of Engineering supports the establishment of the Lafarge Engineering Access Program (ENGAP) Scholarship.

In the Fall Term of 2014, the Faculty's self-declared Indigenous student population was 5.6% of total enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%.

Indigenous student enrolment data for the past five years in the Faculty of Engineering is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2014	92	1,653	5.6
2013	84	1,644	5.1
2012	81	1,479	5.4
2011	77	1,309	5.9
2010	72	1,259	5.7

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This bursary will provide the Faculty of Engineering the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Beddoes". The signature is fluid and cursive, with the first name "J." and last name "Beddoes" clearly distinguishable.

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



UNIVERSITY
OF MANITOBA

Faculty of Architecture

Architecture
City Planning
Environmental Design
Interior Design
Landscape Architecture

Office of the Dean
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-6433
Fax (204) 474-7532

November 26, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Tyler Kroeker, Awards Establishment/Selection Coordinator
422 University Centre
University of Manitoba

RE: Lount Bursary for Indigenous Students

Dear Dr. Hultin,

The Faculty of Architecture supports the establishment of the Lount Bursary for Indigenous Students.

With respect to graduate students, the Office of Institutional Analysis can confirm that each year, beginning in the 2011-2012 academic year, the percentage of self-declared Canadian Indigenous students at the graduate level in the Faculty of Architecture at the University of Manitoba has been less than the Fall 2015 University of Manitoba Indigenous student population average of 7.3%.¹ Because the low enrolment statistics for self-declared Canadian Indigenous students at the graduate level in the Faculty of Architecture have the potential to identify individual students, the University has chosen not to make these numbers publicly available in this document in order to ensure that student privacy is maintained.

With respect to undergraduate students, in the Fall Term of 2015, the Faculty of Architecture's self-declared Indigenous undergraduate student population was 6.9% of undergraduate enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%. Indigenous student enrolment data for the past five years in the Faculty of Architecture is provided for context in the table below.

Year (Fall Term)	Number of Undergraduate Indigenous Students in the Faculty of Architecture	Total Undergraduate Students in the Faculty of Architecture	% Indigenous Students
2015	21	303	6.9%
2014	15	283	5.3%
2013	14	303	4.6%
2012	14	308	4.5%
2011	14	306	4.6%

¹ The University of Manitoba's Office of Institutional Analysis, *Canadian Indigenous Students by Faculty/College/School*, cited November 25, 2015.

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This bursary will provide the Faculty of Architecture the opportunity to recruit, support, and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in black ink that reads "J. Beddoes". The signature is written in a cursive, slightly slanted style.

Dr. Jonathan Beddoes
Interim Dean, Faculty of Architecture

JB/pa



UNIVERSITY
OF MANITOBA

Enrolment Services

Financial Aid & Awards
422 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9531
Fax (204) 474-7543
awards@umanitoba.ca

November 26, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Tyler Kroeker, Awards Establishment/Selection Coordinator
422 University Centre
University of Manitoba

RE: Lount Bursary for Indigenous Students

Dear Dr. Hultin,

The Financial Aid and Awards office supports the establishment of the Lount Bursary for Indigenous Students.

In the Fall Term of 2015, the University of Manitoba's Indigenous undergraduate student population was 7.8% of total enrolment, compared to Manitoba's Indigenous population in 2011 of 16.7%.¹

Undergraduate Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.²

Year (Fall Term)	Number of Indigenous Undergraduate Students at the University of Manitoba	Total Undergraduate Students at the University of Manitoba	% Indigenous Students
2015	1,974	25,460	7.8%
2014	1,997	25,298	7.9%
2013	1,973	25,363	7.8%
2012	1,930	24,996	7.7%
2011	1,876	24,347	7.7%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This bursary will provide the opportunity to recruit, support, and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

Jane Lastra, Director
Financial Aid and Awards

STUDENT
AFFAIRS

creating opportunities for student success

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Inuit and Métis, National Household Survey, 2011*, Catalogue no. 99-011-X2011001. Cited November 26, 2015 on Employment and Social Development Canada website: <http://well-being.esdc.gc.ca/mismc-jowb/3ndic.lt4r@-eng.jsp?iid=36>

² The University of Manitoba's Office of Institutional Analysis. *Aboriginal Peoples in Manitoba: School Series*. Cited November 26, 2015. umanitoba.ca/student



Asper School of Business

November 16, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Tyler Kroeker, Awards Establishment/Selection Coordinator
422 University Centre
University of Manitoba

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone 204-474-9712
Fax 204-474-7928
Email: Dean_Asperschool@UManitoba.ca

RE: Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship

Dear Dr. Hultin,

The I.H. Asper School of Business supports the amendment of the Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship.

In the Fall Term of 2014, the I.H. Asper School of Business' self-declared Indigenous student population was 3.6% of total enrolment, compared to the University of Manitoba Indigenous student population average of 7.2%.

Indigenous student enrolment data for the past five years in the I.H. Asper School of Business is provided for context in the table below.¹

Year (Fall Term)	Number of Indigenous Students in the I.H. Asper School of Business	Total Students in the I.H. Asper School of Business	% Indigenous Students
2014	63	1753	3.6%
2013	55	1752	3.1%
2012	59	1742	3.4%
2011	62	1698	3.7%
2010	62	1604	3.9%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This scholarship will provide the I.H. Asper School of Business the opportunity to recruit, support, and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

Michael Benarroch

¹ The University of Manitoba's Office of Institutional Analysis. Cited November 16, 2015



Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to revise the admission regulations for the Bachelor of Education program (2015.12.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Education is proposing a change to the AGPA calculation used for admission to the B.Ed. program.
3. The proposal was approved by the Faculty of Education Council on November 16th, 2015 and was endorsed by SCADM on December 17th, 2015.

Observations:

1. The B.Ed. application process includes the use of an Adjusted GPA (AGPA) as part of the admission score. Currently, the “pass/fail” or “satisfactory” grades are not used in the calculation of this AGPA.
2. Excluding “fail” grades from the AGPA can result in students who have received “fail” grades having a stronger AGPA than those students who have not.
3. The proposal states that for the purposes of calculating the Adjusted Grade Point Average (AGPA) for Admission to the B.Ed. program, only ‘pass’ or ‘satisfactory’ grades be excluded.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to revise the admission regulations for the Bachelor of Education program be approved effective for the September, 2017 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

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



UNIVERSITY
OF MANITOBA

Faculty of Education
Office of the Dean

223 Education Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9001
Fax (204) 474-7551
dean_education@umanitoba.ca
www.umanitoba.ca/education

DATE: November 30, 2015

TO: Mr. Jeff Leclerc, University Secretary
Ms Shannon Coyston, Academic Specialist

FROM: Dr. David Mandzuk, Chair, Faculty of Education Council

RE: Motion for Senate

CC: Drs. Richard Hechter and Thomas Falkenberg, Senators
Dr. Melanie Janzen, Chair, CITEP
Ms Tara Baxter, Committee Secretary, CITEP
Ms Louise Graham, Coordinator (Graduate & PBDE Student Services)
Ms Desiree Kennedy, Coordinator (Undergraduate Programs)

The following motions were passed by the CITEP (Committee on Initial Teacher Education Programs) [on October 19, 2015] and subsequently by Faculty of Education Council [on November 16, 2015]. Please forward these motions to the Senate Committee on Admissions for consideration at their next meeting.

MOTION 1: *THAT for the purposes of calculating the Adjusted Grade Point Average (AGPA) for Admission to the B.Ed. program, only 'pass' or 'satisfactory' grades be excluded.*

Rationale: The B.Ed. application process includes the use of the Adjusted GPA (AGPA) as part of the admission score. Currently, the "pass/fail" or "satisfactory" grades are not used in the calculation of this AGPA. However, not including "fail" grades in the AGPA can result in students who have received "fail" grades having a stronger AGPA than those students who have not.ⁱ

ⁱ Please see **Appendix 1** for a theoretical case scenario, which illustrates the impact of the current regulations on students' Adjusted GPA (AGPA).

CURRENT REGULATION IN ADMISSIONS (Faculty of Education - Applicant Information Bulletin)

Section 4: Selection Process

1. GPA Assessment (forty-five points)

Calculation of the Adjusted Grade Point Average (AGPA)

The Grade Point Average (GPA) is calculated on the most recent 30 credit hours completed by February 1, 2016. Your most recent 30 credit hours is calculated by going back term by term until 30 credit hours for which an alpha/numeric grade has been assigned, has been reached. The most recent coursework does not need to include teachable and/or breadth courses. Full session courses count as part of Winter term grades. If the last term selected contains more credit hours than required to reach 30 credit hours we will use the Term GPA and apply it to the required amount to reach 30. For example, if the last term selected has 18 credit hours with a term GPA of 2.68 and only 6 credit hours are required, then 6 credit hours will be used with a grade of 2.68. If it is not possible to clearly identify coursework by term (former U of M reporting system) a Sessional GPA will be applied to the number of credit hours required. All coursework within the most recent 30 credit hours will be included. This includes both repeated and failed coursework.

Courses graded 'Satisfactory', 'Pass/Fail', or International Baccalaureate (IB) and Advanced Placement (AP) courses that have been awarded as transfer of credit will be used within the teachable courses, but excluded from the GPA calculation.

Courses completed as part of a graduate program may be used to fulfill teachable requirements where grades are available by February 1, 2016. These grades will also be included in the GPA calculation.

REVISED REGULATION IN ADMISSION (Faculty of Education – Applicant Information Bulletin)

Section 4: Selection Process

1. GPA Assessment (forty-five points)

Calculation of the Adjusted Grade Point Average (AGPA)

The Grade Point Average (GPA) is calculated on the most recent 30 credit hours completed by February 1, 2016. Your most recent 30 credit hours is calculated by going back term by term until 30 credit hours for which an alpha/numeric grade has been assigned, has been reached. The most recent coursework does not need to include teachable and/or breadth courses. Full session courses count as part of Winter term grades. If the last term selected contains more credit hours than required to reach 30 credit hours we will use the Term GPA and apply it to the required amount to reach 30. For example, if the last term selected has 18 credit hours with a term GPA of 2.68 and only 6 credit hours are required, then 6 credit hours will be used with a grade of 2.68. If it is not possible to clearly identify coursework by term (former U of M reporting system) a Sessional GPA will be applied to the number of credit hours required. All coursework within the most recent 30 credit hours will be included. This includes both repeated and failed coursework.

Courses graded 'Satisfactory' or 'Pass' will be used within the teachable courses, but excluded from the GPA calculation. International Baccalaureate (IB) and Advanced Placement (AP) will follow the University of Manitoba regulations and will be calculated if part of the above mentioned 30 credit hours.

Courses completed as part of a graduate program may be used to fulfill teachable requirements where grades are available by February 1, 2016. These grades will also be included in the GPA calculation.

ADDITIONAL REGULATION IN UNIVERSITY CALENDAR

2.2 Admission Requirements for Integrated Bachelor of Music/Bachelor of Education Degrees

All applicants must have successful completion of second year prescribed coursework (see 4.2 Integrated Music/Education program chart below) in the Desautels Faculty of Music. A minimum Degree Grade Point Average (DGPA) of 2.50 and be in good academic standing by May 1st of the year of application is required for admissions. In addition, the writing skills exercise and references (as indicated in 2.4 below) are required. Courses graded 'Satisfactory' or 'Pass' will be used within the teachable courses, but excluded from the GPA calculation. International Baccalaureate (IB) and Advanced Placement (AP) will follow the University of Manitoba regulations and will be calculated if part of the above mentioned degree credit hours.

2.3 Other Admission Requirements for After-Degree Bachelor of Education

Minimum admission GPA for consideration: 2.50 on university coursework with a minimum grade of "C" in each teachable major/minor course and in breadth component coursework, if required. The admission GPA is calculated on the most recent 30 credit hours of university coursework available at February 1 of admission year. Courses graded 'Satisfactory' or 'Pass' will be used within the teachable courses, but excluded from the GPA calculation. International Baccalaureate (IB) and Advanced Placement (AP) will follow the University of Manitoba regulations and will be calculated if part of the above mentioned 30 credit hours.

APPENDIX 1: Theoretical Case Scenario

EXAMPLE with CURRENT REGULATION: This example illustrates the impact of the current regulations on students' Adjusted GPA (AGPA) (most recent 30 credit hours). In this scenario, Student A has zero "F" grades yet has a lower AGPA (2.5) than Student C who has one "F" grade (2.65). Student B who has one "P" grade has the same AGPA (2.65) as the current with one "F" grade.

Student A: has zero "F" grades in the most recent 30 hours.		Student B: has one "P" grade in the most recent 30 hours. Because the "P" grade is not used, a grade from a previous session must be used to make 30 credit hours.		Student C: has one "F" grade in the most recent 30 hours. Because the "F" grade is not used, a grade from a previous session must be used to make 30 credit hours.	
A	12	A	12	A	12
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	P	-	F	-
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
	75		79.5		79.5
AGPA	2.5	AGPA	2.65	AGPA	2.65

EXAMPLE with REVISED REGULATION: This example illustrates the impact of the revised regulations on students' Adjusted GPA (AGPA) (most recent 30 credit hours). In this scenario, Student A has zero "F" grades and has a higher AGPA (2.5) than Student C who has one "F" grade (2.25). Student B who has one "P" grade uses a grade from a previous session and has a higher AGPA (2.65) than Student C who has one "F" grade.

Student A: has zero "F" grades in the most recent 30 hours.		Student B: has one "P" grade in the most recent 30 hours. Because the "P" grade is not used, a grade from a previous session must be used to make 30 credit hours.		Student C: has one "F" grade in the most recent 30 hours and the "F" grade is used to make 30 credit hours.	
A	12	A	12	A	12
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	P	-	F	0
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
C+	7.5	C+	7.5	C+	7.5
	75		79.5		67.5
AGPA	2.5	AGPA	2.65	AGPA	2.25

Report of the Senate Committee on Academic Dress

Preamble

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html

wherein the Committee is charged with the responsibility to recommend to Senate on the colours of the linings of hoods for new degrees, and to approve each type of dress supplied to graduands with respect to quality of materials and colours.

The Committee met on January 11, 2016 and considered the request to sanction the Indigenous graduation stole as an acceptable addition to the academic regalia worn by graduands at convocation.

Observations

1. The Annual Traditional Graduation Pow Wow honours and commemorates the academic achievements of First Nation, Métis and Inuit students. A specially designed stole is presented to all Indigenous graduands who attend the Pow Wow.
2. The stole's main colour is purple, a colour of balance created by the blending of blue and red. In traditional teachings, women are represented by the colour blue (the colour of water) and men are represented by the colour red (the colour of fire). The yellow, red, white and blue ribbons represent the official traditional colours of Migizii Agamik that were determined through a traditional naming ceremony. The University's name and logo at the nape of the stole links the University to its Indigenous graduates and signifies the University's connection to their achievements.
3. The Senate Committee on Academic Dress received a request that the Indigenous graduation stole be officially recognized as an acceptable addition to the academic attire worn by graduands at convocation.
4. The Committee noted that the University's Strategic Plan for 2015-2020 included goals to "celebrate achievements by Indigenous faculty, staff students, alumni and community partners" and to "weave Indigenous knowledge, cultures and traditions into the fabric of our University".
5. In addition, the Committee will develop general guidelines regarding appropriate regalia to be worn at convocation ceremonies, which guidelines will be posted on the University's convocation website.

Recommendations

The Senate Committee on Academic Dress recommends:

THAT Senate approve the Indigenous graduation stole presented to First Nation, Métis and Inuit students at the Annual Traditional Graduation Pow Wow as an acceptable addition to the academic regalia worn by graduands at convocation.

Respectfully submitted,

Prof. Paul Hess, Chair
Senate Committee on Academic Dress

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

Report of the Senate Committee on Academic Dress

Preamble

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html

wherein the Committee is charged with the responsibility to recommend to Senate on the colours of the linings of hoods for new degrees, and to approve each type of dress supplied to graduands with respect to quality of materials and colours.

The Committee met on January 11, 2016 and considered a stole colour for the Diploma in Population Health.

Observations

The stole colours suggested for the Diploma in Population Health were bougainvillea (dark lavender) with a drizzle (grey) chevron. These colours were chosen to match the existing academic dress for the Master of Public Health. The Faculty of Graduate Studies is in support of the proposal.

Recommendations

The Senate Committee on Academic Dress recommends:

THAT Senate approve a stole for the Diploma in Population Health, which is bougainvillea (dark lavender) in colour with a drizzle (grey) chevron.

Respectfully submitted,

Prof. Paul Hess, Chair
Senate Committee on Academic Dress

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

Report of the Senate Committee on Appeals RE: Recommendation to Change the Composition of the Committee

Preamble:

1. The terms of reference for the Senate Committee on Appeals are found on the website at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committ_ees/493.html

The policy and procedures for the Senate Committee on Appeals are found on the website at: http://umanitoba.ca/admin/governance/governing_documents/students/senate_committ_ee_on_appeals_policy.html

2. At its meeting on November 26, 2015, the committee considered a recommendation from the Chair of the Senate Committee on Appeals that the composition of the Committee be changed.

Observations:

1. The Committee consists of 18 members from which panels are selected to convene for the purpose of determining its jurisdiction; determining the Appellant's standing and whether there are grounds of appeal; or hearing appeals. Currently the number of members is not sufficient to meet the demands placed on the Committee.
2. Another Vice-Chair is required to handle appeals the Chair or current Vice Chair are ineligible to hear.
3. Significant scheduling issues currently exist resulting in small panel sizes, panel member fatigue, and some delays in scheduling.
4. Defining more specifically student membership will ensure that there is broad representation on the Committee and limits the potential for conflicts of interest.

Recommendation:

The Senate Committee on Appeals recommends THAT:

Senate approve the following changes to the composition of the Senate Committee on Appeals, in the terms of reference and in the policy:

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

1. One (1) member holding academic appointment in the University appointed Chair for a three (3) year term by the Senate Executive Committee

2. ~~One (1)~~Two (2) members of the Committee, from those academic members appointed by Senate, to be appointed as Vice-Chairs by the Senate Executive Committee for a three (3) year term. The Vice-Chairs shall not be from the same Faculty or School as either the Chair or each other

3. Three (3) members from amongst Deans of Faculties or Colleges and Directors of Schools appointed by the President (considered academic members for the purpose of the Policy and Procedures)

4. ~~Three (3)~~Five (5) members of Senate, holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate

5. ~~Four (4)~~Six (6) members holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate

6. The President of UMSU (or designate)

7. Four (4) undergraduate students from different Faculties or Schools and two (2) graduate students nominated by the Senate Committee on Nominations and appointed by Senate

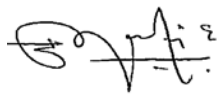
8. One (1) academic member appointed by Université de Saint-Boniface and one (1) student appointed by Université de Saint-Boniface

Respectfully submitted,

Professor Archie McNicol, Chair
Senate Committee on Appeals

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: December 14, 2015

SUBJECT: Periodic Review of Research Centres and Institutes: Manitoba Centre for Nursing
and Health Research

According to the Policy on *Research Centres, Institutes, and Groups*, research centres and institutes will undergo reviews approximately every five years. The Manitoba Centre for Nursing and Health Research has requested an extension for the review of the Institute.

The Senate Committee on University Research, at its December 10, 2015 meeting, moved to recommend the Institute continue in its present form until March 2017.

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

Thank you.

Thank you.

DSJ/nis

Cc: Beverly O'Connell, Dean, College of Nursing

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

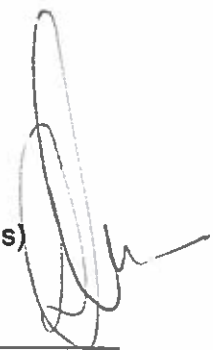


UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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

Date: January 11, 2016
To: David Barnard, President and Vice-Chancellor
From: David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Subject: **Withdrawal Policy changes**



Further to the recent discussions at the January meeting of Senate about the proposed suite of Withdrawal Policy changes, the following motion was passed:

THAT the Report of the Senate Committee on Instruction and Evaluation concerning the Revisions to Withdrawal Policies and Associated Changes be referred back to Senate Executive, with an understanding the (i) proponents of the policy revisions would remove the provision of Limited Access from the documents, for consideration at the February Senate meeting, and (ii) that there would be further discussion of the limited Access provision.

Unfortunately, subsequent to the Senate meeting, in consultation with the Registrar, I have come to the conclusion that the Limited Access provision cannot be removed from the withdrawal policies without compromising the integrity of the proposed revisions. Independent of Limited Access, the proposed changes provide adequate safeguards against the over use of course repeats; however, the safeguards controlling VWs are not sufficient to deter some of the unanticipated practices we have previously observed. On the contrary, without the Limited Access provision it is possible that we may see VWs being used as a substitute for course repeats.

Rather than make the changes requested above, I would propose exploring the possibility of a limited duration Limited Access provision, and returning to SCIE as soon as feasible with a modified proposal—I have discussed this with Rebecca Kunzman, the UMSU Vice-President Advocacy, and proposed consulting with UMSU once a new proposal has been developed. At this stage we are exploring the Banner infrastructure for a means to automate a timed implementation of Limited Access, without having to resort to costly system modifications. In the absence of an automated solution we will explore a manual override option.

I apologize for the confusion in this regard.

cc. Jeff Leclerc, University Secretary