

V QUESTION PERIOD

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

**VI CONSIDERATION OF THE MINUTES
OF THE MEETING OF FEBRUARY 3, 2016**

VII BUSINESS ARISING FROM THE MINUTES - none

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

1. Reports of the Senate Executive Committee

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b) [March 23, 2016] Page 49

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

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

b) RE: Visionary (re)Generation Master Plan Page 50

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

1. Reports of the Senate Committee on Awards

a) Part B [December 7, 2015] (*Addendum*) Page 187

b) Part B [January 12, 2016] Page 191

c) Part B [February 23, 2016] Page 195

**2. Reports of the Faculty Council of Graduate Studies
on Program and Curriculum Changes**

a) RE: Department of Animal Science Page 205

b) RE: College of Nursing

i) Limit on Credit Hours at the 3000- or 4000- Level
for the Master of Nursing Program Page 208

ii) Introduction of Capstone Project Option
for the Master of Nursing Program Page 209

c) RE: Department of Food Science Page 211

	d) <u>RE: Department of Human Anatomy and Cell Science</u>	Page 214
3.	<u>Report of the University Disciplinary Committee RE: Revisions to the Student Discipline Bylaw and Related Procedures</u>	Page 216
4.	<u>Reports of the Senate Committee on University Research</u>	
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X	<u>ADDITIONAL BUSINESS</u>	
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XI	<u>ADJOURNMENT</u>	

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 January 12, 2016 the Senate Committee on Awards approved four new offers, eight amended offers, and the withdrawal of three awards as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated January 12, 2016).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve four new offers, eight amended offers, and the withdrawal of three awards as set out in Appendix A (dated January 12, 2016). 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 January 12, 2016

1. NEW OFFERS

Charles Card Bursary in Medicine

Don Card has established an annually funded bursary of \$1,000 for a five year term, to support students in their first year of study in the College of Medicine at the University of Manitoba. Each year, beginning in 2016-2017 and ending in 2020-2021, one bursary of \$1,000 will be offered to an undergraduate student who:

(1) is enrolled full-time in the first year of the Undergraduate Medical Education program in the College of Medicine, and is in good standing;

(2) has demonstrated financial need on the standard University of Manitoba bursary application form. The Dean of the College of Medicine (or designate) will name the selection committee for this award.

The donor will notify Financial Aid and Awards by March 31 in any year the award will not be offered as indicated above.

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.

Hoops from the Heart Scholarship

Using ongoing proceeds from the annual Hoops from the Heart event, a trust fund was established in 2015 at the University of Manitoba to recognize student athletes from the inner city on the Bison Basketball teams. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, beginning in 2016-2017, and as long as there are funds available, one scholarship of \$1,500 will be offered to an undergraduate student who:

(1) has resided in the City of Winnipeg (current city limits) prior to graduating from high school;

(2) is eligible to compete in Canadian Interuniversity Sport (CIS) and is a member of either the Bison Men's or Women's Basketball team;

(3) is enrolled full-time, as defined by CIS regulations, in any faculty or school at the University of Manitoba;

(4) is enrolled in a minimum of 9 credit hours in each of the terms of competition;

(5) has achieved either:

(a) as an entering student, a minimum average of 80% on those high school courses used for admission to the University, or

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

The scholarship will rotate each year between the Men's and Women's Basketball teams. If, in any given year, there is no eligible recipient on the appropriate team, the award may be offered to a student on the other team and the rotation will reset.

Preference in selection will be given first to students who have graduated from a Winnipeg School Division #1 high school and, secondly to students who have resided in the Winnipeg School Division #1 catchment area.

If, in any given year, there are not enough funds in the account to offer the award as indicated above, the selection committee will have the discretion to either: (i) not offer the award that year, or (ii) to offer the

award using the amount remaining in the fund. If the award is not offered, the rotation will be held over to the next year the award is offered.

The Athletic Director (or designate) will name the selection committee for this award, which will include the Head Coaches of the Bison Men's and Women's Basketball teams (or designates).

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.

John T.K. Lee International Study Scholarship

Mr. John T.K. Lee, B.Comm.(Hons.)/1975, established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2015, and a commitment to a total gift of \$100,000 by 2018. The purpose of the fund is to recognize students participating in the International Exchange Program of the I.H. Asper School of Business by providing scholarships. Each year, beginning in 2017-2018, scholarships will be offered to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in the I.H. Asper School of Business;
- (2) have achieved a minimum degree grade point average of 3.0;
- (3) have been accepted to the I.H. Asper School of Business International Student Exchange program;
- (4) have achieved among the highest degree grade point averages of the students accepted into the program.

The selection committee will have the discretion to determine the number and value of scholarships offered each year based on the annual income.

The Dean of the I.H. Asper School of Business (or designate) will ask the International Exchange Program Director (or designate) to 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.

Mahatma Gandhi Scholarship in Human Rights

Dr. Krishnamurti and Dr. Ganga Dakshinamurti established an endowment fund at the University of Manitoba with an initial gift of \$100,000 in 2016. The Manitoba Scholarship and Bursary Initiative will make a contribution to this fund.

Dr. Krishnamurti Dakshinamurti is the President of the Mahatma Gandhi Centre of Canada, which since 2010, has annually conferred the Mahatma Gandhi Peace Award to recognize and honour original thinkers and initiators of conflict resolution, and holds an annual dinner and awards ceremony for the recipients. It is the intention of the Mahatma Gandhi Centre of Canada to donate the proceeds from this annual function to the endowment fund each year.

The purpose of the fund is to recognize graduate students who have a focus in human rights research, social justice, and peace and conflict studies. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- (1) are enrolled full-time in a Master's or Ph.D. program in the Faculty of Graduate Studies at the University of Manitoba;

- (2) have achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) are currently undertaking research with a focus in human rights, social justice, or peace and conflict studies.

Preference in selection will be given to students who are working in collaboration with the Canadian Museum for Human Rights.

Candidates will be required to submit an application that includes: a) a current academic transcript, b) a (500 word maximum) summary of their thesis proposal, and c) a letter of support from their thesis supervisor.

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

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award, which will include a representative of the Mahatma Gandhi Centre of Canada.

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

Athletic Therapy Students Association (ATSA) Scholarship

The following amendments have been made to the terms of reference for the Athletic Therapy Students Association (ATSA) Scholarship:

- The title of the award was revised to: *Athletic Therapy Students Association (ATSA) Prize and Scholarship in memory of Taylor Renwick*
- The opening paragraph of the award was revised to:
The students enrolled in the Student Athletic Therapy Program in 1992-93 have voted to establish a fund to provide an annual award for athletic therapy students. The goal of students registered in this program is to complete successfully the professional certification requirements of the Canadian Athletic Therapists Association. The students have committed to contributing to the ATSA scholarship fund on an annual basis. Beginning in the 2016-2017 academic year, one prize and one scholarship of equal value will be offered, with both being made in memory of Athletic Therapy student Taylor Renwick. The donations received in memory of Taylor Renwick will be added to the capital of the endowment fund to support both of these awards.
Each year, half (50%) of the available annual income from the fund will be used to offer one prize to a student who:
 - Selection criteria points (1) and (2) have been revised to say the following:
 - (1) *was enrolled full-time (minimum 60% course load) in their third or fourth year of the Bachelor of Kinesiology in Athletic Therapy program in the Faculty of Kinesiology and Recreation Management at the University of Manitoba in the year in which this award was tenable;*
 - (2) *has achieved a minimum degree grade point average of 3.0;*
 - The following statement was added:
Prospective candidates must complete an application for this prize.

- The award terms were modified to allow for a second award to be provided. The selection criteria for this second award are as follows:

Each year, the other half (50%) of the available annual income will be used to offer one scholarship to a student who:

- (1) is enrolled full-time (minimum 80% course load) in their first year of study in the Bachelor of Kinesiology in Athletic Therapy program at the University of Manitoba;*
- (2) has achieved the highest ranking on the entry criteria of academic standing for new students entering the Bachelor of Kinesiology in Athletic Therapy program.*

- The selection committee statement was revised to say the following:

The selection committee for these two scholarships will be the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will also include the Director, Bachelor of Kinesiology - Athletic Therapy Program (or designate), and at least one student who is a previous recipient of one of these scholarships.

- The standard Board of Governors statement was added.

CD Howe Foundation Fellowships in Creative Writing and Oral Culture

The following amendments have been made to the terms of reference for the CD Howe Foundation Fellowships in Creative Writing and Oral Culture:

- Criterion (2) has been revised to say the following:

have achieved a minimum degree grade point average of 3.5 based on the last 60 credit hours of study (or equivalent);

- The following statement has been removed:

Applications will be solicited in December, with a submission deadline in January. The recipients will be announced by March.

- The selection committee statement was revised to say the following:

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Dean of the Faculty of Arts (or designate), and the Director of the Centre for Creative Writing and Oral Culture (or designate).

- The standard Board of Governors statement was added.

Gisèle Pereira Communications Prize in Physical Therapy

The following amendment has been made to the terms of reference for the Gisèle Pereira Communications Prize in Physical Therapy:

- The following sentence was added to the opening paragraph:

Two additional gifts of \$450 each will be made to offer the award for two consecutive years, beginning in 2015-2016.

Graduate Student Thesis Research Award in the Area of Child Development

The following amendments have been made to the terms of reference for the Graduate Student Thesis Research Award in the Area of Child Development:

- The title of the award was revised to: *Lois M. Brockman Graduate Thesis Research Fellowship in the Area of Child Development*
- The opening paragraph of the award was revised to:
Dr. Lois M. Brockman has established an endowment fund at the University of Manitoba in 2006. The purpose of the fellowship is to encourage the development of professionals who are prepared and dedicated to fostering wholesome development of children through research. The fellowship provides financial assistance to graduate students for master's thesis or doctoral dissertation research that pertains to the development of the child (birth to 12 years). Each year, the available annual income from the fund will be used to offer one or more fellowships to graduate students who:
- The selection criteria were revised to:
 - (1) *are enrolled full-time in the Faculty of Graduate Studies in any master's or doctoral program offered at the University of Manitoba;*
 - (2) *have achieved a minimum degree grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;*
 - (3) *have completed all of the course requirements for their graduate degree and are currently pursuing their master's thesis or doctoral dissertation on a full-time basis;*
 - (4) *are pursuing master's thesis or doctoral dissertation research that pertains to the development of the child (birth to 12 years).*
- References to the Dean of the Faculty of Graduate Studies' title were revised to read:
Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies
- The following statement was added:
Upon completion of the research, the recipient(s) will submit a summary of the research results with an accounting of expenditures to the Dean of Graduate Studies to be shared with the donor or the donor's specified fund contact.
- The following paragraph was removed:
In a given year, if no suitable application can be funded or the amount awarded is less than the \$2000, the balance is to be transferred to the Lois M. Brockman Graduate Student Thesis Research Award in the Area of Child Development endowment.
- The standard Board of Governors statement was added.

Hugh A. Taylor Prize for Excellence in Archival Studies

The following amendments have been made to the terms of reference for the Hugh A. Taylor Prize for Excellence in Archival Studies:

- The opening paragraph of the award was revised to:
The Hugh A. Taylor Prize for Excellence in Archival Studies was established to honour the late Hugh A. Taylor (1920-2005), the doyen of Canadian archival thinkers in the second half of the twentieth century. Each year, one prize consisting of a relevant book (usually the collected essays written by Hugh Taylor) and a certificate will be offered to the student who:
- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading "Biographical Information." This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.

- The selection criteria was revised to include the following statement:
Selection will be based on a minimum of four major pieces of written work, eight to ten shorter pieces of work, and general seminar participation at the graduate level in the two core full-year Archival Studies courses, which include the course History of Archiving and Archival Records (currently numbered HIST 7372) and the course Archiving in the Digital Age (current numbered HIST 7382).
- The selection committee statement was revised to say the following:
The selection committee will consist of the professors who teach the relevant full-year Archival Studies courses, which are currently the courses History of Archiving and Archival Records (currently numbered HIST 7372) and Archiving in the Digital Age (currently numbered HIST 7382).
- The standard Board of Governors statement was added.

Marion Vaisey-Genser Graduate Award

The following amendments have been made to the terms of reference for the Marion Vaisey-Genser Graduate Travel Award:

- The opening paragraph was revised to state the following:
With a contribution from the Manitoba Scholarship and Bursary Initiative, Ms. Marion Vaisey-Genser has established an endowment fund at the University of Manitoba. The purpose of this award is to assist graduate students in the Human Nutritional Science field with travels costs for attending a conference at which they are presenting their research. The available annual income from the fund shall be used to offer an award for a graduate student who:
- The selection criteria was revised to state the following:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in the M.Sc. or Ph.D. program in the Department of Human Nutritional Sciences;*
 - (2) *has an advisor whose primary appointment is in the field of Human Nutritional Sciences;*
 - (3) *has completed a significant piece of research and has presented it in the form of a manuscript (submitted or to be submitted for publication to a peer-reviewed journal);*
 - (4) *has been accepted to present this research at a national or international conference;*
 - (5) *has achieved the highest academic standing among the eligible students in a given year (a minimum cumulative grade point average of 3.85 [or equivalent] on the last 60 credit hours completed - undergraduate and graduate).*
- The following paragraph has been revised to state the following:
Applicants will be asked to submit a copy each of the manuscript and the conference abstract on or before the deadline date. This award may be held in conjunction with other travel awards. The recipient may acknowledge the contribution from the award during the conference presentation or in the paper's publication.
- The selection committee statement has been revised to state the following:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences (or designate) to name the selection committee for this award.
- The standard Board of Governors statement has been added.

R.R. Goodwin, Q.C. Memorial Bursaries and Prize for Property Law

The following amendments have been made to the terms of reference for the R.R. Goodwin, Q.C. Memorial Bursaries and Prize for Property Law:

- The tie-breaking mechanisms for the prize component were revised to:
In the event of a tie, it is to be broken using the following criteria in priority of order:
 - (1) *the highest degree grade point average;*
 - (2) *the highest adjusted grade point average (AGPA) as calculated by the Faculty of Law for admission purposes;*
 - (3) *the highest LSAT score as used by the Faculty of Law for admission purposes.*

Zonta Club of Winnipeg Bursary

The following amendments have been made to the terms of reference for the Zonta Club of Winnipeg Bursary:

- The opening paragraph was revised to state the following:
The Zonta Club of Winnipeg has established a fund at the University of Manitoba to provide bursaries to students in the College of Nursing. The Manitoba Scholarships and Bursaries Initiative has made a contribution to this fund. From the earnings on the fund an annual bursary of \$400 will be available to an undergraduate student who:
- The selection criteria was revised to state the following:
 - (1) *has completed with high standing at least one year of study in the College of Nursing of The University of Manitoba;*
 - (2) *proceeds in the next ensuing academic year to the next year in a program in the College of Nursing;*
 - (3) *has demonstrated financial need on an approved Financial Aid and Award bursary application form.*
- The following paragraph was removed:
If a student named as a recipient of this bursary does not register as required, the bursary will then be awarded by reversion to the next qualified candidate. The state of the fund supporting this bursary will be reviewed regularly and, if earnings on, or additions to the fund permit, consideration given either to increasing the value of the bursary or to offering a second bursary, not necessarily of the same value as the first. If, in the judgement of the selection committee, two candidates are of equal merit, the bursary may be divided between them.
- The final paragraph was revised to state the following:
The selection committee for this bursary shall be the Student Awards Committee of the College of Nursing, and may include a representative of the Financial Aid and Awards office.
- The standard Board of Governors statement has been added.

3. WITHDRAWALS

At the request of the donors, the following awards are to be withdrawn from the university's awards program:

Jared Israels Award

McNichol B.Sc. (Dent.) Research Scholarship

Pinky Prize

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 February 23, 2016 the Senate Committee on Awards approved six new offers, 14 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 February 23, 2016).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve six new offers, 14 amended offers, and the withdrawal of nine awards as set out in Appendix A (dated February 23, 2016). 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 February 23, 2016

1. NEW OFFERS

Cheryl Anne (McDonald) Azure Memorial Prize

In memory of Cheryl Anne (McDonald) Azure (M.S.W./94), her mother Lillian McDonald and daughter Melissa Nogochi will make an annual contribution of \$200 for a 15 year term to offer the Cheryl Anne (McDonald) Azure Memorial Prize. The purpose of the prize is to recognize the academic achievement of students graduating from the Faculty of Social Work at the University of Manitoba. Each year, beginning in 2015-2016 and ending in 2030-2031, one convocation prize of \$200 will be offered to a graduating student who:

- (1) has successfully completed the requirements of the Bachelor of Social Work (B.S.W.) degree in the Faculty of Social Work at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has achieved the highest grade point average in all of the required social work courses offered by the Faculty of Social Work.

In the event of a tie, the student with the highest degree grade point average will be offered the prize. If the tie persists, the student with the most A+ grades in the courses counting toward the B.S.W. degree will be offered the prize.

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

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered as scheduled above.

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.

Delta Kappa Gamma Manitoba Mary E. Lamont Fellowship

Belonging to an international society of women educators, Delta Kappa Gamma Manitoba has generously established an endowment fund at the University of Manitoba, with an initial gift of \$14,000 in 2015, to reward excellence in teaching. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. 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 enrolled either:
 - (i) full-time or part-time in a Master's or PhD program in the Faculty of Graduate studies, or
 - (ii) in the Post-Baccalaureate Diploma in Education delivered by the Faculty of Education;
- (2) has achieved a minimum grade point average of 3.5 (based on the previous 60 credit hours of study);
- (3) has at least two years of teaching experience;
- (4) has demonstrated excellence in teaching.

Candidates will be required to submit a teaching dossier, to their respective faculty, that includes the following:

- a. Required Documentation:

- i. a letter of support from one of the following: Department Head, School Administrator familiar with the candidate's teaching, or Graduate Advisor.
- b. Optional Documentation:
 - i. evidence of innovative assignments, imaginative class activities, special evaluation methods, etc. used in a course;
 - ii. evidence of leadership activities in the area of teaching, volunteering, conducting workshops, program development, work on committees;
 - iii. evidence of efforts to extend their own teaching methods/experiences such as current professional development, university courses, action research;
 - iv. other evidence of outstanding teaching or teaching-related performance.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate), and the Dean of the Faculty of Education (or designate) will jointly name the selection committee for this award, which will include one representative from Delta Kappa Gamma Manitoba. At least two members of the selection committee will be University of Manitoba employees. Any graduate student recipients named to receive the fellowship under category (1)(i) above will be reported through the Dean of the Faculty of Graduate Studies.

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.

Desautels Faculty of Music Graduate Jazz Award

With an annual contribution of \$5,000 for a period of five years, Dr. Peter Nickerson has established an annually funded scholarship to recruit and recognize top students pursuing graduate studies in the Marcel A. Desautels Faculty of Music, with a concentration in jazz performance. Each year, beginning in 2016-2017 and ending in 2020-2021, one scholarship of \$5,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Master of Music program with a concentration in jazz studies, and whose primary instrument is piano or bass;
- (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 excellence in performance in their principal instrument as determined by the selection committee.

A student may receive this award more than once providing they continue to meet the criteria. In any given year, if there are no qualified candidates, the award will not be offered and the funds will be used to offer an additional award the following year.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Marcel A. Desautels Faculty of Music (or designate) to name the selection committee for this award, which will include the Director of Jazz Studies.

The donor will notify Financial Aid and Awards by March 31 in any year the award will not be offered as scheduled above.

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.

Elizabeth Thomson Memorial Bursary

In memory of Elizabeth Thomson, an endowment fund was established at the University of Manitoba in 2015, with initial gifts totaling over \$15,000. The purpose of the fund is to encourage and support students aspiring to the practice of criminal law. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in their third year of study in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has completed, or is currently enrolled in, at least three of the following four courses: Legal Aid Clinic (currently numbered LAW 3830); Sentencing and Penal Policy (currently numbered LAW 3980); Clinical Criminal Law (currently numbered LAW 3300); Intensive Criminal Law (currently numbered LAW 3980);
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any given year, if there are no students who meet all of the criteria, the bursary may be offered to the student who has completed, or is currently enrolled in, the most courses listed in criterion (3) and otherwise meets criteria (1), (2) and (4).

The Dean of the Faculty of Law (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.

John H.A. Pearson Engineering Bursary

In memory of John H.A. Pearson, John D. and Beth Pearson with a match from Hatch Ltd., established an endowment fund at the University of Manitoba with an initial gift of \$100,000 in 2015. The Manitoba Scholarship and Bursary Initiative made a matching contribution to the fund. The purpose of the fund is to support undergraduate students pursuing studies in electrical engineering in the Faculty of Engineering. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer two bursaries to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in their third year of study in the Department of Electrical Engineering in the Faculty of Engineering;
- (2) have achieved a minimum degree grade point average of 2.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

Ted McLachlan Community Engagement Scholarship

In honour of Professor Ted McLachlan's long-standing commitment to community engagement through his teaching, research and service in the field of Landscape Architecture, his colleagues, friends, graduates and students have established an endowment fund at the University of Manitoba with an initial gift of \$20,000 in 2015. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to reward graduate students who are committed to voluntarism and community engagement while pursuing studies in the Master of Landscape Architecture in the Faculty of Architecture. An additional gift of \$1,000 has been made to offer the scholarship in 2016-2017. In 2017-

2018, the available annual income will be combined with an additional gift, if necessary, to offer a \$1,000 scholarship. Each year, beginning in 2018-2019, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time or part-time in the Faculty of Graduate Studies, in the Master of Landscape Architecture program at the University of Manitoba;
- (2) has achieved a minimum grade point average of 3.3 based on the previous 60 credit hours (or equivalent) of study;
- (3) has, in the opinion of the selection committee, demonstrated a strong commitment to voluntarism and community engagement.

Candidates must submit a brief CV outlining their volunteer and community engagement activities.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Landscape Architecture to name and chair the selection committee for this award. The selection committee will include one faculty member from the Department of Landscape Architecture who is nominated by their peers for their commitment to community engagement, one graduate student nominated by the Landscape Architecture Students Association, and will also include Ted McLachlan (or his family designate). At least two members of the selection committee must be current University of Manitoba employees.

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 establishing the award.

2. AMENDMENTS

Alumni Association of the University of Manitoba Entrance Scholarship

The following amendments have been made to the terms of reference for the Alumni Association of the University of Manitoba Entrance Scholarship:

- The purpose of the fund was revised to:
The purpose of the fund is to reward the students who have submitted the best essays on the topic of becoming a future alumnus of the University.
- The selection criteria for the scholarship were revised to:
 - (1) *have met the minimum admission requirements to any faculty, college or school with a Direct Entry program option (including University 1) at the University of Manitoba;*
 - (2) *are enrolled full-time (minimum 80% course load) in the first year of studies;*
 - (3) *have, in the opinion of the selection committee, submitted one of the best essays on the personal significance of becoming a future alumnus of the University of Manitoba.*
- The following statements were added:
 - *Applicants will be required to submit an essay (maximum 300 words) to support criterion (3).*
 - *Applicants selected for this award may have their essay, or a portion of the essay, published in promotional materials for the University of Manitoba.*
 - *Applications will be issued and received by the Alumni Relations office.*
 - *The selection committee will have the discretion to determine the number and value of scholarships, based on the available income.*

- *The Associate Vice-President of Alumni and Donor Relations (or designate) will name the selection committee for this award, which will include a representative from the Alumni Association's Student Engagement Committee.*
- The standard Board of Governors statement.

Bill Babiuk Bursary

The following amendments have been made to the terms of reference for the Bill Babiuk Memorial Bursary:

- The title of the award was revised to: *Bill Babiuk Memorial Direct Entry Scholarship*
- The opening paragraph was revised to:
In memory of William Babiuk, his son Alan Babiuk B.Comm.(Hons.)/1988 has established an endowment fund at the University of Manitoba. The fund will be used to provide scholarships for students entering the I.H. Asper School of Business under Direct Entry. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:
- The selection criteria were revised to:
 - (1) has been admitted under Direct Entry to the I.H. Asper School of Business;*
 - (2) is enrolled full-time (minimum 80% course load) in the I.H. Asper School of Business, in the first year of the Bachelor of Commerce (Honours) program;*
 - (3) out of all students who have met criteria (1) and (2) above, has achieved the highest average on the three following courses (or their equivalents):*
 - (a) English 40S;*
 - (b) Applied Mathematics 40S or Pre-Calculus Mathematics 40S;*
 - (c) A third 40S course*
- The following selection criterion has been removed:
has demonstrated financial need on the standard University of Manitoba bursary application form.

Donald Vernon Snider Memorial Fellowships

The following amendments have been made to the terms of reference for the Donald Vernon Snider Memorial Fellowships:

- The opening paragraph was revised to:
One Fellowship, made available by The Winnipeg Foundation from the estates of the late Mr. and Mrs. Irwin A. Snider, will be offered annually at the University of Manitoba. The Winnipeg Foundation will confirm the value annually. In each year the award is offered, one fellowship will be offered to the graduate student who:
- The selection criteria were revised to:
 - (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of any Master's or doctoral program at the University of Manitoba;*
 - (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours of study (or equivalent);*
 - (3) has received their first undergraduate degree from the University of Manitoba or any of its affiliated colleges within the past five years at the time of the application's submission;*

(4) has demonstrated outstanding academic achievement and the ability to succeed in their desired field of graduate study.

- The following application requirements were added:

To demonstrate how they meet criterion (4), applicants will be required to submit an application to the Faculty of Graduate Studies which will consist of the following materials:

- i) *a two-page (maximum) description of their academic achievements, their involvement in extra-curricular activities, and their desired career path following the completion of their graduate program;*
- ii) *a current academic transcript;*
- iii) *two letters of reference, both of which are from professors under whom courses have been taken by the applicant. These two letters should assess the applicant's ability to succeed in a graduate program;*
- iv) *a curriculum vitae of the applicant.*

- The following paragraphs have been added:

- *In the event that two or more applicants are equally qualified for the fellowship in any given year, preference in selection will be given to the applicant who has graduated from any undergraduate degree program offered by either the Faculty of Arts or the Faculty of Science at the University of Manitoba.*
- *Students who have received the Donald Vernon Snider Memorial Fellowship in their first year of graduate study are eligible to apply for the fellowship in their second year of graduate study provided that they have met all the other selection criteria. Students may only receive the fellowship a maximum of two times throughout the duration of their academic studies.*
- *The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).*

- The following statements were removed:

To be eligible for a Snider Fellowship, a student must have received his first degree from The University of Manitoba, within five years from the date of application, or must be expecting to graduate in May of the year in which application is made. (Students who have received their instruction in any of the Affiliated Colleges are included among those eligible.) Graduates of any faculty are eligible, but where, in the opinion of the selection committee, all other factors are equal, preference shall be given to graduates in Arts or Science who are continuing on to the Master's or Ph.D. programs. The basis of award shall be high academic achievement and promise of distinguished performance in graduate study. The holder of a Snider Fellowship is eligible to apply for the continuance of an award beyond the first year, but such continuance is not guaranteed in advance. When the award is made for the second year, it will be considered the Fellowship available for that year. Except in very special circumstances, no one shall hold the Fellowship for more than two years.

- *The selection committee shall consist of the Dean of the Faculty of Graduate Studies, the Director of Enrolment Services and the Deans of those Faculties from which in a given year students have made application.*
- *If for any reason the recipient of a Snider Fellowship does not proceed to further study in the next ensuing academic session, the Fellowship shall revert to the next qualified applicant.*
- *The holder of a Snider Fellowship may be asked by his/her Department to assume certain teaching or other duties, but these shall not require more than four hours per week of his/her*

time.

- *The normal method of payment of a Snider Fellowship will be: one half of the stipend upon registration in the first term, and one half at the beginning of second term, upon notification by the Department that the recipient's work is satisfactory. However, the selection committee shall have the authority to modify this arrangement where circumstances make it advisable.*
- *Applications shall be made upon forms approved by the selection committee, and by a date to be approved by the committee.*
- *Normally, no other remuneration may be accepted by the holder of a Snider Fellowship, but exceptions may be approved by the selection committee, where advisable.*
- *The Board of the Winnipeg Foundation reserves the right to change the terms of the Snider Fellowship at any time, providing ample notice is given in advance.*
- *The Fellowship is tenable only at the University of Manitoba.*

Douglas and Elizabeth MacEwan Student Resident Bursary

The following amendments have been made to the terms of reference for the Douglas and Elizabeth MacEwan Student Resident Bursary:

- The title of the award was revised to: *Douglas and Elizabeth MacEwan Student Resident Award*
- All references to the term "bursary" were replaced with the term "award".

Elizabeth May Markle Scholarships

The following amendments have been made to the terms of reference for the Elizabeth May Markle Scholarships:

- The opening paragraph was revised to:
Mr. Nelson Gilchrist has made a bequest to The Winnipeg Foundation to establish the Elizabeth May Markle Scholarship Fund. The purpose of the fund is to provide entrance scholarships to high-achieving high school graduates in Manitoba who are pursuing an undergraduate degree program at the University of Manitoba, the University of Winnipeg, or Brandon University and their affiliated colleges. Each year, The Winnipeg Foundation will confirm the number of Elizabeth May Markle Scholarships that will be offered at the University of Manitoba. The individual value of the Elizabeth May Markle Scholarships will be equivalent to the individual value of the University of Manitoba Hogg Centennial Entrance Scholarship. The Elizabeth May Markle Scholarships will be provided to the student(s) who:
- The following selection criteria were added:
 - (1) *have graduated from a high school in Manitoba;*
 - (2) *are entering University 1 or any Faculty or School with a direct entry option;*
 - (3) *have met the requirements for the University of Manitoba Hogg Centennial Entrance Scholarship award by achieving a high school average between 85% and 89.9% based on the best five courses appearing on the approved list of courses for entrance scholarship consideration.*
- The following statement was added:
This scholarship will be offered to students in lieu of the University of Manitoba Hogg Centennial Entrance Scholarship.

- The selection committee statement was revised to:

The selection committee will be named by the Director of Financial Aid and Awards (or designate).

- The following paragraph was removed:

At The University of Manitoba, entrance scholarships valued at \$500 each will be offered in the name of Elizabeth May Markle, with selection to be based on criteria established for The University of Manitoba Entrance Scholarship Program. (Twenty-three awards of \$500 each, for a total of \$11,500, are to be available for offer in the fall of 1996.)

Great-West Life Actuarial Career Scholarship

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

- The funding agreement for this award has been renewed such that the funding will begin in the 2016-2017 academic year and end in the 2018-2019 academic year. The opening paragraph has been revised to reflect this.

Ian N. Morrison Award for Advanced Studies in Crop Protection

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

- The selection committee statement was revised to include:
Any unspent revenue may be used at the discretion of the selection committee.

Kenneth Main Family Bursary in Civil Engineering

The following amendments were made to the terms of reference for the Kenneth Main Family Bursary in Civil Engineering:

- The opening paragraph was revised to:
The family of Kenneth Main [B.Sc. (C.E.)/86] established an endowment fund at the University of Manitoba to honour his memory. The fund was established with an initial gift of \$25,000 in 2009 and an additional gift of \$25,000 in 2014. The Manitoba Scholarship and Bursary Initiative has made contributions to the fund. Each year, beginning in 2016-2017, the available annual interest from the fund will be used to offer four bursaries of equal value to undergraduate students who:
- Criteria (1) and (2) were revised to:
(1) are enrolled full-time (minimum 60% course load) in the Bachelor of Science in Engineering (Civil) degree program in the Faculty of Engineering;
(2) have completed at least 24 credit hours of study at the University;

Leonard Remis Award in Canadian History

The following amendments were made to the terms of reference for the Leonard Remis Award in Canadian History:

- The title of the award was revised to: *Leonard Remis Convocation Prize in Canadian History.*
- The opening paragraph was revised to:
In celebration of his 80th birthday and to reflect his lifelong interest in Canadian history, the family and friends of Leonard Remis established a trust fund at the University of Manitoba. The

purpose of the fund is to reward students who have excelled in the study of Canadian history. Each year, the available annual interest will be used to offer one prize to a graduating student who:

- The eligibility criteria have been broken out of block paragraph format and now read:
 - (1) has completed the degree requirements for the Bachelor of Arts with a Major or Honours degree in History;*
 - (2) has achieved a minimum degree grade point average of 3.5;*
 - (3) has completed a minimum of 9 credit hours in Canadian History courses, including courses taken in the graduating year;*
 - (4) has achieved highest standing of those students meeting criteria (1), (2), and (3) above in a Canadian History course in the year the award was tenable.*
- The following statement was removed:

A fund is being established to support this award. When the capital of this fund reaches \$5000, the selection criteria of this award may be changed to support a scholarship in Canadian history.
- The following statements were added:
 - *In the event of a tie, the prize will be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.*
 - The standard Board of Governors statement.

Manitoba Hydro Entrance Scholarships in Engineering

The following amendments have been made to the terms of reference for the Manitoba Hydro Entrance Scholarships in Engineering:

- The opening paragraph was revised to:

Manitoba Hydro has established an entrance scholarship program in the Faculty of Engineering at the University of Manitoba. The program will make three scholarships available annually beginning in the 1990-91 academic year, one for a student who is from the Province of Manitoba but outside of Winnipeg, one for a student from northern Manitoba, and one for a student from Winnipeg. The individual value of each scholarship will be confirmed by Manitoba Hydro each year. Scholarship winners will be considered top priority for summer employment with Manitoba Hydro. Each year, one scholarship will be provided to the top student in each of the following three categories:
- The selection criteria were revised to:
 - (a) students graduating from a high school located in Winnipeg;*
 - (b) students graduating from a high school located in rural Manitoba where rural Manitoba is defined as a school being located outside of category (a) and (c).*
 - (c) students graduating from a high school located in Northern Manitoba as determined by the school having a permanent address that is north of the Manitoba Aboriginal and Northern Affairs Boundary as defined by the Northern Affairs Act;*

The scholarship will be provided to the student in each of the three categories who:

 - (1) among all students in the category and upon being granted direct entry into the Faculty of Engineering, has achieved the highest high school average as identified by the Financial Aid and Awards Office from the same lists of rank-ordered applicants for admission that are used*

for the University's regular entrance scholarship program;

(2) is enrolled full time (minimum 80% course load) in the Faculty of Engineering and is in their first year of study at the University of Manitoba.

- The following statements were added:
 - *In the event that it is not clear to the selection committee whether a high school's location fits into category (a) or (b) above, the selection committee will use the definition of a rural postal code as established by Statistics Canada whereby rural postal codes are identifiable by the presence of a zero (0) as the second character in the six character postal code and apply this rule to the address of the high school.*
 - *Students may hold the Manitoba Hydro Entrance Scholarships in Engineering concurrently with any other University of Manitoba entrance scholarships.*
 - *Manitoba Hydro will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year it wishes to not offer this award.*
 - *The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.*
 - The standard Board of Governors statement.
- The following paragraphs have been removed:
 - *Winners of these scholarships will be identified by the Financial Aid and Awards Office from the same lists of rank-ordered applicants for admission that are used for the University's regular entrance scholarship program. The University's other entrance scholarships.*
 - *For the purposes of this program:*
 - (a) *"students from Winnipeg" will include students graduating from private and public high schools in the Manitoba school divisions currently designated as Winnipeg #1, St. James-Assiniboia, Assiniboine South, St. Boniface, Fort Garry, St. Vital, Norwood, River East, Seven Oaks and Transcona-Springfield, as well as St. Norbert Collegiate (in the Seine River School Division);*
 - (b) *"students from northern Manitoba will include students whose permanent address is north of the Northern Affairs Boundary (as used by the University of Manitoba Access Program, Continuing Education), and;*
 - (c) *"students from outside Winnipeg" will include students graduating from all other Manitoba high schools (not designated in "a" or "b" above).*
 - *The value of each of these entrance scholarships will be increased by \$100 annually. While Manitoba Hydro plans to establish the program on a continued basis, it plans to conduct a thorough formal review after three years (after the 1992-93 academic year).*
 - *(Manitoba Hydro also plans to have its representatives present these scholarships at high school awards ceremonies whenever possible.)*

Manitoba Hydro Professional Engineers' Association (MHPEA) Bursary

The following amendments have been made to the terms of reference for the Manitoba Hydro Professional Engineers' Association (MHPEA) Bursary:

- The title for this award has been revised to: *Manitoba Hydro Professional Engineers' Association (MHPEA) Bursary in Memory of Amjad Mian*

Morrison Travel Award for Graduate Students in Plant Science

The following amendments have been made to the terms of reference for the Morrison Travel Award for Graduate Students in Plant Science:

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading “Biographical Information.” This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.
- The first selection criterion was revised to:
have completed at least one year of an M.Sc. or Ph.D. program delivered by the Department of Plant Science at the University of Manitoba
- The following paragraph was added:
Recipients may not hold more than one travel award offered through the Department of Plant Science within the same calendar year.
- The second application requirement was revised to:
Letters of recommendation
- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies will ask the Chair of the Awards Committee of the Department of Plant Science to convene the selection committee for this award. Any unspent revenue may be used at the discretion of the selection committee.

Susan Williams Scholarship

The following amendments have been made to the terms of reference for the Susan Williams Scholarship:

- The funding statement was revised to:
In the 2015-2016 academic session, the remaining funds will be offered to one or two undergraduate students and then withdrawn from the university’s awards program.
- The selection criteria was revised to:
(1) is enrolled full-time or part-time in any faculty, college, or school at the University of Manitoba;
(2) has achieved a minimum degree grade point average of 3.0;
(3) has volunteered their time to assist with the Healthy U volunteer program and made exceptional contributions to the Program.
- The following statements were added:
 - *To support criterion (3), Healthy U students will be invited to submit an application (minimum 500 words) detailing their leadership contributions and learning while in the Healthy U program to the University of Manitoba Health and Wellness Educator. The Health and Wellness Educator will forward the applications along with a report of their individual contributions to the program to the Director of the Student Counselling Centre.*
 - *The selection committee will determine the number and value of the individual scholarships, based on the available funds.*

William and Joyce Lazer Scholarship in Marketing

The following amendments have been made to the terms of reference for the William and Joyce Lazer Scholarship in Marketing:

- The title of the award was revised to: *William and Joyce Lazer Bursary in Marketing*
- The opening paragraph was revised to:
William and Joyce Lazer, both graduates of The University of Manitoba, have established an endowment fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Dr. William Lazer, formerly both a student and a faculty member in the Commerce program, received an Honorary Doctorate from the University in 1987. The purpose of the fund is to support undergraduate students pursuing studies in the Bachelor of Commerce program who are focusing on Marketing in the I.H. Asper School of Business. The available annual income from the fund will be used to offer one bursary to an undergraduate student who:
- The selection criteria were revised to:
 - (1) *is enrolled full-time (minimum 60% course load) in the Bachelor of Commerce (Honours) program in the I.H. Asper School of Business;*
 - (2) *has achieved a minimum degree grade point average of 2.0;*
 - (3) *has declared a major in Marketing;*
 - (4) *has demonstrated financial need on the standard University of Manitoba bursary application form.*
- The selection committee was revised to:
The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.
- The following statements have been removed:
 - *In the event that there is no student worthy of this recognition in any one year, the money will revert to the capital of the fund.*
 - *The selection committee for this award will be a committee of faculty in the Department of Marketing selected by the Head of the Department.*
 - *For the 1988-89 year only, the award will be given to a student entering the third year of the old B. Comm. (Hons.) program. The degree grade point average in year one and two of that program will be used as the basis of determining highest grade.*

3. WITHDRAWALS

Dr. Emilie Sumi Denney Scholarship in French

This award is being withdrawn at the request of St. Paul's College.

Dr. Gordon Nikiforuk Bursary

This award is being withdrawn at the request of the donor.

Dr. Paul Forstner Memorial Scholarship (#24786)

This award is being withdrawn at the request of St. Paul's College.

Dr. Paul Forstner Memorial Scholarship (#24787)

This award is being withdrawn at the request of St. Paul's College.

Dr. Paul Forstner Memorial Scholarship (#24788)

This award is being withdrawn at the request of St. Paul's College.

John Herbert Gillis Scholarship in Catholic Studies

This award is being withdrawn at the request of St. Paul's College.

Jonah Richard Dueck Scholarship

This award is being withdrawn at the request of the donor.

Joseph E. Guertin Scholarship – Father Vincent Jensen, sj, Memorial Scholarships

This award is being withdrawn at the request of St. Paul's College.

TRLabs Scholarship

This award is being withdrawn at the request of the donor.

Report of the Senate Committee on Appeals

Preamble:

1. The terms of reference for the Senate Committee on Appeals (SCAP) are found on the web at:
[http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committ
ees/493.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committ
ees/493.html)
2. The Committee is charged to hear and determine appeals from:
 - a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
 - b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations:

1. The Committee has received 6 appeals since the last report to Senate in October 2015. These cases are summarized without compromising the confidentiality of the Appellant.
 - An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
 - An appeal was received against a decision by the College of Pharmacy. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
 - An appeal was received against a decision by the Faculty of Engineering. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
 - An appeal was received against a decision by the College of Dentistry. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were no grounds to proceed to a hearing.
 - An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were failure of the Faculty/School or Dean/Director to follow procedures; and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were no grounds to proceed to a hearing.
 - An appeal was received against a decision by the Faculty of Law. The grounds were failure of the Faculty/School or Dean/Director to follow procedures; failure of the Faculty/School or Dean/Director to follow the rules of natural justice; failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed; and that a Faculty/School/Senate governing document has become inapplicable through the lapse of time or was unfairly applied. The appeal was denied.

Currently the Committee has no open files.

Respectfully submitted,

Dr. A. McNicol, Chair
Senate Committee on Appeals

MEMORANDUM

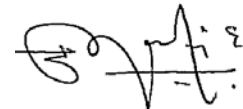
TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)

DATE: March 10, 2016

SUBJECT: Report on Research Contract Funds Received

COPIES: Dr. Gary Glavin, Associate Vice-President (Research)



Attached is the Report on Research Contracts Received for the period July 1, 2015 to December 31, 2015. Please include the report for information on the next Senate agenda.

Thank you.

DSJ/nis

Attach.

Research Contract Funds Awarded (over \$20,000)

ORS Processed Date: July 1, 2015 - December 31, 2015

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Faculty of Agricultural and Food Sciences	Armfield, Susan	Food Science	Manitoba Agri-Health Research Network (MAHRN)	24,500	Canadian Climate Advantage (CCAD) Validation - canola meal characterization and prototype
	Aukema, Harold	Human Nutritional Sciences	Pizzezy Ingredients	84,065	Effects of dietary flaxseed on alpha-linolenic acid (ALA) metabolism
	Brule-Babel, Anita	Plant Science	Adjuvants Plus Inc.	20,268	Evaluation of timing and rate of application of DONGuard for FHB mitigation
	Costamagna, Alejandro	Entomology	Western Grains Research Foundation	159,276	Enhancing wheat midge resistance in spring and durum wheat
	Currie, Robert	Entomology	Manitoba Agriculture, Food and Rural Development (MAFRD)	311,504	Entomology Instructor/outreach program
	Fernando, Dllantha	Plant Science	Manitoba Wheat and Barley Growers Association	157,165	Application and evaluation of genomic selection for improving fusarium head blight resistance and lowering deoxynivalenol accumulation in two-row malting barley
	Jones, Peter	Food Science	Manitoba Agriculture, Food and Rural Development (MAFRD)	237,424	ISO 17025 accreditation of Man-U-Lab
	Jones, Peter	Food Science	PepsiCo Foods Canada	39,021	A randomized, controlled, cross-over study of the effect of oats on post prandial glucose response
	Lobb, David	Soil Science	Agriculture and Agri-Food Canada	235,175	Develop a new generation of soil erosion indicators under sustainability metrics framework for commodity-based assessment of soil erosion risks on finer temporal and spatial scales
	Lobb, David	Soil Science	Environment Canada	69,575	Management of sediments in surface waterways to reduce phosphorus loading in Lake Winnipeg - Phase 2: Assessment of management options for sediment and associated vegetation and soil
	Nyachoti, Charles (Martin)	Animal Science	Danisco (UK) Ltd.	57,200	An EU regulatory trial to study the effect of a DFM + enzyme combination at recommended and multi-fold dose on the growth performance and blood parameters of nursery pigs (combined long-term efficacy and tolerance EU registration trial)
	Nyachoti, Charles (Martin)	Animal Science	Danisco (UK) Ltd.	83,058	Fibre solutions for pigs: Ileal and total tract digestibility
	Nyachoti, Charles (Martin)	Animal Science	Danisco (UK) Ltd.	74,100	Fibre solutions for pigs: Performance and total tract digestibility
	Ominski, Kimberly	Animal Science	University of Alberta	135,000	Methane emissions from cattle bred for low residual intake
	Scanlon, Martin	Dean's Office - Faculty of Agriculture	Manitoba Agriculture, Food and Rural Development (MAFRD)	371,260	Grains innovation hub

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Faculty of Agricultural and Food Sciences, cont'd.	Stasolla, Claudio	Plant Science	Manitoba Beef and Forage Initiatives Inc.	22,000	Enhancing flooding tolerance in commercial alfalfa lines using plant phytoogloblins
	Tenuta, Mario	Soil Science	Canadian Fertilizer Institute	224,543	Reducing rates and not total nitrification to limit loss of fall applied N fertilizer in the humid condition of Manitoba using enhanced efficiency fertilizers
	Trevan, Michael	Food Science	Manitoba Agri-Health Research Network (MAHRN)	20,000	Canadian Climate Advantage (CCAD) Validation - dairy as a carrier for CCAD Ingredients
			Faculty Total:	2,325,134	
Faculty of Arts	Mackenzie, Corey	Psychology	Manitoba Liquor & Lotteries Corporation	20,000	Disordered gambling in older adult populations
			Faculty Total:	20,000	
Faculty of Engineering	Ojo, Olanrewaju	Mechanical and Manufacturing Engineering	Royal Canadian Mint	164,286	Development of improved electroplated Cu-Sn-Zn ternary bronze coinage with tarnish and wear
	Oleszkiewicz, Jan	Civil Engineering	City of Winnipeg	30,000	Granular side-stream anammox process feeding mainstream granular aerobic and anammox process
	Shalaby, Ahmed	Civil Engineering	Province of Manitoba	67,250	Innovative options for culvert installation to mitigate bumps and depressions at through-grade culverts in Manitoba: Demonstration project PTH 68
	Svecova, Dagmar	Civil Engineering	Capitol Steel	70,200	Design improvements of orthotropic steel bridge deck system
			Faculty Total:	331,736	
Faculty of Health Sciences	Becker, Marissa	Dean's Office - Faculty of Medicine	Public Health Agency of Canada	4,868,330	National Collaborating Centre for Infectious Diseases (NCCID)
	Bernstein, Charles	Internal Medicine	Janssen Inc.	33,000	The use of Emergency Department by persons with IBD
	Brownell, Marni	Manitoba Centre for Health Policy (MCHP)	Centre hospitalier affilié@ universitaire de Qu@bec	42,750	Long-term clinical and financial impact of asthma control during pregnancy and preschool years on disease evolution until adulthood
	Demeter, Sandor	Radiology	Montreal Heart Institute	140,000	Clinical evaluation of alternative supplies of Tc99m - protocol: A prospective study comparing non-fission sourced/solvent generator produced 99mTc-pertechnetate with fission sourced/column separation produced 99mTc-pertechnetate, both as 99mTc methylene diphosphonate, in oncology patients (MITNEC)

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Faculty of Health Sciences, cont'd.	Lavoie, Josee	Community Health Sciences	Community Foundations of Canada	499,200	Promoting International community-university partnerships in global and Indigenous health
	Lavoie, Josee	Community Health Sciences	University of Alberta	36,200	Transforming primary health care in remote Northern communities: The Circumpolar Health System Innovation Team (CirHSIT) - Project C-5: Frontline providers and community perspectives on medevac decision making
	Menec, Verena	Community Health Sciences	McMaster University	1,204,692	Canadian Longitudinal Study of Aging (CLSA) (Wave 2)
	Moses, Stephen	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	3,600,884	Technical assistance to UPSRLM to achieve mission outcomes
	Moses, Stephen	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	15,648,581	Technical support to the government of Uttar Pradesh for improving nutritional status among mothers, infants and young children
	Moses, Stephen	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	2,094,160	To reduce HIV incidence in Kenya by expanding adolescent voluntary male circumcisions, introducing early infant male circumcision and increasing the focus on program safety
	Targownik, Laura	Internal Medicine	Janssen Inc.	251,466	Assessing the prevalence and predictors of and subsequent health care utilization associated with loss of response to anti-therapy, a scope-IBD project
Faculty Total:				28,419,263	
Faculty of Science	Ferguson, Steven	Biological Sciences	Kenneth M Molson Foundation	72,000	Bowhead whale habitat use, seasonal movements, historical patterns and future predictions
	Irani, Pourang	Computer Science	Honda Research Institute Japan (HRI-JP)	42,000	Multimodal interaction on wearable devices for ubiquitous analytics
	Tomy, Gregg	Chemistry	Louisiana State University	33,125	Tracing energy flow and food-web structure in coastal marshes
	Whyard, Steven	Biological Sciences	Google	652,570	Development of RNAi-based SIT to control Aedes aegypti and Aedes albopictus mosquitoes
Faculty Total:				799,695	
Faculty of Social Work	Luo, Hai	Social Work	Manitoba Liquor & Lotteries Corporation	41,604	An exploratory study through a cultural life course perspective: Gambling in older Asian people in a Canadian context
Faculty Total:				41,604	
Vice-President's Office (Research & International)	Jayas, Digvir	Vice-President's Office (Research & International)	Canadian Bureau for International Education	79,340	Emerging Leaders of the Americas 2015/2016

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Vice-President's Office Jones, Peter (Research & International), cont'd.	Richardson Centre for Functional Foods and Nutraceuticals	Manitoba Agri-Health Research Network (MAHRN)	25,000	Canadian Climate Advantage Diet - validation of sinapine as a natural health product and standard operating principles for the MAHRN functional biobank	
			Faculty Total:	104,340	
				Total contracts over \$20,000 awarded:	\$ 32,041,772



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UNIVERSITY
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Office of the Vice-President
(Academic) & Provost

January 22, 2016

To: Jay Doering, Dean, Faculty of Graduate Studies and Vice-Provost,
Graduate Education

From: Joanne C. Keselman, Provost and Vice-President (Academic)

Subject: Master of Social Work in Indigenous Knowledges

On January 13, 2016, we received formal notification from the Advanced Learning Division (ALD), Education and Advanced Learning, that the proposal for a new Master of Social Work in Indigenous Knowledges has been approved.

In their letter, ALD acknowledged the efforts of the Faculty of Social Work in creating a program that will provide students with the opportunity to explore Indigenous forms of caring which are applicable to the unique circumstances of Indigenous clients and communities in Manitoba. They also supported the Indigenous Knowledge cluster proposed for students within the existing Master of Social Work (MSW) program. The new cluster will serve to ensure that students in the existing MSW program are exposed to programming and experiences that are relevant to Indigenous identities and realities.

As part of the approval, the University will receive \$125,000 in grant funding in 2015/16 to support a September 2016 implementation of the MSW-IK. This grant is intended to complete both the development and implementation of the new program and enhance the indigenization of courses in the existing MSW program, where possible.

Further, commencing 2016/17, Government has approved an incremental grant increase of \$485,000, subject to passage of Appropriation Act, 2016, resulting in ongoing baseline of \$610,000 in support of the MSW-IK and the Indigenous Knowledge cluster. Notwithstanding the qualification, I am authorizing implementation of this program, with the goal of admitting students in 2016. This decision is based on the strength of the implementation plan for the MSW-IK that has been provided by the Dean, Faculty of Social Work, the solid commitment of Social Work faculty to the implementation of this program along these timelines, the priority placed on the MSW-IK through our academic governance process, and the importance of the program to our community.

On behalf of the University of Manitoba, I extend my congratulations to all those who have worked so hard to design this exciting new graduate program.

cc. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Jim Mulvale, Dean, Faculty of Social Work
Jeff Leclerc, University Secretary
Jeff Adams, Executive Director, Enrolment Services
Randy Roller, Acting Executive Director, Institutional Analysis
Neil Marnoch, Registrar
Cassandra Davidson, Undergraduate Program Analyst



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Date: February 16, 2016
To: Brian Postl, Dean, Faculty of Health Sciences & Vice-Provost (Health Sciences)
From: Joanne C. Keselman, Vice-President (Academic) and Provost
Subject: Program Approval – Concentration in Biomedical Sciences

At its meeting of December 2, 2015, the University of Manitoba Senate approved the proposal by the Faculty of Health Sciences to offer an 18 credit hour concentration in Biomedical Sciences beginning in the 2016-2017 Academic Year. The concentration will be offered to students enrolled in the Bachelor of Health Sciences program in the Faculty of Health Sciences.

Three new courses, HEAL 3610 – Mechanisms of Disease 1, HEAL 4630 – Mechanisms of Disease 2, and HEAL 4640 – Mechanisms of Disease 3, were introduced in support of this concentration. HEAL 4640 is accompanied by a request to assess an additional laboratory fee of \$150 per student to cover on-going costs of laboratory materials; as such, a proposal for a new fee has been submitted to the Ministry of Education and Advanced Learning, Advanced Learning Division for their consideration.

I hereby approve the implementation of the concentration in Biomedical Sciences effective the Fall 2016 term. No additional financial support will be allocated in support of this implementation.

cc. Jeff Adams, Executive Director, Enrolment Services
Christine Ateah, Vice-Dean (Education), Faculty of Health Sciences
Cassandra Davidson, Undergraduate Program Analyst
Jeff Leclerc, University Secretary
Randy Roller, Acting Executive Director, Institutional Analysis
Neil Marnoch, Registrar



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Office of the Vice-President
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Date: February 16, 2016
To: Jay Doering, Vice-Provost (Graduate Education) and Dean, Faculty of
Graduate Studies
From: Joanne C. Keselman, Vice-President (Academic) and Provost
Subject: Program Approval - Financial Analyst Concentration, MBA

At its meeting of December 2, 2015, the University of Manitoba Senate approved the proposal by the Faculty of Graduate Studies to offer a Financial Analyst concentration beginning in the 2016-2017 Academic Year. The concentration will be made available to students enrolled in the MBA program, where they will be required to complete 22.5 credit hours of specialized Finance courses. The concentration includes the introduction of three new course offerings, FIN 7130, FIN 7140 and FIN 7180.

I hereby approve the implementation of the Financial Analyst concentration effective the Fall 2016 term. This implementation will involve no additional resources.

cc. Jeff Adams, Executive Director, Enrolment Services
Michael Benarroch, Dean, Asper School of Business
Cassandra Davidson, Undergraduate Program Analyst
Jeff Leclerc, University Secretary
Neil Mamoch, Registrar
Randy Roller, Acting Executive Director, Institutional Analysis
Subbu Sivaramakrishnan, Associate Dean, Undergraduate and MBA Programs, Asper School of Business




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REPLACES MEMO DATED FEBRUARY 16, 2016

Date: February 18, 2016
To: Jeff Taylor, Dean, Faculty of Arts
From: Joanne C. Keselman, Provost and Vice-President (Academic) 
Subject: **Program Approval - Programs in Anthropology, Classical Studies and Philosophy**

At its meeting of December 2, 2015, the University of Manitoba Senate approved the proposal by the Faculty of Arts to offer the following 42 credit hour programs:

- Double Honours in Anthropology
- Double Advanced Major in Classical Studies
- Double Advanced Major in Philosophy

I hereby approve the implementation of these programs with effect from the Fall 2016 term.
No additional financial support will be allocated in support of this implementation.

cc. Jeff Adams, Executive Director, Enrolment Services
Cassandra Davidson, Program Analyst
Jeff Leclerc, University Secretary
Randy Roller, Acting Executive Director, Institutional Analysis
Neil Mamoch, Registrar
Greg Smith, Associate Dean for Graduate Studies, Curriculum, Space & Internationalization, Faculty of Arts



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MEMORANDUM

DATE: January 27, 2016

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING –
January 26, 2016***

At its meeting on January 26, 2016, the Board of Governors approved the following motions:

THAT the Board of Governors approve six new offers, five amended offers, and the withdrawal of five offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated November 10, 2015].

THAT the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated November 10, 2015].

Copy: S. Coyston

JML/sf

PRESIDENT'S REPORT: April 6, 2016

GENERAL

The annual International Women's Day Dinner and Lecture, co-hosted by the Association of Employees Supporting Education Services (AESES) and the Office of the President, took place on March 7. At this year's event, attendees had the opportunity to hear from Debra Parkes, Associate Dean (Research and Graduate Studies) and Professor in the Faculty of Law, on the topic "Challenging inequality: Reflections on women's legal advocacy under the Canadian Charter of Rights and Freedoms".

The recipients of the 2016 annual University of Manitoba Distinguished Alumni Awards have been selected and the honorees encompass a wide range of achievement, innovation and community service. The awards recognize graduates who are outstanding in their professional and personal lives, and who have been an inspiration to fellow alumni, current students and the community. The recipients are:

- Lifetime Achievement: Edward Lyons, OC
- Professional Achievement: Emmie Leung
- Service to the University of Manitoba: The Hong Kong Alumni Association
- Community Service: Karen Beaudin, OM
- Outstanding Young Alumni: Diana Nicholson

They will be honoured in a ceremony at the Winnipeg Art Gallery on May 5.

On February 25, the University of Manitoba held the finals for its annual Three Minute Thesis (3MT) competition, at which twelve graduate students distilled their research into three minute presentations, using only one slide. Their presentations showcased the breadth, depth and excellence of the graduate student research done at the University of Manitoba. Karlee Dyck, a master's student in human nutritional sciences, captured the first-place prize for her work on fetal alcohol spectrum disorder and whether pregnant women in certain populations get enough nutrients to reduce their risk. Second place went to Anjali Bhagirath, a PhD student in Oral Biology, for her project "Mind over matter: Outsmarting the bacteria by brainwashing". Paul White, a Master's student in Biomedical Engineering, was selected by the audience as the People's Choice recipient for his work studying the relationship between Alzheimer's disease and spatial navigation.

The Indigenous Student Centre, the Métis University Students Association, the Access and Aboriginal Focus Programs, and the Office of Indigenous Achievement co-hosted a Louis Riel Day Celebration. Over 50 students, staff, faculty and community partners attended the festivities. Elder Norman Meade (Métis) opened the event, and for the first time, a Métis flag was flown on the flag pole outside the University Centre.

As part of the ongoing advocacy and information-sharing work undertaken by universities, the members of COPUM, (Committee of Presidents of Universities of Manitoba, currently Chaired by David Barnard) recently met with Brian Pallister, Leader of the Official Opposition, to discuss the value of a university degree, Indigenous education and university funding.

Additionally, President Barnard participated in a roundtable discussion at the invitation of The Honourable Bill Morneau, Minister of Finance, as part of the Minister's pre-budget consultations. The University of Manitoba presentation focused on how the U of M contributes to and grows the economy through research, infrastructure, Indigenous achievement, graduate student support, and work-integrated learning opportunities.

ACADEMIC MATTERS

- Rayleen De Luca, psychology, was awarded Nellie Award Recipient at the Centennial Gala Celebrating 100 Years of Manitoba Women's Right to Vote on January 28, 2016. This award recognizes and honours women whose endeavors model the spirit and advance the legacy of women like Nellie McClung.
- Justice Murray Sinclair and Sarah Lugtig, law, were honored by the Manitoba Bar Association for Distinguished Service Award and the Access to Justice Award, respectively.
- Monica Cyr, human nutritional sciences graduate student, was recently awarded the Mary Guilbault Métis Bursary through the Louis Riel Institute. This is a highly competitive and prestigious award offered for Métis students. Monica was recognized for her project on Métis cultural food ways and practices.
- Amanda Macdonald, Jesse Perry, Eric Postma and Tom Epp, business graduate students, placed second overall - achieving the Asper School's highest-ever finish - at the prestigious John Molson Master of Business Administration International Case Competition; the oldest and largest case competition in the world.
- Indigo Adam-Grant, business student, received the 2015 Co-op Student of the Year award for her outstanding work as an account development manager at PepsiCo.
- A team of science students from the University of Manitoba's Autonomous Agents Lab took part in the International Robot Competition at Kintex in Seoul, Korea. The team won Best Humanoid Robot award in the International Intelligent Robot Sport competition, the most prestigious award in the competition.
- The Office of Indigenous Achievement hosted the university's second annual Indigenous Awareness Week from January 25-29, 2016. The week focused on integrating Indigenous knowledge into the learning environment.
- The Faculty of Education will host a forum for discussion on the Truth and Reconciliation Commission of Canada's "Calls to Action" and the impact of the recommendations for teacher education programs and post-secondary teaching in Manitoba. This four day symposia series will be held in March and will be co-hosted with the Manitoba Aboriginal Education Directorate.

RESEARCH MATTERS

- On February 9, 2016 the Government of Canada awarded a new Tier 1 Canada Research Chair (CRC) in Epidemiology and Global Public Health to James Blanchard (Community Health Sciences/Centre for Global Public Health). In addition, two CRCs were renewed: Distinguished Professor David Barber (Environment and Geography/Centre for Earth Observation Science), Tier 1 chair in Arctic-System Science and Debbie Kelly (Psychology), Tier 2 chair in Comparative Cognition.

Blanchard conducts a research program that focuses on discovering how to better plan and deliver important health programs and services to the world's most poor and vulnerable. Barber's research has defined the principal causes of Arctic climate change, with regional interrogation of the inherent spatial and temporal scales of change. Kelly's research focuses on the age-related decline in our cognitive abilities, particularly the ability to remember important locations, using an avian model.

Tier 1 chairs receive \$1.4 million over seven years and Tier 2 chairs receive \$500,000 over five years. A total of \$3.3 million was awarded. There are currently 36 CRCs at the University of Manitoba.

- On February 18, 2016 the Western Grains Research Foundation (WGRF) and the University of Manitoba announced the renewal of their partnership in wheat breeding. WGRF will invest \$1.9 million over five years into Dr. Anita Brûlé-Babel's (Plant Science) winter wheat breeding program and the fusarium head blight (FHB) nursery. The winter wheat breeding program will deliver improved varieties of Canada Western General Purpose (CWGP) and Canada Western Red Winter (CWRW) wheat to producers. In addition, WGRF funds also support a coordinated Fusarium head blight screening nursery. This nursery provides services to wheat breeding programs across western Canada and provides both early and late generation testing for cultivar registration.
- The new Game Changer competition, targeting university students and post-doctoral fellows from all disciplines held its finale event on Feb. 11, 2016. Team Nixed Foods captured the grand prize of \$10,000 as well as the \$1,000 People's Choice Award along with six months of professional mentorship to transform their game-changing idea into a reality. Their strategy to reduce food waste at different stages of the food value chain from producers to the final consumers was also the people's choice award winner. The team members are: Oluwaseyi Odhigbo (Human Nutritional Sciences) Ifeanyi Nwachukwu (Human Nutritional Sciences), Zara Usman (Economics), and Oribim Kingson (Human Nutritional Sciences).

Second place prize of \$5,000 went to Team Biohack who presented their solution to early detection of Alzheimer's disease using a finger prick blood test combined with a virtual reality spatial navigation test. Team members are: Paul White (Biomedical Engineering), Ahmad Byagowi (Electrical Engineering), and Jesslyn Janssen (Biology).

Team Thrive snagged the \$2,500 third place prize, showcasing their holistic health management app titled 'Empowerment Health'. The app is designed from an Indigenous wellness perspective. Team members are: Danielle Fenn (Fine Arts), Ryan Croy (Kinesiology and Recreation Management), Kristin Flattery (Fine Arts), and Kelly Campbell (Fine Arts).

All other teams received a \$500 semi-finalist award.

Game Changer is an initiative of the Office of the Vice-President (Research and International) and was co-organized by the Stu Clark Centre for Entrepreneurship and the Technology Transfer Office.

- The International Office has begun work on developing an International Report Card for the University of Manitoba. The purpose of the International Report Card is to develop a consistent method of collecting and reporting activity relevant to the UM International Strategy. Reporting will focus on key indicators determined to give a reliable representation of the status and progress over time of the execution of UM International Strategy goals.
- Partners for Health and Development in Africa (PHDA) PHDA Chief Executive Officer, Mr. Peter Mwaura, presented a balanced budget to the PHDA Board for the 2015/16 fiscal year. Although delayed and challenging, the successful completion of the audit for the first year ending March 31 2015 by Pricewaterhouse Coopers has enabled the organization to meet current requirements of the Kenyan NGO Coordination Board. PHDA continues to grow its capacity to meet the commitments of its value proposition, which is “to deliver on its mission and comply with the rigorous requirements of funding agencies, Kenyan Government and internationally accepted best practices in financial management and organization leadership.”
- The University of Manitoba hosted one visiting delegation.

Country	Delegation	Dates	Hosting Faculty
Brazil	Dr. Leandro Tessler, UNICAMP, Presentation-Reflections on Science Without Borders and Beyond	December 9-11, 2015	Extended Education and International Office

- Eighty-two researchers, leading 95 projects were awarded funding from various sponsors totaling \$7,247,597.01. Those projects awarded more than \$25,000 are:

PI	Sponsor	Title	Awarded
Afifi, Tracie (Community Health Sciences)	CIHR	Preventing child maltreatment: Changing a child's trajectory, improving health and strengthening families	\$883,855
Akinremi, Olalekan (Soil Science)	NSERC	Influence of rates of alfalfa pellets on water retention and cation exchange capacity of a sandy and a clay soil	\$25,000
Alfa, Attahiru (Electrical and Computer Engineering)	Mitacs Inc.	Predictive models for the Manitoba bio-economy atlas	\$57,500
Bridges, Gregory (Electrical and Computer Engineering)	NSERC	Impedance controllable microwave mesh for reducing human exposure in a handheld satellite communications device	\$25,000

PI	Sponsor	Title	Awarded
Davie, James (Biochemistry and Medical Genetics)	Research Manitoba	Regulation and function of histone H3 lysine 4 trimethylation (H3K4me3) in pre-mRNA splicing	\$45,500
Doucette, Christine (Physiology & Pathophysiology)	NSERC	Unraveling the regulatory mechanisms of rhythmic insulin secretion: A physiological role for UPC2	\$140,000
Ferguson, Steven (Biological Sciences)	Kenneth M Molson Foundation	Bowhead whale habitat use, seasonal movements, historical patterns and future predictions	\$72,000
Goertzen, Andrew (Radiology)	NSERC	Applications of high speed digitizer systems in nuclear medicine imaging applications	\$25,000
Gole, Aniruddha (Electrical and Computer Engineering)	Manitoba HVDC Research Centre	Research in economic evaluation of large power systems for planning purposes using the generation operation cost as main decision variable	\$30,906
Hossain, Ekram (Electrical and Computer Engineering)	NSERC	Scanning and detection of LTE radio signals with applications to traffic monitoring systems	\$25,000
Katz, Alan (Family Medicine)	Research Manitoba	The Manitoba SPOR Primary and Integrated Health Care Innovation Network (MSN): Management and operations grant	\$500,000
Kazem Moussavi, Zahra (Electrical and Computer Engineering)	NSERC	Developing a prototype 3D printed smart mouth guard with embedded SpO2 recorder	\$25,000
Keijzer, Richard (Surgery)	Research Manitoba	miRacles for abnormal lung development in congenital diaphragmatic hernia: Defining the role of miR-200b	\$45,500
Kobasa, Darwyn (Medical Microbiology)	CIHR	Efficacy evaluation of Ebola specific equine immune globulin (EEIg) against lethal Ebola virus (Zaire) in experimental models	\$172,781
Kopotun, Kirill (Mathematics)	University of British Columbia	PIMS: Pacific Institute for the Mathematical Sciences	\$40,000

PI	Sponsor	Title	Awarded
Kordi, Behzad (Electrical and Computer Engineering)	Manitoba Hydro	An investigation of space charge profile on the flashover characteristics of fiberglass reinforced plastic (FRP) tools under DC conditions	\$25,000
Kuo, I fan (Pharmacy)	Manitoba Medical Service Foundation	Mood and anxiety disorders and psychotropic use in spousal caregivers of dementia: A population-based study	\$25,000
Lavigne, Carole (Pharmacy)	Hospital Sainte-Justine (Montreal)	Pediatric HIV infection: Exploring determinants of a functional care	\$28,000
Lavoie, Josee (Community Health Sciences)	University of Alberta	Transforming primary health care in remote Northern communities: The Circumpolar Health System Innovation Team (CirHSIT) - Project C-5: Frontline providers and community perspectives on medevac decision making	\$36,200
Levin, David (Biosystems Engineering)	Genome Canada	Fibre composite and biomatrix genomics (FiCoGEN): Application to the ground transportation industry	\$97,870
Lix, Lisa (Community Health Sciences)	CIHR	Advancing the science of data quality for electronic health databases: Applications to chronic disease research and surveillance	\$962,920
Marrie, Ruth (Internal Medicine)	National Multiple Sclerosis Society	Multiple Sclerosis prevalence initiative	\$117,898
Mufti, Aftab (Civil Engineering)	Research Manitoba	Bridge weigh-in-motion (BWIM) phase 1	\$40,000
Pawlak, Miroslaw (Electrical and Computer Engineering)	Mitacs Inc.	PMU-based load modelling and validation methodology	\$30,000
Roos, Noralou (Community Health Sciences)	Winnipeg Foundation (The)	Treat poverty to improve health and well-being	\$190,000
Sareen, Jitender (Psychiatry)	CIHR	Defining the longitudinal course, outcomes and treatment needs of vulnerable Canadians with posttraumatic stress disorder	\$1,886,078

PI	Sponsor	Title	Awarded
Strachan, Leisha (Kinesiology and Recreation Management)	SSHRC	Cultural relevancy and positive youth development: Exploring the sport and physical activity experiences of Indigenous youth in Canada	\$51,490
Svecova, Dagmar (Civil Engineering)	Research Manitoba	Performance investigation of thermally broken concrete balconies	\$40,000
Theriault, Steven (Microbiology)	CIHR	Evaluating the environmental persistence and disinfection of the Ebola virus	\$140,800
Thompson, Genevieve (Nursing)	Research Manitoba	Partnering together to improve palliative care in long-term care homes	\$100,000
Thomson, Douglas (Dean's Office - Faculty of Engineering)	Research Manitoba	Binary crack sensor for steel girders	\$40,000
Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	Children's Hospital Foundation of Manitoba Inc.	Small animal imaging facility - PET-MRI imaging system	\$50,000
Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	University of Alberta	Pathogenesis of, and therapeutic approaches for, hyaluronidase 2 (HYAL2) deficiency	\$75,000
Wourms, Vincent (Anesthesia)	Manitoba Medical Service Foundation	Electroencephalography Guidance of Anesthesia to Alleviate Geriatric Syndromes (ENGAGES) Study: A pragmatic, randomized clinical trial	\$30,000
Wu, Nan (Mechanical and Manufacturing Engineering)	NSERC	Fracture detection on coach frame welding joints with piezoelectric composite coating	\$25,000
Wu, Nan (Mechanical and Manufacturing Engineering)	Research Manitoba	Damage detection at welding joints on heavy ground vehicle structures	\$40,000
Xing, Mengqiu (Malcolm) (Mechanical and Manufacturing Engineering)	NSERC	Development of stabilized polymeric nanoparticles with environmental sensitivities	\$25,000

ADMINISTRATIVE MATTERS

- Campus Planning presented the Visionary (re)Generation Master Plan vision and project overview to Mayor Bowman on February 18, 2016. He asked for ongoing periodic updates and noted the potential for this project to be a unique example of transit oriented development (TOD) in the City.
- Through a partnership with educators in the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the Office of Sustainability is coordinating and or facilitating more than 20 *Sustainability Research in Action* applied student “living lab” research projects. In addition to working on a range of sustainability challenges on campus, students are also providing sustainability research assistance to the Assiniboine Park Conservancy, University of Winnipeg, Red River College, Lafarge Canada, 2017 Canada Summer Games, Manitoba Health Sciences Centre, Fort Whyte Alive and Sustainable Building Manitoba.
- Southwood Development: All documents necessary to set up the legal structure have been finalized, and will be subject to BOG approval. Potential candidates for board of directors of the corporate trustee and general partner have been discussed. The final composition of the boards will require BOG approval.
- CUPE Sessional - On January 8, CUPE Sessional ratified a 3-year agreement that expires August 31, 2018, containing significantly simplified provisions for Right of First Refusal.
- Key parts of the University’s infrastructure has been modernized with the completion of two projects:
 - the migration from Novell file and print services to Microsoft file and print services
 - the migration to a new network configuration allowing for private addresses with an automated network management tool

A great collaborative work between central IST, Distributed IT and Faculties. Negative impacts were small and/or resolved quickly.

EXTERNAL MATTERS

- For the period of April 1, 2015 to February 19, 2016, the University has raised \$104,954,594 for the 2015/2016 fiscal year.
- To date, we have raised \$232,503,260 in philanthropic gifts and received a \$150 million commitment from the provincial government towards our \$500 million goal for the Front and Centre campaign.
- Significant gifts and activities in the last reporting period include:
 - Mrs. Wai Hing So Kwok made a gift of \$600,000 to establish scholarships and bursaries.
 - Prairie Improvement Network made a \$500,000 gift to establish a new graduate student award in the Faculty of Agricultural and Food Sciences.
 - Wawanesa Insurance has supported the Taché Arts Project with a gift of \$320,000.

- The Winnipeg Rh Institute Foundation made a commitment of \$129,000 to support the Dr. John M. Bowman Memorial Rh Institute Medal, the University of Manitoba Rh Awards, and Innovation Plaza.
- Drs. Krishnamurti and Ganga Dakshinamurti made a \$100,000 gift to establish a scholarship in human rights.
- Friesens Corporation made a gift of \$100,000, and Dr. David and Mrs. Evelyn Friesen made an additional gift of \$20,000, to support scholarships for rural students.
- Mr. Philipp R. Ens and Mrs. Ilse Krentz Ens made a \$100,000 gift to support the Taché Arts Project.
- Border Chemical Company made a \$100,000 gift to increase four awards: the Dr. Charlotte W. Ross Prize, the Mark G. Smerchanski Memorial Prize, the Mark G. and Patricia N. Smerchanski Graduate Award in Chemistry, and the Patricia N. and Mark G Smerchanski Law Entrance Scholarship.
- Upcoming events and activities include the following:
 - Visionary Conversations on Campus took place on February 3 where we posed the question "Refugees - Are We Getting It Right?" Over 160 guests attended the lecture to hear from our panelists and engage in a lively discussion. The next installment of Visionary Conversations on Campus will take place March 16 at the Robert B. Schultz Theatre. The topic will be "Bringing the Paris Climate Talks Home - With the unprecedented agreement struck in Paris, what does this mean for Canadians?"
 - The Distinguished Alumni Awards Celebration of Excellence will be held on Thursday, May 5 at the Winnipeg Art Gallery.
 - The nomination period for alumni representative to the Board of Governors will close on Friday, February 26 at 3 p.m. CST.
 - The Seniors' Alumni Learning for Life Program will begin its spring 2016 sessions on Thursday, March 10 and run until April 28. All topics and speakers have now been confirmed for spring 2016. This program is for seniors 60-plus and is open to alumni and friends of the University of Manitoba.
- The Province of Manitoba made several funding announcements in January 2016 of benefit to the U of M:
 - January 7, 2016: 2.5% increase for university operating grants and additional funding for the U of M including, but not limited to:
 - National Centre for Truth and Reconciliation (\$1 million)
 - Graduate Student Support (\$3 million)
 - Masters of Social Work in Indigenous Knowledge (\$610,000)
 - January 11, 2016: \$30 million commitment including, but not limited to:
 - Indigenous Success Fund (\$5 million)
 - Undergraduate scholarship and bursaries support (\$5 million)
 - Endowed chair in palliative care (\$2.5 million)
 - Support innovation in teaching chairs (\$2.5 million)
 - Chair in energy systems and water resources (\$1.5 million)
 - Chair in sustainable food development (\$500,000)
 - Women in engineering professorship (\$500,000)
 - WISE Kid-Netic Energy engineer-in-residence (\$500,000)
 - January 13, 2016: \$120 million commitment to infrastructure supporting:

The new Inter-Professional Health Education Complex at our Bannatyne campus (\$97.3 million)

Redevelopment of the Helen Glass Centre (\$3 million)

The Churchill Marine Observatory (\$9.7 million)

Renewal of classrooms, libraries and laboratories (\$9 million)

- On January 19, 2016, John Kearsey, Vice-President (External), met with The Honourable Kerri Irvin-Ross, Deputy Premier and Minister of Family Services, to discuss the rental housing issue at the U of M and the Southwood development; both issues of interest to the Minister in her capacity as MLA, Fort Richmond.
- Tyler MacAfee, Director, Government and Community Engagement, had a series of meetings in Ottawa on January 26, 2016 in advance of a Government Relations Officers meeting hosted by Universities Canada. Mr. MacAfee met with senior officials in the Offices of the Ministers of Finance and Infrastructure and Communities as well as Member of Parliament, Winnipeg South, Terry Duguid and the Official Opposition Critic for Western Economic Diversification to discuss U of M priorities and build a relationship with the new government.

February 10, 2016

Report of the Senate Executive Committee

Preamble

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

Observations

1. Cancellation of March 2, 2016 Senate meeting

The Senate Executive Committee to a decision to cancel the March 2, 2016 Senate meeting, given the small number of agenda items, and to defer consideration of those items of business to the April 6, 2016 meeting.

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

March 23, 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 Tina Chen will be the Speaker for the Executive Committee for the April meeting of Senate.

2. Appointment of Vice-Chair, Senate Committee on Appeals

The composition of the Senate Committee on Appeals was recently revised to include a second Vice-Chair position (Senate, February 3, 2016). Senate Executive has appointed Professor Charlotte Enns to the position, for a term ending May 31, 2019.

3. 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 Planning and Priorities Committee RE: Visionary (re)Generation Master Plan

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC), which are found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html. The Senate is empowered by the University Act to advise and make recommendations to the Board with respect to campus planning. The SPPC is charged with assisting Senate in this role.
2. At its meeting January 25, 2016, the SPPC considered a proposal from the Campus Planning Office (CPO) to establish a Visionary (re)Generation Master Plan [dated January, 2016], for the Fort Garry Campus and Southwood Lands. The Committee had previously received a concept plan at its meeting on April 27, 2015, for information and discussion.

Observations:

1. The planning process for the Visionary (re)Generation Master Plan began with the Visionary (re)Generation Open International Design Competition (December 2012 to October 2013), which resulted in the selection of a consultant team, led by Janet Rosenberg & Studio Inc., to develop a Master Plan for the Fort Garry Campus and the Southwood Lands. The competition was followed by a two-year planning and consultation process, which included a variety of engagement opportunities for stakeholders, including, faculty, students, staff, community experts, a Neighbourhood Network Group, an Indigenous Subcommittee and Advisory Group, and SPPC, Senate and the Board of Governors, whose input shaped the Master Plan as it evolved from conceptual plans, to a detailed concept plan, and ultimately the final document.
2. Three drivers for change reflect central ideas raised through the engagement process: (i) creating a complete community, with a renewed sense of place, identity, and community, a human-scaled, walkable and accessible campus, and additional services and amenities to support a more diverse campus (ii) Indigenizing the campus, through planning, design, and the approach to the land, in order to support the University's priority for Indigenous achievement, (iii) planning for resilience, including ecological, social, and economic sustainability.
3. The purpose of the Visionary (re)Generation Master Plan is to provide design and policy direction for the development of the Fort Garry Campus over the next thirty years. A comprehensive review of the Master Plan would occur every ten years, to ensure continued relevance. The CPO would report annually on progress made on the implementation of the Master Plan.
4. The vision for the Fort Garry Campus, as outlined in the proposed Visionary (re)Generation Master Plan, is, "for [the campus] to be a connected network of distinct areas and spaces, linked by corridors of green that draw reference from the natural and cultural history of the site and the Red River."

The vision reflects the ideal to create a complete environment that is ecologically, socially, and economically sustainable. The vision is supported by six main planning principles and five Indigenous design and planning principles:

Main Planning Principles

- connected - networking the campus and connecting to the city
- destination - offering reasons to come and reasons to stay
- sustainable - functioning as a living laboratory
- community - built for density and designed for people
- Indigenous design and planning
- transformative - in terms of research, learning, working, and living

Indigenous Design and Planning Principles

- commit to relationships and listening
- demonstrate culturally relevant design
- respect Mother Earth
- foster a sense of belonging and community
- embrace a “Seven Generations” view

5. The Visionary (re)Generation Master Plan would align with the City of Winnipeg’s planning legislation and with the City’s *Complete Communities* direction strategy, which designates the Fort Garry Campus as an Institutional Campus on Employment Lands and encourages the introduction of commercial, retail, and residential development that would support the institutional and employment areas.

The *Complete Communities* strategy classifies the Southwood Lands as a Major Redevelopment Site, which will require that the University also develop a Local Area Plan (LAP), with specific details on the design, phasing, and implementation of development there, to be endorsed by City Council. It is anticipated that the LAP would be administered by an arm’s length entity, on behalf of the University.

6. The concept plan describes a campus with four character areas: the Core Campus, the Point Lands, the North Community (the Southwood Lands), and the South Community. It also identifies a series of “big moves” or steps that could be taken to achieve the plan (see section 3.3.1).
7. The proposed Master Plan is a comprehensive document that provides significant detail on frameworks for (i) built form, (ii) open space, and (iii) transportation and circulation, which would guide development over the next thirty years, to ensure that it would be consistent with the University’s vision and principles for the Fort Garry Campus. The Master Plan also recognizes the importance of heritage conservation and sustainability, including energy conservation and water management. These things are taken into account within each of the various frameworks.
8. The SPPC cautioned that the emphasis, in the transportation and circulation framework, on multi-modal transportation options and on public transit for accessing the campus might adversely impact the University’s ability to recruit students, who could elect to attend other institutions that would be more readily accessible from areas of the city beyond neighbourhoods immediately surrounding the Fort Garry Campus.
9. It was suggested that the Master Plan should protect a wide riparian corridor, for ecological and aesthetic reasons, and that buildings should not be sited along the river’s edge.

10. The committee observed that parking lots, which are identified as potential sites for new construction in the proposed Master Plan, are opportunities for integrated green spaces.
11. It was suggested that a careful examination of the tunnel system is required, given that it is used extensively, particularly in the winter months. Consideration should be given not only to the siting of new buildings in relation to the tunnel system but also to the quality of the tunnels, which should be considered as interior streets.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend that the Board of Governors approve, in principle, the Visionary (re)Generation Master Plan [January, 2016].

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

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

UNIVERSITY OF MANITOBA

Visionary (re)Generation Master Plan
March, 2016



Janet
Rosenberg
& Studio

DIALOG

Cibinel
Architecture Ltd
53

MMM GROUP



UNIVERSITY
OF MANITOBA



Floating

by Ovide Mercredi

I float through the sun-light air like a feather down
Blown away by a breeze through the unfastened air
Being taken up and down to unknown places
In a free ride so to speak, where there are no cares
I pass by a cluster of evergreen trees
Flying atop their standing dreams
Onward the breeze takes me
Flying along in directions unknown
So where is home? I want to know!
Will I land where I am bound to go?

Below me I see many rivers flow
Each with their beauty and abundance shown
I float directly above a family of buttercups
Swaying sun-like flowers waving to me from river bays
Living freely and carefree in places where buttercups can be
I wonder too, will I land where I belong?

Source:

My Silent Drum, Ovide Mercredi
Aboriginal Issues Press, U of M, 2015
(Used with Permission from Ovide Mercredi)

Letter from the President

I am pleased and very proud to introduce our Visionary (re)Generation Master Plan. This framework outlines a shared, long-term, sustainable vision to build on the natural beauty and historic character of our Fort Garry campus and to further transform it into a dynamic, pedestrian-friendly urban village with access to the natural beauty of the riverfront and a variety of green and open spaces.

The plan is the result of the University of Manitoba's 'Visionary (re)Generation' Open International Design Competition launched in 2012. Developed over two years through engagement and collaboration with the University community and with broader stakeholders in Winnipeg and Manitoba, the Visionary (re)Generation Master Plan is a starting point for improving the campus experience through the design of the landscape, the built environment and open spaces.

The University of Manitoba is the province's largest university, and the Fort Garry campus is home to many of our 38,000 students, faculty, and staff. The new master plan aims to improve and enhance the campus experience for all members of our campus community, through innovative design and sustainable, thoughtful development. It supports our academic mission and strategic priorities, ensuring that our goals and values as a university are reflected in the physical environment of the campus.

Our shared Visionary (re)Generation Master Plan envisions a campus where our community experience and student life — social interactions, places to meet, interesting and enjoyable spaces to inhabit and in which to teach and learn — are enhanced and strengthened.

Sincerely,
David T. Barnard, Ph.D.
President and Vice-Chancellor
University of Manitoba



Dr. David T. Barnard,
President and Vice Chancellor
University of Manitoba

Traditional Territories Acknowledgment

English:

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

Anishinaabemowin:

Iwe University of Manitoba gichi-gikina'amaadiwigamigong ayaamagad imaa Anishinaabeg, Omashkiigoog, Anishiniwag, Bwaanag dago Deniiwag akiing Wiisaakodewiniwag gaa-gii-daawaad.

Nimanajitoomin ini Agwi'idiwinan omaa gaa-gii-ozhichigaadegin, ningikendaamin gaa-gii-maanidoodaading, banichigeng gaye odaanaang, ningechinaawendaamin ji-wiijichigemangidwaa bebakaan Anishinaabeg ji-maamiinochigeng, ji-wiidookaading gaye.

Cree:

Aniki University of Manitoba kiskinawátowikamikwa ká itakik anté anihi kákí ositániwaki, anisinapéwak otaskiwáw, Ininiwak, Nakawéwininiwak, Pwátak éko Chipéwanak éko mina anihi Apitawikosisának.

Nikisténiténán anihi isi asotamákéwina óma ota oci ité askík, nikiskéniténán ékípé wanitótamák ékwéniw oci, éko nipakitínisonán óma ta wítapimáyákak okok ininiwak óté kapé níkanik isi inikok kakinaw kékwán ta mino ayámakak éko táti mámawi minopanihikoyak.

Tatanka khcha Makokashpe Wounspe Wakantu ya ounye kin hena Makokoshpe akan heg, he otokaya Makoche kin hena Khakhathunwin, Shaiya, Ka Shaiya Iapi Tokcha pi, Dakota Waziyata Oyate pi, Ikchewichashta Washichu Ikchekapi makoche ed ounya pi.

Makokushpe dena akan wowapi suta ob kaghab hena ohoundapi. Hektakiya woektashni wokiuni echa wichunkun pi hena sdodunkiya pi heun tokata kiya lkchewichashta ounye pi ob wo wiyukchan naghi wanzida unyan pte heched unkichuzapi.

Oji-Cree:

Manitoba Kichi-kihkinooamaadiiwikamikoon
kaa-ishi-ahteken anishinaabeg ahkiin; Cree, Oji-
Cree, Dakota ekwa Dene Kaye otahkiimiwak
Wiisagahkotewininiwak.

Nikichinentaamin oneniwan ahkiin Okimaawiwin
kaa-kii-ishi-ashotamaakekopanen, Nikikhintaamin
kaa-ishi-nishiwachikemakahkin kaye kaa-ishi-
wanaachikemakahkin pi-otaanak ekwa tahsh
amihi eshi-pakitinitisiyaak kiitwaam chi-mino-
wiichiwiityak kaye chi-maamawi-wiitanohkiimityak
kitashiikewininaak.

Michif:

Li University di Manitoba aashtew iita nishtum li tarayn di anishinaabay, nihiyow, nihiyow ojibway, Dakota pi lii Dene Naasyoon pi disseu li tarayn di la naasyoon dii michif.

Ni kishchiitayhtaynaan lii traytii ka kii ooshihtaak daan lii territwayr, ni nishtoohtaynaan ka kii wiishakahoowayhk pi ka paachiikhayk nishtum pi mina ni miishoonaan chi pimoohtayk ann navaan avik nutr naasaasyii nihiiyawuk iita ka wiikichik daan lisprii chi kiikayhk pi chi mamooatooshkayhk.

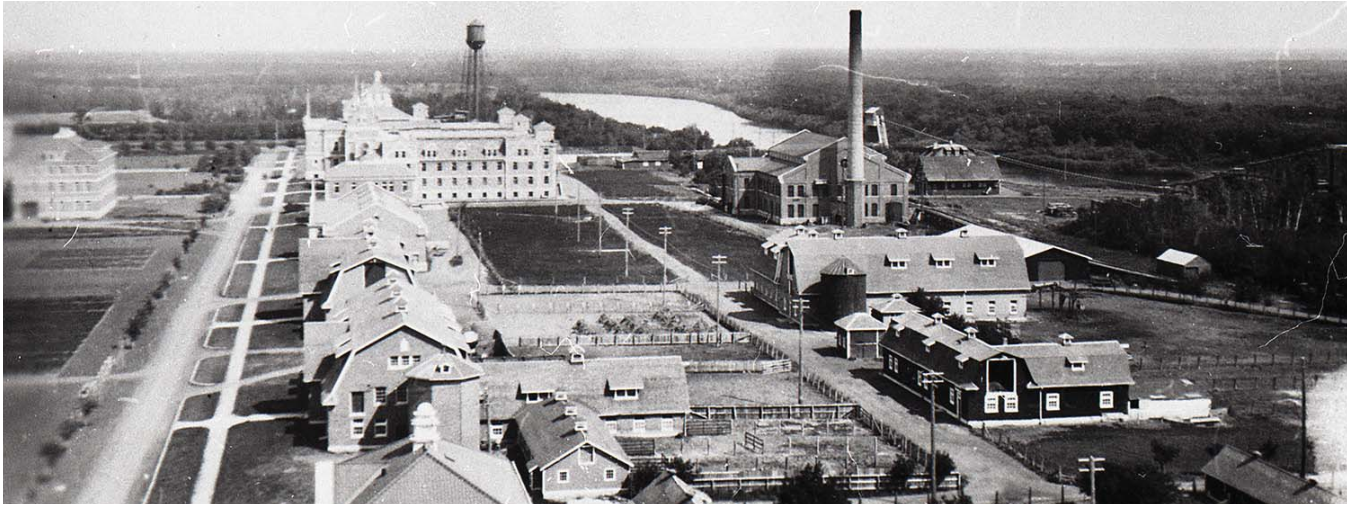
Inuktitut:

[illegible][illegible]

Dene:

Nedidi University of Manitoba sni Dene ghauneltegħni kuwe gholai eyi ena daali Anishinaabeg chu Cree chu Dakota chu Dene chu Metis chu benene nisi eyi bek'e qhegai eyis.

Nedidi nih bek'e tzamba naalya nisi bek'aunedtah
ghutthi dtandtu ghodtah dadaghuaah nisi chu nuhtzen
eldtthi naaudeltthed ghile nisi tthi ghok'aunedtahs.
Asi naunelye ghokesi ghudegodh k'esih sni ghu ahtla
eghalaudah sni ini k'esi ahtla eltzeghidi ghidtah
yanathe gho gha ghughudehl kunidthen ghel snis.



University of Manitoba historic photographs: University of Manitoba Archives & Special Collections

Acknowledgements

This document was developed by the University of Manitoba in collaboration with Janet Rosenberg & Studio and DIALOG, Cibinel Architects, and MMM Group Limited, with input from a broad range of stakeholders from the University and wider community. Along with the consultant team, the Project Management Team consisted of the University's Office of the Associate Vice-President (Administration), the Campus Planning Office, and the Office of Sustainability.

The team would like to acknowledge the involvement and contributions of the following groups, which comprised student, staff, faculty, and administrative representatives, along with experts in various fields from Manitoba Hydro, the City of Winnipeg, and the Province of Manitoba:

- Campus Planning & Design Committee
- Planning Working Group
- Energy & Sustainability Performance Management Subcommittee
- Indigenous Advisory Committee
- Indigenous Subcommittee
- University of Manitoba Sustainability Committee

Thank-you to the entire University community for their input and collaboration throughout the engagement process, and to neighbourhood residents for their involvement through the Neighbourhood Network group and through attendance at open houses.

Thank-you also to those instructors and students who focused their academic course work on various elements of the Visionary (re)Generation planning process, providing insights and suggestions for planning and design at the Fort Garry campus; in particular in the Departments of City Planning, Landscape Architecture, Environmental Design, Environment and Geography, and the Faculty of Engineering.

A special thank-you to Aboriginal Languages of Manitoba Inc. for the translations of the University's Traditional Territories Acknowledgment.

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Part 1: Background



1.0 Introduction

In 2014, the University of Manitoba initiated the Visionary (re) Generation process to prepare a new Master Plan for the Fort Garry campus, and the newly acquired Southwood Lands. This effort is an important opportunity for the University to re-examine and realign the evolving physical design of the campus with current and future priorities for the campus community and the University's policy framework.



University of Manitoba, Fort Garry campus

1.1 THE NEED FOR A CAMPUS MASTER PLAN

Since the 1970s, broad planning efforts of the physical elements of the campus have been directed by the University's general Space Planning Policy, which contains a section on "Physical Development." Following up on early 20th-century classical collegiate-style plans for the Fort Garry campus and subsequent plans in the 1950s and '60s, this policy was the planning umbrella under which several plans were created at different points throughout the '70s, '80s, and '90s, up to the Fort Garry campus' most recent plan, the 2001 **A Networked Community** document. These plans were followed to varying degrees, and the amount of time passed since the previous campus plan, along with the Visionary (re)Generation process, has necessitated a renewed planning effort for the campus' future. It was identified that a new and updated document would be required to support campus planning efforts and to align those efforts with the broader strategic goals of the University. An important opportunity that this new effort presents is the promotion of the indigenization of the campus—rendering Indigenous culture and legacy visible through the design processes associated with Visionary (re)Generation.

1.1.1 Competition Submission

The Visionary (re)Generation process began with the Open International Design Competition for the Fort Garry campus and Southwood Lands, which ran from December 2012 to October 2013. The purpose of the competition was to select a consultant team to develop a master plan. In total, 45 teams from 17 countries submitted their proposals, with 6 teams moving on to the secondary phase where more detailed proposals were submitted. The team of Janet Rosenberg & Studio Inc. and Cibinel Architects Ltd., with Landmark Planning & Design Inc., and ARUP Canada Inc. was selected as the winning submission.

1.1.2 The Southwood Lands

Although the Southwood Lands are represented in the Master Plan document, particularly as one of the key character areas for development and a major component of a comprehensive land use structure, more detailed policies and development frameworks for these lands will be reflected in a Southwood Local Area Plan (LAP) Policy Document. The Southwood LAP will provide the planning policy direction for the land area as a City Council-endorsed document.



Concept rendering from the design competition submission

1.2 UNIVERSITY OF MANITOBA'S STRATEGIC PRIORITIES

The University's most recent Strategic Plan ***Taking Our Place: The University of Manitoba Strategic Plan 2015-2020*** was developed through collaboration and input from U of M staff, students, and alumni. Its priorities guide the future direction of the University, and consist of:

1. **Inspiring minds** through innovative and quality teaching.
2. **Driving discovery and insight** through excellence in research, scholarly work and other creative activities.
3. **Creating pathways** to Indigenous achievement.
4. **Building community** that creates an outstanding learning and working environment.
5. **Forging connections** to foster high impact community engagement.

The principles of the Visionary (re)Generation Master Plan, developed through community engagement and outlined in section 3.2, support these strategic priorities and the overall mission, vision and values of the University. The principles focus on how campus planning and design can create an experience and sense of place that helps foster an outstanding learning, working, and teaching environment. This includes suggesting ways in which Indigenous achievement can be prioritized in the design of the campus.

1.3 MASTER PLANNING OBJECTIVES

The objectives of the Master Plan include:

- Establishing a clear and implementable vision and guiding principles.
- Providing an analysis of servicing

infrastructure, landscape characteristics, and transportation networks.

- Creating clear frameworks for development including built form, open space, and transportation.
- Developing an implementation and phasing strategy that provides key direction and development sequencing in preparation for the approvals process and realization of the Plan.
- Incorporating a strategic and flexible approach to managing and responding to both current and future market conditions.
- Engaging in a collaborative process that generates buy-in, interest, and participation from key stakeholders, the surrounding communities, and the public.
- Satisfying municipal requirements.

1.4 AN INCLUSIVE AND COLLABORATIVE PROCESS

The planning process built on the exceptional public engagement process established during the Open International Design Competition. The Visionary (re)Generation planning process consisted of three cycles of collaborative dialogue with stakeholders.



Stakeholder engagement

The first “exploratory” loop focused on hearing input from stakeholders based on highly conceptual plans. Input was incorporated into the creation of draft plan concepts. In the second “generative” cycle, more detailed plan concepts were brought back to stakeholders for comment. This step was crucial in terms of communicating feedback from the first cycle, which helped shape the evolving design concepts. The third “evaluative” cycle consisted of sharing the final plan and communicating its content and purpose.

1.4.1 Engagement Methods

A variety of techniques were employed as part of the Visionary (re)Generation engagement process from large scale open houses and events to more intimate community conversations. Regular meetings with the Neighbourhood Network group were held throughout the process and efforts to collaborate with student groups, attend neighbourhood events and present to interested University classes were an important part of outreach. Online engagement consisted of posting event dates and presentation materials on the Visionary (re)Generation website and interactive postings on Twitter (@visionaryregen). The website also had a feedback tool allowing people to submit comments to the Campus Planning Office.

As well, several project working groups were established with representation from faculty, students, staff, and community experts and stakeholders. These groups consisted of a Planning Working Group, an Energy & Sustainability Performance Management Group, a Neighbourhood Network Group, an Indigenous Advisory Committee, and an Indigenous Subcommittee.

In addition to these initiatives, presentations were made periodically to University administrative and academic bodies such as the Campus Planning & Design Committee, Senate Planning & Priorities Committee,

Senate, and Board of Governors. Feedback from these entities was taken into account and integrated into the drafting of the final documents.

1.4.2 Engagement with Indigenous Peoples

During the Open International Design Competition, it was established that Indigenous cultures must be rendered visible through design processes associated with Visionary (re)Generation. Following discussions with staff at the Indigenous Student Centre, a number of engagement events were planned and held at the University of Manitoba’s Migizii Agamik - Bald Eagle Lodge. In November of 2014 the first Indigenous Urban Design Symposium, “Coming to a Common Place: Indigenous Peoples and Urban Design”, was held at the University of Manitoba. The event recommended that Indigenous voices must guide the creation of Indigenous design principles that can be used to transform the campus. This recommendation led to the creation of an Indigenous Subcommittee and Advisory Committee who have worked collaboratively to establish five Indigenous Planning and Design Principles which will be integral to the planning process.



Stakeholder engagement

1.4.3 Engagement Summary

Following is a breakdown of the events that were part of the engagement process.

Large Scale Events: 8

- Community Engagement Fair at Fort Garry Campus – University Centre (March 25-26, 2014)
- Open House at Fort Garry Campus – University Centre (October 14-15, 2014)
- Open House at the Pembina Trails Library (October 21, 2014)
- Open House at Migizii Agamik – Bald Eagle Lodge (October 23, 2014)
- Coming to a Common Place: Indigenous Peoples and Urban Design Symposium (November 18-19, 2014)
- Open House at Fort Garry Campus – Engineering Atrium (March 26, 2015)
- Open House at the U of M William Norrie Centre (April 7, 2015)
- Open House at the Pembina Trails Library (April 13, 2015)

Community Conversations: 15

- University of Manitoba Students Union (February 27, 2014)

- University of Manitoba Advocacy and Accessibility / Playcare (March 13, 2014)
- Manitoba Greek Council (March 18, 2014)
- Graduate Students Association (March 24, 2014)
- Faculty of Kinesiology and Recreation Management (April 8, 2014)
- Neighbourhood members (August 5, 2014)
- University of Manitoba Students Union executive (August 11, 2014)
- University of Manitoba Ancillary Services (August 12, 2014)
- Graduate Students Association (September 11, 2014)
- Active Transportation advocates (September 22, 2014)
- Sustainability Committee (September 23, 2014)
- University of Manitoba College Administrators (October 1, 2014)
- Promoting Aboriginal Community Together – PACT (October 21, 2014)
- Members of Migizii Agamik (November 3, 2014)
- International Centre for Students (January 14, 2015)



Stakeholder engagement

Neighbourhood Network Meetings: 6

- November 5, 2013
- February 12, 2014
- August 27, 2014
- November 5, 2014
- March 18, 2015
- September 29, 2015

Planning Working Group: 10

- February 12, 2014
- August 27, 2014
- September 26, 2014
- November 5, 2014
- December 2, 2014
- March 12, 2015

Energy & Sustainability Performance

Management Group: 3

- February 12, 2014
- November 5, 2014
- September 15, 2015

Indigenous Advisory Committee: 2

- June 25, 2015
- September 16, 2015

Indigenous Subcommittee: 7

- March 18, 2015

- April 8, 2015
- April 22, 2015
- May 6, 2015
- May 20, 2015
- June 23, 2015
- September 16, 2015

Campus Planning & Design Committee: 7

- March 11, 2014
- June 2, 2014
- September 26, 2014
- December 12, 2014
- March 12, 2015
- June 2, 2015
- December 10, 2015

Senate Planning & Priorities Committee

- Presentation of the Plan for information: April 27, 2015

Senate

- Presentation of the Plan for information: June 24, 2015

Board of Governors

- Presentation of the Plan for information: June 23, 2015



Stakeholder engagement

1.5 FORT GARRY CAMPUS HISTORY

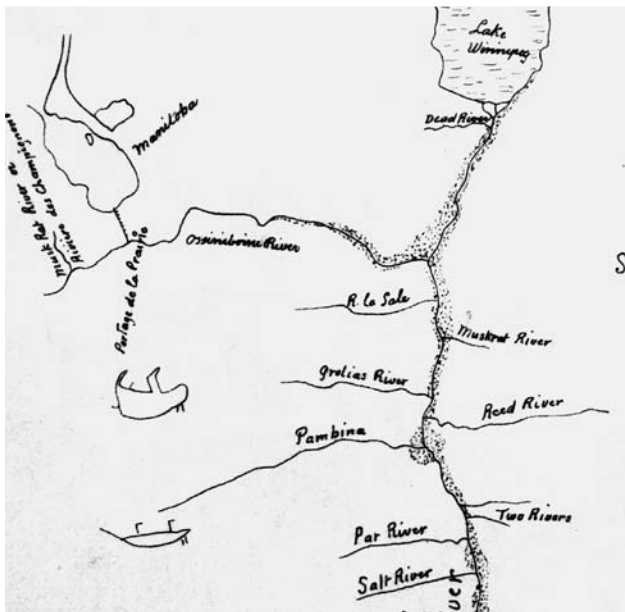
1.5.1 Original Lands and Peoples

The history of the Fort Garry campus begins with the history of the land on which it is located, and with the ancestors of Anishinaabeg, Nakota, Cree, Dene, Inuit, Métis, Ojib-Cree, and Dakota communities who resided here before the arrival of European settlers, in what is now Manitoba. The province's name itself is attributed to several Indigenous languages and meanings – “Manitou” and “wapow” referring to ‘great spirit’ and ‘sacred water’ in Cree, or “Manito-bau” in Anishinaabe. The land has long been understood as “Manito Ka Apit” meaning “where the Creator sits.”

What is now the campus sits within Treaty 1 Territory, one of five Treaty Territories – established through treaty agreements between First Nations and the Crown between 1871 and 1921 – that encompass Manitoba's land mass. The traditional homeland of the

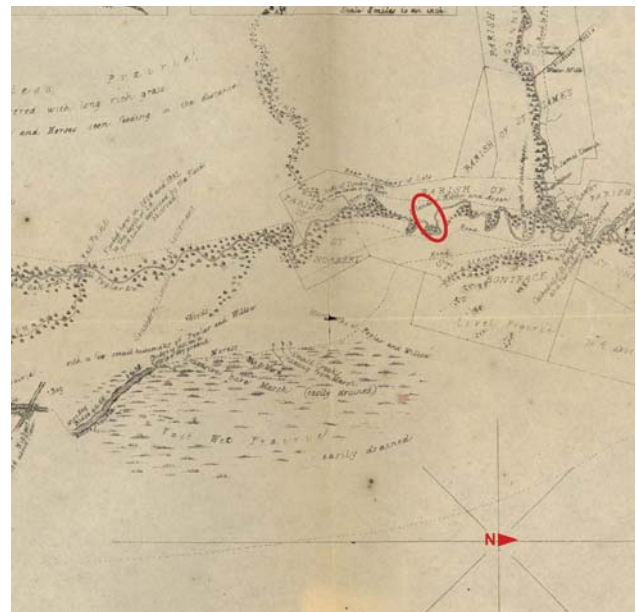
Métis Nation is also located in this area. The campus also falls within the area of the 1817 Selkirk Treaty made by Chief Peguis and four other chiefs with Thomas, Earl of Selkirk, for lands along the Red and Assiniboine Rivers. Before urbanization, the prairie region in and around the campus' present location was a vast sea of shoulder-high grasses, with forested areas around rivers and lakes. Indigenous occupation in and around this area was based on seasonal movement and traditional knowledge related to bison hunting, fishing and agriculture. It was also oriented around the Red River, which was an important transportation route and part of an Indigenous trade network stretching as far as the Gulf of Mexico and Hudson Bay. The La Salle-Red River junction, seven kilometres south of the campus, was likely a significant site for meeting and trading, as was the confluence of the Red and Assiniboine Rivers in downtown Winnipeg, an important site for thousands of years.

Increased settlement had changed the landscape of the region by the 1800s, with a river lot system



1817 Treaty Map

SOURCE: Archives of Manitoba

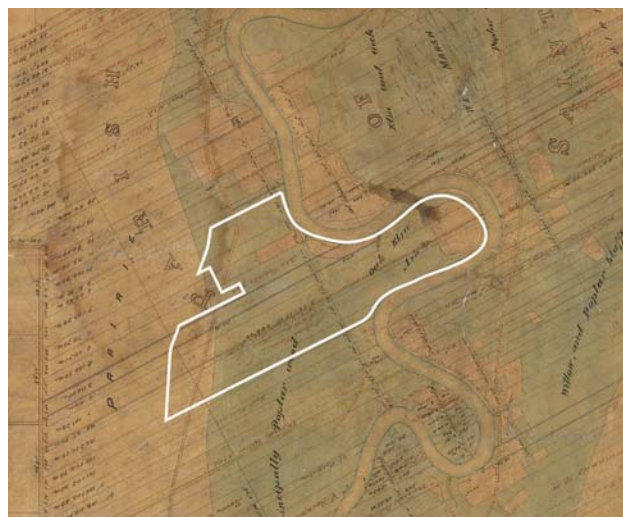


1858 map highlighting the location of the current campus in the context of the Red River Settlement. This area now comprises the central and southern portions of Winnipeg and the rural areas immediately to the south of the city.

SOURCE: University of Manitoba Archives & Special Collections

used to set up farms along the Red and Assiniboine Rivers. It consisted of long narrow lots stretching back perpendicular to the rivers, and was the settlement pattern of the area's Métis population. Around this time the current campus area was divided into river lots, and consisted of dense riverbottom forest.

By the late 1800s the English and French-speaking Métis represented the largest population within a very multicultural Red River region, particularly in the parishes of St. Vital and St. Norbert where the campus is now located. To the west of the campus, the west plains trail – one of a series of ox-cart routes in the region – became a key transportation and trading route used by the Métis and others in the Red River settlement to connect further south to the United States. The Métis “Red River cart” was the trail’s main mode of conveyance. This trail (the route for which was based on earlier First Nations use) was the precursor to today’s Pembina Highway, an example of the many ways in which these lands were shaped before the University’s arrival to the area.



1874 map showing the river lots in the current campus area, with current campus boundaries noted. Note the north-south cart trail on the western edge of campus, and the heavily wooded area shaded in green.

SOURCE: Archives of Manitoba



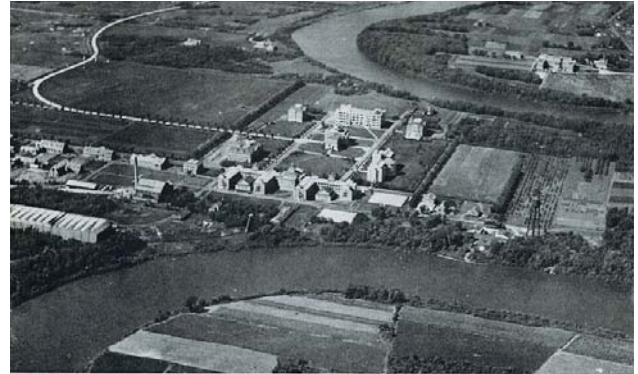
Métis settlement houses in St. Vital, approximately across the river from the Point Lands of the current campus

SOURCE: Henry Youle Hind, “Narrative of the Canadian Red river exploring expedition of 1857”, 1860

1.5.2 Campus History

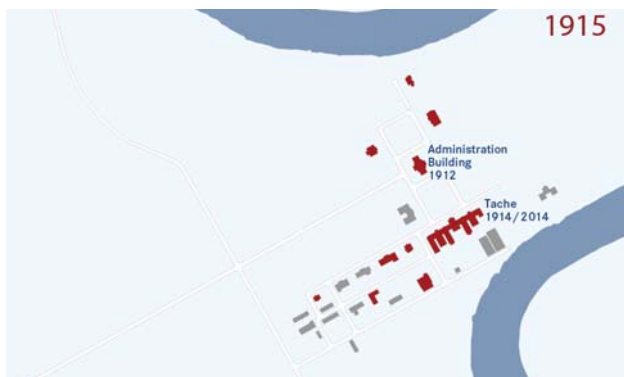
Although the University was established as institution in 1877, its Fort Garry campus was not established until the early 1900s. Beginning in 1910 land was cleared to make way for new buildings which were completed in 1912 and include the present-day Administration Building (formerly the Agricultural College). This initial wave of development laid a compact structure for development, with new buildings and open spaces arranged in an efficient and contiguous pattern.

This development pattern continued through subsequent waves of development and expansion in the 1930s and 1940s, although, it is worth noting, the scale and style of buildings changed to reflect the times. Construction during this period intensified around the quadrangle adjacent to the Administration Building.

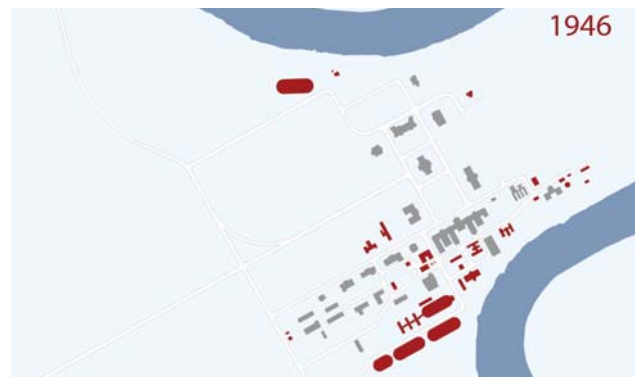


Aerial view of Fort Garry campus, c.1920

The 1950s was a period of renewed growth, aided by a growing economy and the relocation of the major college divisions to the Fort Garry campus from satellite campuses. The new development of this period also began to expand out from the traditional central core of the campus. Increased building construction in the 1960s generally conformed to the existing pedestrian orientation of the campus. Also during this time, increasing enrollment necessitated the addition of academic buildings to all the faculties.

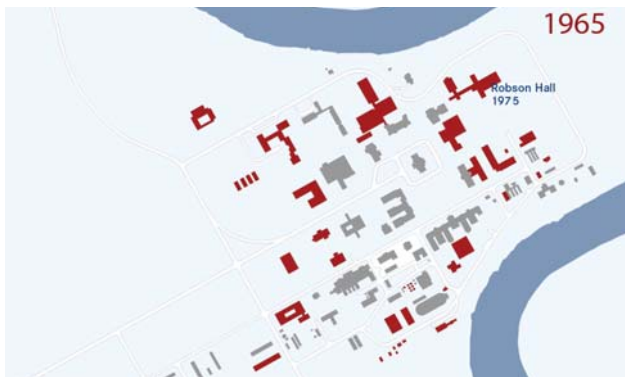


Historic Campus Expansion - pattern of development: 1915-1994





Aerial view of Fort Garry campus, c.1950



The Pan-American Games of 1967 also spurred new development, particularly the construction of University Stadium, an athletic field, and new athletic facilities. Campus planning during this era called for a compact clustering of central campus buildings, with vehicular traffic restricted to the periphery.

In the 1970s, the compact nature of the campus was transformed to accommodate student and faculty service demands. The result was a more sprawling and spread out campus. Funding diminished in the early 1980s, resulting in a period of reduced construction, although the Max Bell Centre was built in 1981. Economic constraints continued into the mid-1990s, punctuated by the development of the Investors Group Athletic Centre in 1998, built to accommodate the Pan-American Games of 1999.

Within the last decade the University has seen a new period of growth and change with several new projects recently completed. The ARTLab is a new building housing the University's School of Art, and is adjacent to Taché Hall, which is being renovated and expanded to provide a new and centralized location for the Faculty of Music (including a large new auditorium). The new Active Living Centre is a 10,684 square metre eco-friendly state-of-the-art fitness amenity and research

facility for the University and community located along Dafoe Road. This high-performance training facility and research centre opened in April of 2015.

With the re-opening of the Campus Planning Office in 2011, there is also a renewed focus on the spatial quality and planning of the campus.

1.5.2.1 Building Character History

Visually the Core Campus buildings are identifiable according to the era in which they were built. Early buildings constructed between 1910 and 1914 are Neoclassical, featuring red brick materials and tyndall stone details. These buildings are typically associated



EITC Complex



Administration Building, former Agricultural College, c. 1906



The ARTLab School of Art, c. 2015

with the old campus. Buildings constructed between 1915 and 1939 were influenced by the Collegiate Gothic style, while structures built from the late 1940s into the 1970s adhered more to a modernist architectural style. The 1980s were distinguished by a shift from modern to postmodern influences. The 1990s onward has seen several new buildings constructed. These varying building types and periods of development have resulted in a somewhat fragmented pattern of buildings and open spaces.

1.5.2.2 Open Space Character History

The University of Manitoba's Fort Garry campus boasts an incredibly rich roster of natural heritage features that have defined the history and character of place over time. The lands include a variety of distinct landscapes such as the Point Lands and the river bottom forest, which together, create a unique easterly boundary for the campus. The Southwood Lands mature tree canopy and fairways provide opportunities to create a unique "community playground", showcasing sustainability measures, and integrating many of the existing landscape features. The campus quads, the historic Chancellor Matheson axis, the grand landscape setbacks of Dafoe Road continue to be strong representations of the historical structure of the campus and are primary elements that form the basis of the new campus structure.

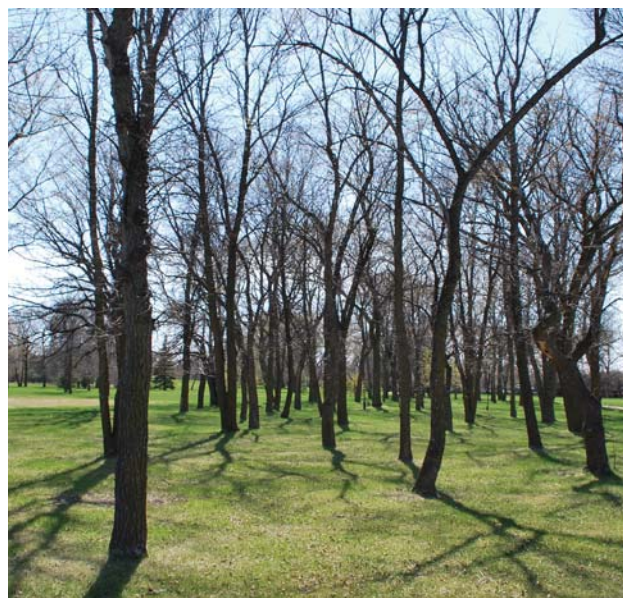
Building on these notable open spaces provides opportunities to create a "campus in a green setting", to represent the Indigenous footprint, both in design and function, where Indigenous traditions, principles, and cultures are woven into the fabric of the campus.



The forested river's edge



The Core Campus "heart" - Duckworth Quadrangle



Southwood golf course open space

1.6 FORT GARRY CAMPUS EXISTING CONDITIONS AND OPPORTUNITIES

1.6.1 Site Description and Character of Place

The Fort Garry campus is approximately 279 hectares (690 acres) in total area. It is situated in the southernmost portion of Winnipeg, approximately thirteen kilometres south from Downtown, in an area characterized by suburban neighbourhoods generally built between the 1950s and 2000s. The Red River forms the eastern edge of the campus, while Pembina Highway, a major traffic thoroughfare and commercial corridor, sits along the western edge of the campus.

The site's geographic location within the floodplain of glacial lake Agassiz, and the regional climatic

context of the prairies results in extreme temperatures that vary between short warm summers and long cold winters, making Winnipeg one of the coldest urban centres in the world.

The Fort Garry campus facilities consist of over 60 teaching, research, and operational buildings. The campus is where the majority of the University's approximately 40,000 students, faculty and staff come to learn, teach, and work. Along with seventeen faculties and schools, it is also home to numerous student services and amenities, three religious colleges, and several student residence buildings. The Smartpark area in the south-west of the campus comprises nine buildings, most of which are leased to research and development organizations that are involved in partnerships with the University.

The Fort Garry campus enjoys access to significant open spaces and natural areas. The abundance



Existing Fort Garry campus lands

of open space is a valued amenity that campus users wanted to see retained in the Master Plan. At the same time, the open spaces on campus could benefit from being better connected, enhanced, and programmed to serve specific purposes of the University as it grows. Some of the opportunities identified for the campus include retaining key areas of the existing open space network, and better connecting and integrating them with the existing and planned campus structure and built form.

1.6.2 Campus Structure

The original campus structure followed a compact and well organized development pattern, closely anchored around the original campus buildings. This core campus structure is supported by an interwoven network of streets and pedestrian pathways and plazas. As the campus developed, new buildings on campus moved away from this compact structure, contributing to a more spread out campus



Significant natural heritage open spaces and the river



Consideration for a winter campus design

environment, and infringing on the open space connections and open views.

Restoring the historic development pattern of the campus, in particular moving away from more disparate developments with large surface parking lots, presents multiple opportunities to improve the quality and character of public spaces on the campus, while intensifying the development pattern moving forward.

1.6.2.1 Building on Existing Assets

The Master Plan builds on the structure of the core historic academic campus integrating buildings, cultural heritage landscapes, and structural alignments. Some of the most notable assets include:

- The Chancellor Matheson grand avenue and Elm trees.
- Dafoe Road landscape setbacks and grand frontages.



Buildings reflecting various eras - building on these assets



A green campus with unique open spaces

- The Red River, riverside forest landscape, and Point Lands.
- The Duckworth Quadrangle, Administration Building, and the Curry Place Pedway (the pedestrian mall).
- The golf course mature tree canopy.
- The Core Campus internal building courtyards.
- The beauty of the existing Core Campus landscape and the diversity of building eras represented on campus.

1.6.2.2 Key Development Objectives

Some of the key opportunities for development include:

- Supporting the academic mission of the University, enhancing spaces for learning.
- Creating a built environment that is inherently sustainable, with opportunities to connect students to concepts of sustainable, innovative design and construction.
- Developing a compact campus built form.
- Integrating transit on campus.
- Providing a diverse network of public open spaces and linkages.
- Protecting substantial areas of the existing natural heritage landscapes.
- Defining retail & service hubs, or “high streets”, to serve the campus and community.
- Conserving key cultural resources such as



Conserving key cultural assets: The mature landscape

the Administration Building of 1912, the Tier Building of 1932, the Buller Building of 1932, and the Dafoe Library of 1952.

- Celebrating Indigenous histories and cultural heritage.
- Integrating with the surrounding community and network of trails and open spaces.
- Demonstrating leadership through the responsible stewardship of University land, generating long-term value.

1.6.3 Policy Directions and Opportunities

The City of Winnipeg’s **Complete Communities** direction strategy designates the Fort Garry campus as an Institutional Campus within the category of Employment Lands. **Complete Communities** encourages the introduction of commercial, retail and residential development that is supportive of the primary Institutional Employment area. Careful attention has been taken to align the Visionary (re) Generation Master Plan with City of Winnipeg planning legislation. Successful implementation of the Visionary (re)Generation Master Plan will result in the creation of a campus community where people live, learn, work and play. The Fort Garry campus is zoned “Educational Institutional” (EI) under the City of Winnipeg’s Zoning By-law 200/2006.



Creating a diversity of open spaces and green linkages

1.6.3.1 Visionary (re)Generation Master Plan Policies and Authority

The Visionary (re)Generation Master Plan will provide design and policy direction on the development of the Fort Garry campus. Planning direction for the development and implementation of these lands will be administered by the University of Manitoba.

1.6.3.2 Southwood Local Area Plan (LAP) Policies and Authority

Complete Communities identifies the Southwood Lands as a Major Redevelopment Site. This designation is used to identify areas within the city that present opportunities for the creation of complete communities within or adjacent to existing neighbourhoods. Major redevelopment sites are prime locations for intensification given their proximity to public transit and their ability to integrate with existing street networks. Prior to development of any Major Redevelopment Site, the City requires a Local Area Plan be undertaken.

In addition to the Visionary (re)Generation Master Plan, the University will develop a Local Area Plan for the Southwood Lands. The Southwood Local Area Plan will provide specific direction on design, phasing

and implementation of development in Southwood. Once complete, the Local Area Plan will be submitted to the City of Winnipeg to be endorsed by City Council as policy. It is anticipated the Southwood Local Area Plan will be implemented by an arm's length entity on behalf of the University of Manitoba, in alignment with the Visionary (re)Generation Master Plan.

1.6.3.3 Smartpark

Complete Communities identifies Smartpark as a Business Park within the broader designation of Employment Lands. This designation supports mixed-use development that is supportive of the primary employment uses of Business Parks. Although higher level City of Winnipeg planning legislation encourages diversifying land uses in Business Parks, current zoning by-laws do not permit residential development in Smartpark. If residential development is to occur in Smartpark, further discussion with the City of Winnipeg will be required. Given Smartpark's unique and increasingly complex land use structure, the University may wish to undertake a further planning process for Smartpark in the future. Smartpark is currently zoned Manufacturing Mixed Use (MMU) under the City of Winnipeg Zoning-bylaw 200/2006.



Policy boundaries



Smartpark

1.6.4 Existing Land Areas and Opportunities

There are several distinct areas that define the complexity and diversity of the Fort Garry campus lands. These areas illustrated below (see Figure 1) form the basis of the Character Areas defined later in the document. The distinct Character Areas provide a structure for Master Plan development and a rationale for the location and choice of land uses.

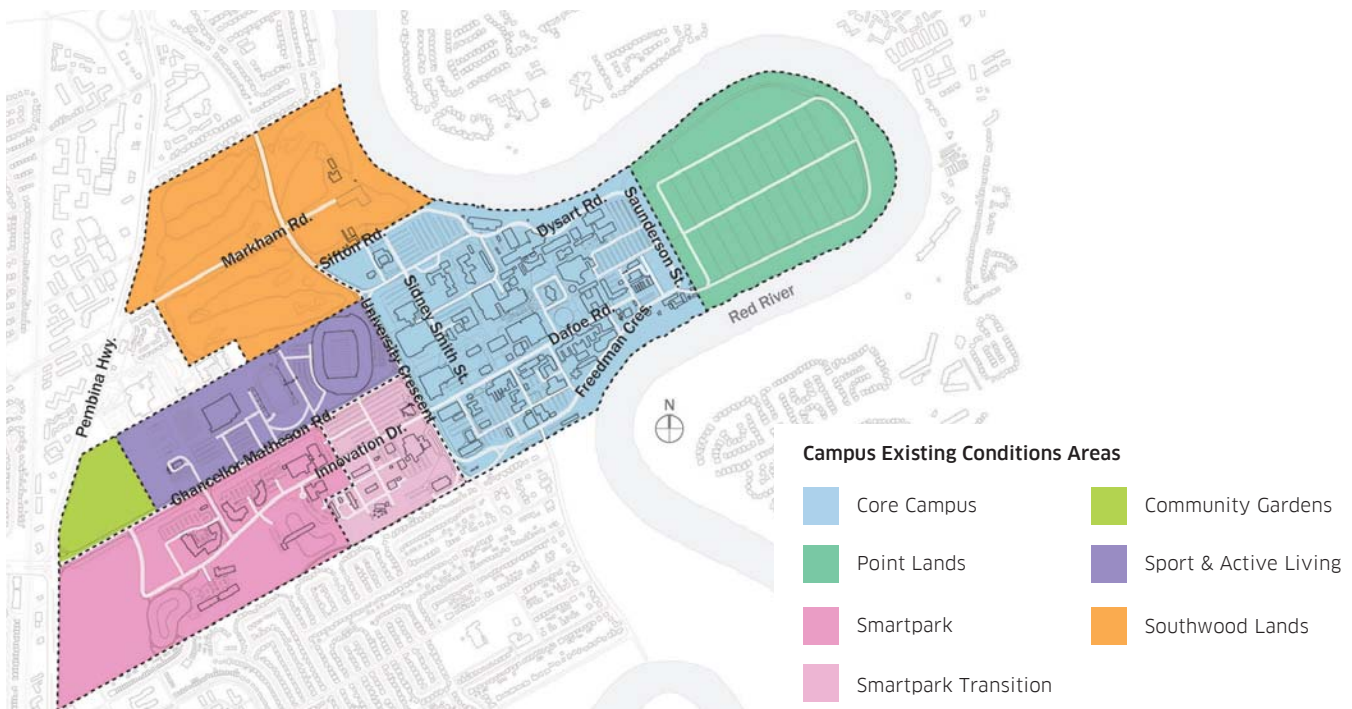
The Core Campus

The Core Campus is represented by the core academic buildings and student residences, affiliated colleges, as well as a wide range of campus services and amenities. The “heart” of the Core Campus is primarily reflected by many of the original statuesque heritage buildings and notable heritage landscapes. The perimeter of the Core Campus is primarily represented by student residences, academic buildings, the Colleges, and the east parking lots adjacent to the Point Lands. The majority of Physical Plant and Energy Plant uses are also located largely in the southern portion of the core campus. These lands

function as a transition zone between the heart of the campus and its adjacent uses.

Opportunity: The perimeter of the Core Campus provides the greatest opportunity for additional academic development to support University growth as needed. The opportunities include providing areas for additional student residences, to create a new student hub and focus of activity, and to expand and enhance important existing uses such as the Campus Daycare and the Physical Plant facilities. Any opportunities for expansion of the Physical Plant functions should be kept to the periphery of the Core Campus.

The perimeter lands provide the opportunity to create a mixed-use environment, with additional services and amenities to serve not only the campus, but also existing and future neighbourhoods and Smartpark. The lands also provide opportunities to create physical linkages to the north, east, and west areas of the University, increasing the overall academic, business, and community experience.



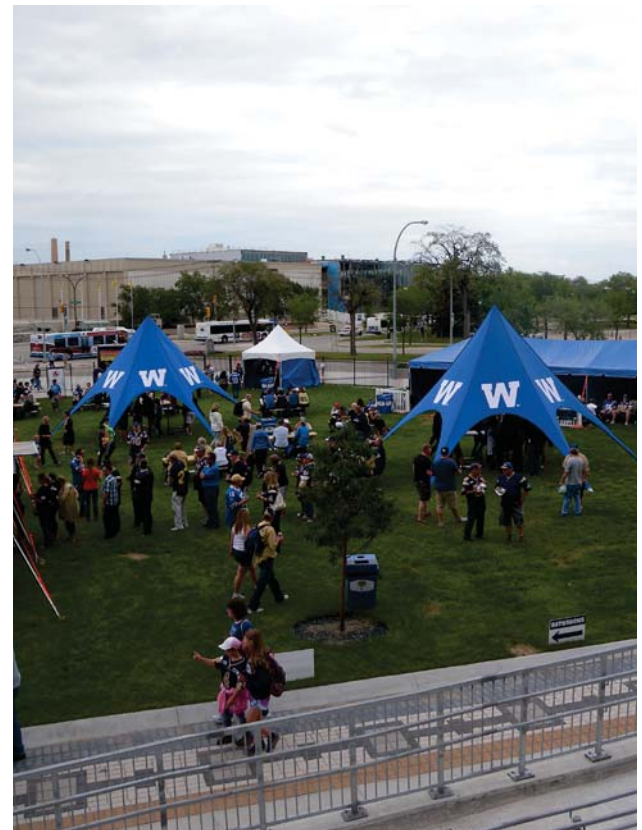


Core Campus

Sport & Active Living

This area contains the University Stadium and Investors Group Field (a 33,500-seat sports stadium whose primary tenant is the Winnipeg Blue Bombers, the city's professional Canadian football team); the Winnipeg Indoor Soccer Complex; and two outdoor sports fields. The University's current snow removal and storage site is also located here, north of Chancellor Matheson Road.

Opportunity: This area is adjacent to most of the University's athletic facilities to the east, such as the Frank Kennedy Centre, Investors Group Athletic Centre; and the Max Bell Centre. Together, these facilities support the concept of creating an active and healthy living environment, and can be positioned as an important recreational hub and entertainment destination that is central to a new community.



Sport and Active Living

Smartpark, Smartpark Transition, and Community Gardens

Smartpark is a Research and Technology Park south of Chancellor Matheson Road on the western side of the campus. Property development and management is operated by Smartpark Department, an ancillary service of the University of Manitoba, having its own Advisory Committee reporting to University Administration and the Board of Governors. It has the mandate to develop land and lease space to research and technology companies and organizations involved in broad research areas that coincide with areas of research expertise at the University.

The Smartpark Transition Lands are located at the southern edge of the campus between Smartpark and Core Campus. The Federal Government's Freshwater Institute is located here, on a parcel owned by the Crown. The University's Alternative Village is also located here. The Community Gardens are located along the west edge of the campus. The University of Manitoba Students Union (UMSU) student and community garden is located here.

Opportunity: The Smartpark and Smartpark Transition Lands provide an opportunity to create a mixed-use community, with opportunities to live, shop, and play where you work. The Community Gardens are an opportunity to establish a visible presence for the Fort Garry campus along the Pembina Highway. Development, whether built form or open space, should create a notable iconic gateway at the entrance in order to build campus identity. The community gardens can potentially be integrated into a variety of gardens throughout the campus.



Smartpark, Transition, and Community Gardens Lands

The Point Lands

This area comprises the agricultural fields on the eastern portion of the campus, near the oxbow of the Red River. It is currently used by the Faculty of Agricultural and Food Sciences for agronomy, plant breeding, horticulture, physiology, and plant pathology research. The only vehicular access is located at the corner of Freedman Crescent and Saunderson Street. The area is also outside of the campus' perimeter flood dike.

Opportunity: In the short to mid-term, the Point Lands will continue to function as a research facility and outdoor laboratory for the University. In the long term, the lands provide an opportunity to become a more accessible and public oriented amenity, with the potential for hands-on outdoor learning opportunities for the University and community; and as a recreational facility, providing the opportunity to experience the unique river's edge landscape along trails and paths.



The Point Lands

Southwood Lands

The Southwood Lands contain a former eighteen-hole golf course acquired by the University of Manitoba in 2011. Currently it retains the character of a golf course, with large open spaces and a designed landscape with several water features and mature plantings. At its northern edge is an existing low-rise residential neighbourhood.

Opportunity: This area presents an opportunity for a new mixed-use residential community. It currently comprises unique environmental niches, groves of mature trees and a spatial composition based on its prior design and use as a golf course.



Southwood Lands

2.0 Drivers for Change

The University of Manitoba is at a crossroads. Its domestic and international student population has grown significantly over the past decade, and its Strategic Enrollment Management Plan anticipates increased student numbers over the next 5-8 years – in particular amongst the graduate and Indigenous student populations. At the same time, there is a recognition that the existing campus and its future growth could be improved to become more sustainable. The addition of the Southwood Lands to the University's already substantial land assets presents a unique opportunity to build on the beauty and historic character of these lands and further transform the area into a vibrant, mixed-use, and dynamic urban village.



Panoramic view of Administration Building

The following provides an overview of three core drivers for change for the campus lands which include:

- Creating a Complete Community.
- Indigenizing the campus.
- Planning for Resilience - social, environmental, and economic sustainability.

These three drivers for change consider:

- Housing diversity and affordability options.
- Walkability and accessibility.
- Conserving natural and cultural heritage.
- Diversifying the academic campus community.
- Increasing services and amenities.
- Increasing employment opportunities.
- Creating a stronger sense of place and identity.
- Securing financial resources to sustain the future of the University.

2.1 CREATING A COMPLETE COMMUNITY

The Master Plan envisions the development of the campus lands into a more complete and diverse community with a comprehensive land use plan that integrates existing land uses such as the Smartpark businesses, the Core Campus, and the recreational uses with a new mixed-use neighbourhood context. The Master Plan provides a diversity of housing to support the University's and the city's housing demand and the need for housing options to support a variety of demographics including a growing student population. New land uses allow for new services and amenities and employment opportunities for students, businesses, and a new residential community, all within walking distance. The Plan structure allows for multi-modal options to foster walking, cycling, and transit ridership, and to make the lands more accessible as a destination. The Plan celebrates the



Mixed-use High Street

rich natural heritage by preserving and integrating the existing resources and assets, building on these resources to create a diversity of functioning and useable open spaces.

Through a comprehensive and mixed-use approach, the Visionary (re)Generation Master Plan is intended to create a stronger sense of place, identity, and community.

2.2 INDIGENIZING THE CAMPUS

Indigenous achievement and education are key issues for the University, beginning with early Indigenous student advocacy and the formation of the Native Studies department in the 1970s. It has continued in various ways including the construction of the Migizii Agamik Bald Eagle Lodge (offering supports and services for students), and the University's Strategic Plan, which commits to "creating pathways to Indigenous achievement" as one of its five priorities.

These issues are additionally important in light of the University's 2011 statement of apology on the subject of the Residential School System, and its commitment to reconciliation with Indigenous communities. Given

that Manitoba has a large and growing Indigenous population, and that the U of M, as the province's largest postsecondary institution, has a reach and affect extending beyond its own campus and across the province, the success of First Nations, Métis, and Inuit peoples is vital to the health and well-being of Manitoba and Canada. This commitment encompasses all areas of University life: research and academic work; the creation of a welcoming and supportive learning and work environment; outreach and recruitment; and weaving Indigenous knowledge, cultures, and traditions into the fabric of the campus.

Although not all of these areas are the purview of the Master Plan, the Plan does encompass Indigenizing the campus through its approach to the land, through the planning and design of its open spaces and buildings, and by enhancing its sense of place and history. It does this by presenting opportunities to introduce (or re-introduce) Indigenous principles into how we think about the campus, and how we plan, design, and shape it.

The Plan strives to be one of many ways in which the goals of reconciliation, collaboration, decolonization, and Indigenous achievement can be made present in the physical design and planning of the campus.



2.3 PLANNING FOR RESILIENCE

The University of Manitoba simultaneously pursues environmental, social, and economic sustainability. Through education, research, operations, and community engagement, this approach to sustainability supports regeneration, participation, and resource efficiency. The University's present actions and operations aim to ensure future generations can achieve levels of well-being that are at least as great as those achieved now. Planning to address the environmental, social, and economic dimensions of sustainability will help protect the long-term resiliency of the University in terms of its operation and resources.

Social sustainability includes the preservation and strengthening of cultural identities; the decreasing of social inequities; the empowerment of marginalized groups; and an emphasis on collaborative, participatory, and inclusive decision-making processes. There is also a particular commitment to social sustainability that builds and expands an Indigenous presence and visibility at the University that will result in improved access, recruitment, retention, and completion for First Nations, Inuit and Métis learners.

Economic sustainability necessitates economic decisions that reflect environmental and social effects, and requires prudence and care in creating efficiencies and locating new revenue streams to ensure that resources continue to be available to pursue the University's overall mission.

The University wishes to ensure that its present actions do not decrease the chances for future generations to achieve levels of well-being that are at least as great as those achieved now.

Environmental sustainability includes maintaining and increasing environmental functions, ensuring that natural resources and ecosystems are not utilized beyond their regenerative capacities, transitioning from non-renewable to renewable natural resources and energy, and preserving and enhancing biodiversity. Reduction, reuse, and recycling strategies; integrating best practices to reduce environmental harm resulting from University activities; and rehabilitating and restoring natural systems are all components of environmental sustainability.

The Master Plan integrates these three areas of sustainability throughout its vision, principles, and



frameworks. It plans for resilience by proposing an approach to land use and built form that is compact, conserves land, and encourages sustainable forms of transportation. A more walkable campus environment can reduce car dependency and allow for more land dedicated to natural systems and environmental functions.

A diverse range of mobility options is central to the Plan; the proposed transportation network is multi-modal and prioritizes walking, cycling, and transit use.

The approach to campus open spaces recognizes the importance of environmental functions and need to enhance and rehabilitate the biodiversity of the campus lands, emphasizing that built form must respond to and integrate with the campus' natural environment.



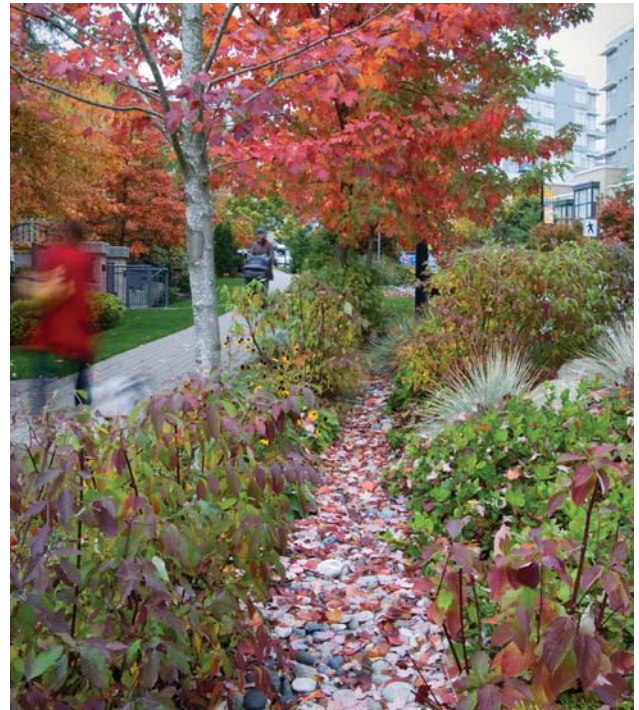
Reducing car dependency



Design to encourage walking

Innovative approaches to dealing with stormwater on campus are encouraged in the Plan, and proposals include low-impact solutions for infiltrating, storing, evaporating, and detaining rainfall where it falls. The document sees rainwater as a resource and encourages its management on campus through natural systems.

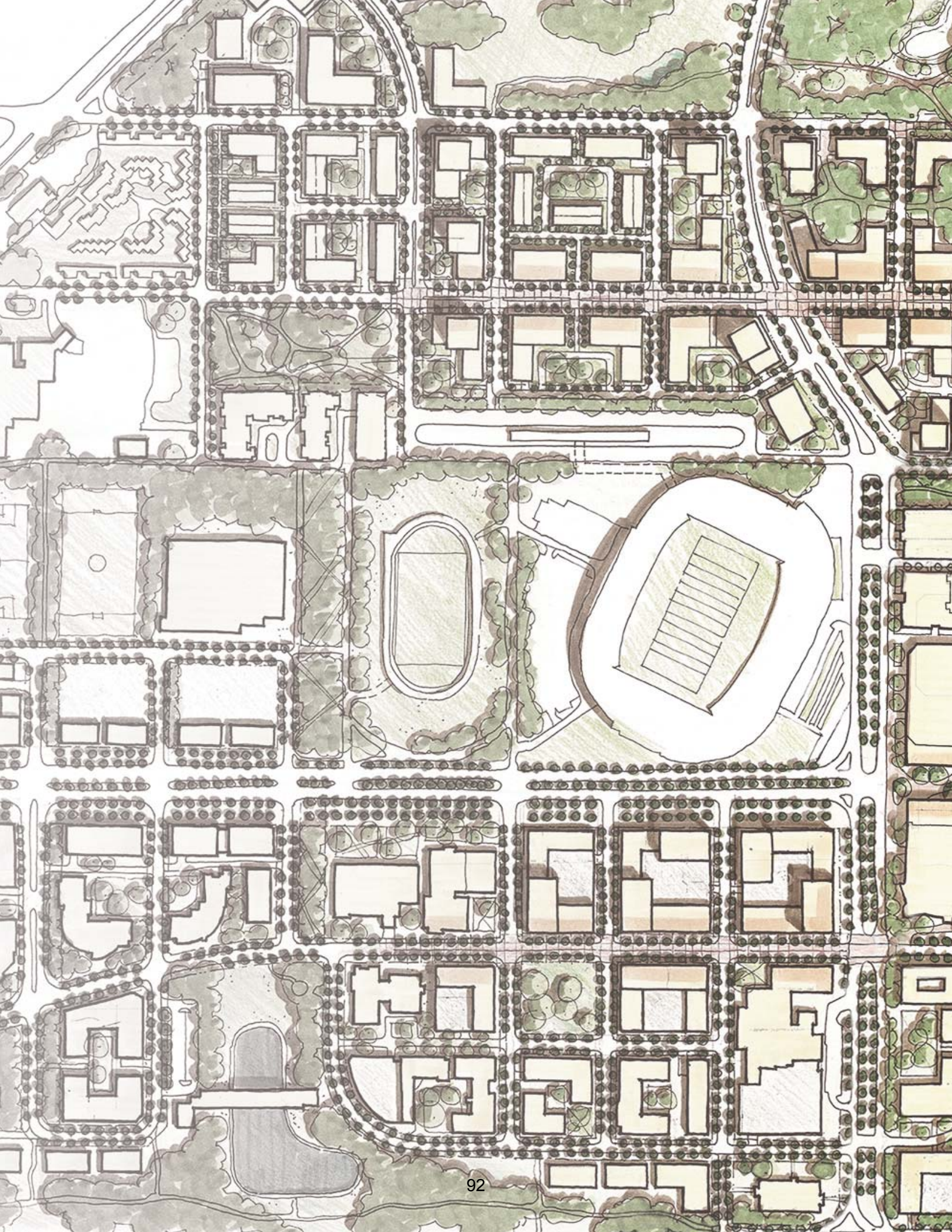
The Master Plan also relates closely to the University's Sustainability Strategy, which outlines in more detail the institution's vision, goals, strategies, and performance measures for integrated sustainability planning.



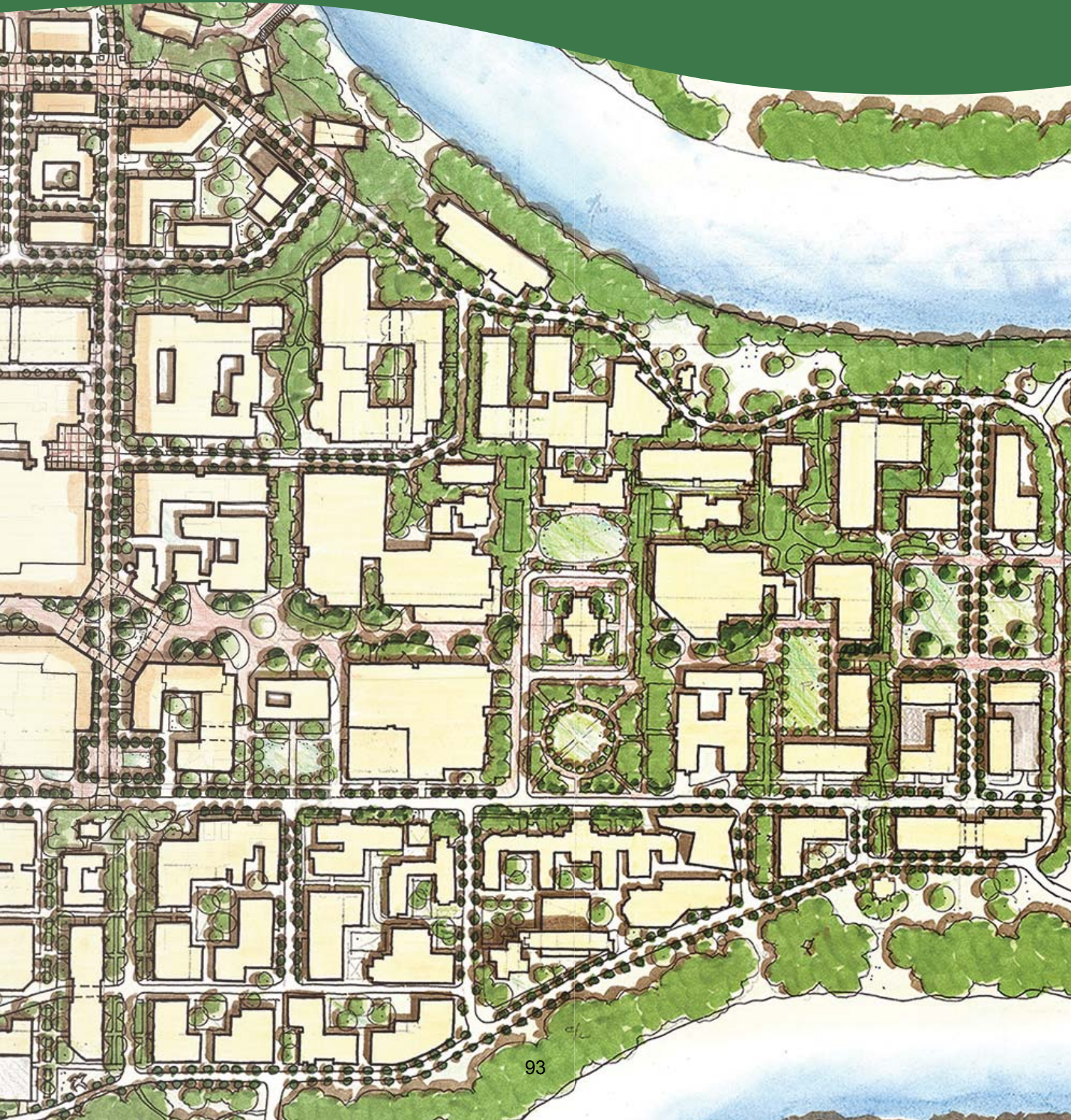
Innovative stormwater management - bioswales



Innovative stormwater management



Part 2: The Plan



3.0 Vision, Principles, & Concept Plan

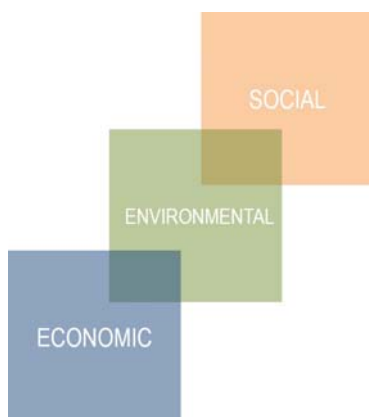
The vision for the new Fort Garry campus community is for it to be a connected network of distinct areas and spaces, linked by corridors of green that draw reference from the natural and cultural history of the site and the Red River.

3.1 VISION - "A COMPLETE COMMUNITY"

The vision for the University of Manitoba Fort Garry campus is supported by six Planning Principles and reflects the ideals for creating an environmentally, socially, and economically sustainable community. The Plan supports a mix of land uses that encourages community building, diversity, vibrancy, and accessibility for people of all ages and abilities. It recognizes and promotes the indigenization of place, protecting and enhancing existing heritage assets. The Plan supports a rich mix of land uses that encourages community building, diversity, vibrancy, and a uniqueness of place built on its assets. The Plan promotes the development of a "green" environment and a "return to nature" as a bold statement of its identity.

In essence, the Master Plan is focused on a long-term comprehensive vision for the Core Campus, Point Lands, the North Community, and the South Community to create a complete and sustainable environment that will:

- build upon a unique heritage and sense of place;
- enable people from different backgrounds to thrive and connect;
- be a welcoming and vibrant place of learning, of social gathering;
- demonstrate leadership in environmental, social, and fiscal sustainability; and
- be a destination campus that is memorable and a source of pride.



Creating attractive and vibrant places for social gathering

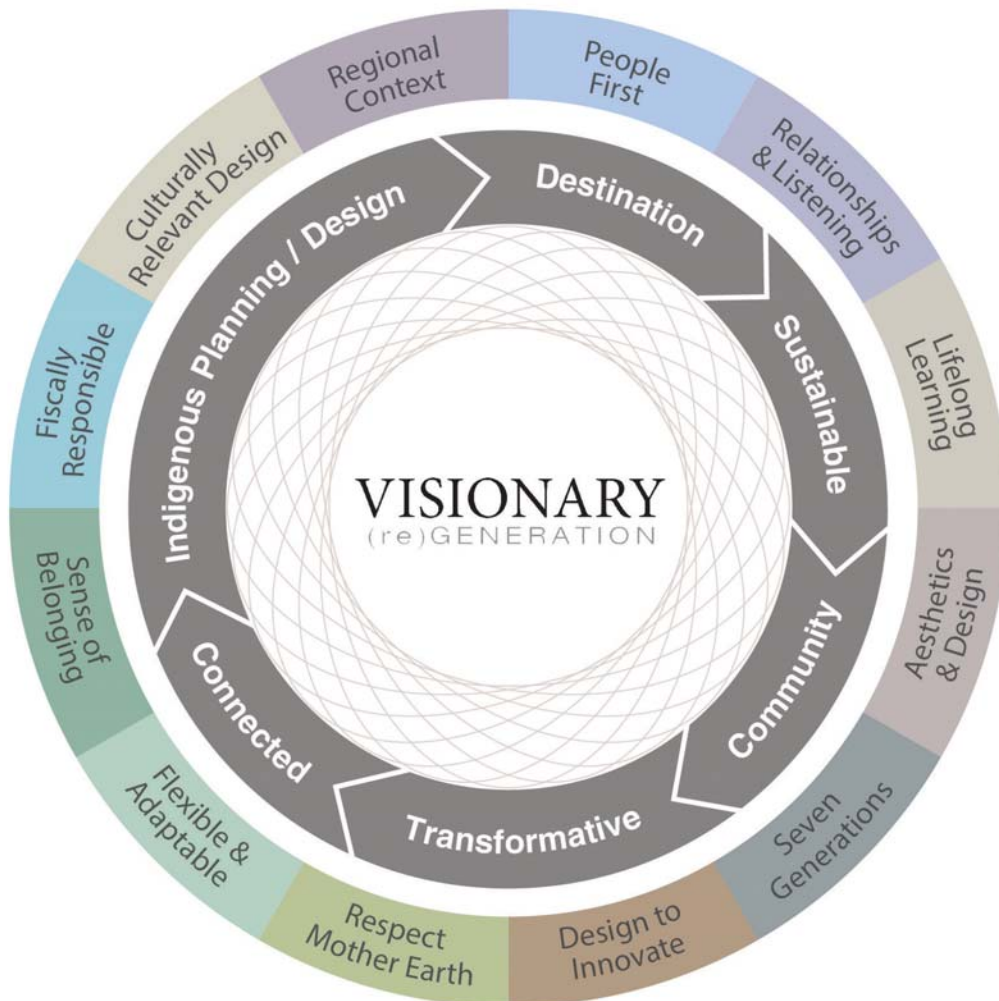
3.2 PLANNING PRINCIPLES

Six main principles guide the Master Plan, positioning the campus to be a place that is:

1. **Connected**, networking the campus and connecting to the city;
2. A **Destination**, offering reasons to come and reasons to stay;
3. **Sustainable**, functioning as a living lab;
4. A **Community** built for density and designed for people;
5. An example of **Indigenous Design and Planning**;
6. And finally, **Transformative** in terms of research, learning, working, and living.



Principles that emerged from the stakeholder engagement process.



Infographic of University of Manitoba's Principles for the Visionary (re)Generation Process (middle circle), with supportive design objectives - including Indigenous Design and Planning Principles (perimeter circle)

These principles are supported by twelve design objectives, and importantly, tied together by the concept of interdependence, meaning that: The six main principles are not isolated entities, but interdependent and interconnected pieces of the campus and of the vision for its future. An Indigenous way of seeing/being that recognizes the interdependence of all things underlies the Plan and connects its principles together. An effective plan must recognize that all components of a place – such as the land, water, transportation networks, buildings, infrastructure, open spaces, and the people that inhabit it – are linked in complex ways. Each one affects the other, and they must be viewed holistically.

THE PLANNING PRINCIPLES:

3.2.1 Connected:

An active transportation network will connect all areas within the campus and provide a link between the campus' public amenities and adjacent neighbourhoods. Active transportation routes will span the boundary between city and campus, making human-powered mobility a viable, attractive option in all seasons. Placement of transit stops



Connected

will be leveraged to facilitate dense nodes of new development and provide a seamless link from the campus to the rest of the city.

3.2.2 Destination:

A rich diversity of places to live, work, learn, and play will transform the Fort Garry campus from a commuter campus to a multipurpose destination in its own right. An outstanding public realm (focusing on synergies, distinctiveness, and differences) becomes the framework around which the campus can change and grow, offering a thriving urban culture that is both remarkable and unique.

3.2.3 Sustainable:

The University is committed to sustainability from an environmental, social, and economic standpoint; and views these dimensions of sustainability as interrelated and mutually supportive. Viewing the campus as a living lab opens new opportunities to apply innovative design, technology, and research within the campus environment. The landscape, public realm, and built form visibly demonstrate sustainability and provide opportunities for education and growth.



Sustainable

3.2.4 Community:

The campus will comprise a compact network of diverse public places that encourage social interaction and create an accessible, inclusive, stimulating environment for all. Features, amenities, and a mix of uses will meet a broad range of needs for a diverse community, reflecting the University's multicultural population and Manitoba's Indigenous peoples.

3.2.5 Indigenous Design and Planning:

The University's commitment to Indigenous achievement can have a profound effect on campus design, by finding ways to weave Indigenous knowledge, teachings, cultures, and traditions into the fabric of the campus. The indigenization of the campus, and acknowledgment of the traditional territory in which it is located, can give it a truly unique sense of place reflective of the land and Indigenous identities, with spaces that are open and welcoming to everyone.

Indigenous Design and Planning for the Fort Garry campus include the following principles:

1. Committing to Relationships and Listening
2. Demonstrating Culturally Relevant Design
3. Respecting Mother Earth
4. Fostering a Sense of Belonging and Community
5. Embracing a 'Seven Generations' View

These design and planning principles are elaborated further on the following page.

3.2.6 Transformative:

Enhancing the quality and experience of the campus through physical design and development can help create an outstanding environment for learning and working. Through a greater variety of live/work/learn/play options, the campus can continue to provide an inclusive and supportive setting for teaching, learning, and research – a place that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.



Indigenous Design and Planning



Transformative

**INDIGENOUS DESIGN AND PLANNING
PRINCIPLES:**

Commit to Relationships and Listening

Relationships are the foundation. For Indigenous perspectives and priorities to be represented in the design and development of the campus, the Seven Sacred Teachings (Wisdom, Love, Respect, Bravery, Honesty, Humility, Truth) must inform relationships between Indigenous and non-Indigenous peoples providing a collaborative foundation for future planning and design projects. These relationships must reflect the Nation-to-Nation character of the Treaty Relationship; bringing together all stakeholders on equal footing in a spirit of reconciliation, listening, honesty, and openness. As a community we acknowledge we are not there yet, but we are committed to making this campus a truly “common place” for all its diverse users. Without a relational foundation, this goal will not be realized.



Demonstrate Culturally Relevant Design

Plans and designs are not gratuitous; rather, they convey underlying values. The campus is uniquely located within Manitoba (“Manitowapow” / Manitobau”), and the spirit of this place, along with its Indigenous cultures and values, must be reflected in campus design – not just in the design of buildings, but woven through the whole campus and its spaces. This can make the campus truly distinct, fostering a “sense of place” rooted in the particular land and cultures found here. This can be encouraged through the naming of places and key features to reflect the pre-colonial legacy of the area, Indigenous languages, and contributions of Indigenous peoples to this place; through public spaces with ceremonial significance that are also open to broader public use; and through interpretive, educational, and artistic elements (especially around special areas, public spaces, features, views, and trails).



Respect Mother Earth

The natural environment of the campus should be celebrated and enhanced, reflecting the interrelatedness between land, animals, and people; and a respect for life and all that is required to sustain life. This includes a stronger acknowledgment of the river as a key natural, social, and cultural feature of the campus; the conservation and restoration of local species and ecosystems whenever possible; and the exploration of “working landscapes” that are not just aesthetic but have other uses such as educating, harvesting/growing, healing, and engaging people with natural systems. It is important that the campus strikes a balance between public access to natural areas on one hand, and maintaining their qualities as habitat and as “quiet” natural spaces on the other.

Foster a Sense of Belonging and Community

Campus planning and design should strive to increase a sense of belonging for all campus users. In particular, the campus should be an environment in which Indigenous students, faculty, staff, and visitors

can see themselves, and feel that they belong here. It should be a place where Indigenous groups and individuals can not only feel at home but also feel free to be part of the wider campus community (as opposed to feeling isolated or segregated). Campus spaces that are welcoming to all people, Indigenous and non-Indigenous – offering the opportunity for paths to cross and for social gathering to happen – are an important part of this.

Embrace a ‘Seven Generations’ View

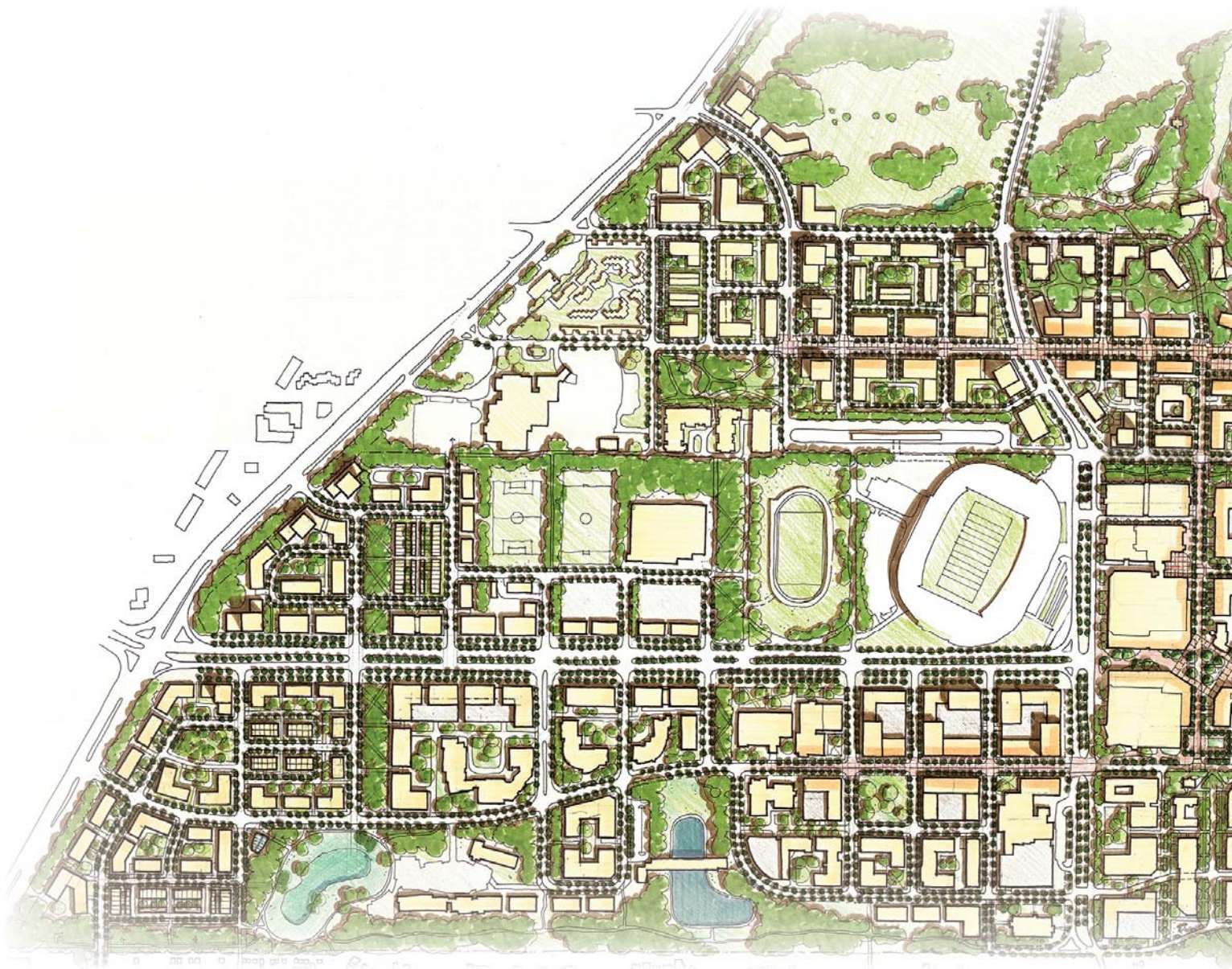
‘Seven generations’ refers to an Indigenous way of being that looks seven generations forward and seven generations back, while being rooted in our present generation. Building on this, campus development and design should be an expression of our own time, learning from history and those who came before us while taking into account the generations to come. This requires a long-term view of how campus land is developed and used, engaging with traditional knowledge holders, children, and youth today, knowing that initiatives and projects may not be realized in our lifetimes but will have effects on future generations.



3.3 CONCEPT PLAN:

The Master Plan vision for the new Fort Garry campus community is to be a connected network of distinct areas and spaces linked by corridors of green that reference the natural and cultural history of the site and the Red River. It is the integration of buildings, open spaces, and the collection of trees, multi-modal transportation and circulation, as well as the traces of its original layout and composition. It is a recognition and representation of traditional Indigenous lands and Indigenous principles.

The Master Plan reflects a 30-year time horizon for the Fort Garry campus lands. The Plan builds on the concept of creating a complete, sustainable, “return to nature” environment, where each element, be it building, open space, circulation, or parking, contributes to and supports a green context (“Respect Mother Earth”). In addition, the structure of the campus is redefined to re-establish the prominence of key heritage buildings, places, streets, views, and landscapes such as the Administration Building, the Curry Place Pedway and Duckworth Quadrangle, Dafoe Street, and Migizii Agamik Plaza.



Distinct Character Areas

The structure of the Master Plan is defined by four distinct character areas: the Core Campus, the Point Lands, the South Community, and the North Community (Southwood). These areas are linked by a complex network of open spaces, pathways, green corridors, green streets, and naturalized landscapes.

A Landmark Institution

The strength of this new community is predicated on the Fort Garry campus being a landmark institution and destination, such that it becomes the catalyst for

new development, and for creating a great place to live, work, study, learn, innovate, and play. The Master Plan looks at enhancing the existing campus context as a priority, providing opportunities for future academic growth and development. It focuses campus amenities and services along new animated pedestrian streets and squares. Existing pedestrian streets are enhanced with new building frontages, pedestrian walkways and connections, inspiring landscaping, and tree canopies. Access to the Point Lands and the river's edge, the water and views, is enhanced by pathways, landings, and trails, which become an integral part of creating a walkable, healthy campus community, connected to its natural assets.



A Complete Community

New gateways provide connections to mixed-use neighbourhoods, an entertainment district and business centre, a market place, two vibrant main streets, the campus, and the National Centre for Truth and Reconciliation as a draw to the river's edge. The Investors Group Field, once a stand-alone recreational facility, is now positioned as a core recreational facility and economic generator at the heart of a new community, connected to its new context and the hospital by greenways, trails, bike paths, transit, and enhanced pedestrian-oriented streets.

New mixed-use neighbourhoods are defined by mid-to-high density residential development and new open spaces, which provide a housing diversity to support a mixed demographic and day-to-day recreational amenities within walking distances. In addition, the new neighbourhoods provide a critical population mass needed to support two amenity-oriented High Streets, one at the heart of the north neighbourhood, and one at the centre of the south entertainment district.

A comprehensive land use mix with an appropriate range of community infrastructure to meet the needs of a growing University and city population is essential to fostering complete communities.

A Sustainable Community

Each aspect of design and planning incorporates measures of sustainability and promotes healthy living. The Plan is designed to encourage walkability by locating key areas, destinations, and amenities within a five to ten minute walking radius of each neighbourhood and the campus core. It considers building orientation and maximizing sun exposure, green roofs, comfortable walking environments, plentiful trees and landscaping, green streets, maintenance and preservation of natural assets, integrated stormwater management; multi-modal transportation options to reduce the carbon footprint, and social and economic sustainability.

A Health and Wellness Environment

Compact, walkable communities support physical and social health, as people walk, interact and connect, and access services and amenities within a reasonable walking distance. Appropriate land use decisions and structure encourage sustainability and active living. Necessary open space amenities such as parks and trails promote and encourage physical activity – through walking, cycling and active recreation. Intensification, including housing situated around the existing hospital for example, makes health services easily accessible especially for growing and aging communities. Seniors can live near and walk to medical services. Providing multi-modal options, such as transit, walking and cycling, increases access to safe and convenient transportation for everyone in a diverse community, especially low income populations.



Duckworth Quadrangle

3.3.1 Design Strategies: The Big Moves Toward Achieving the Plan

The following are a series of “Big Moves” that highlight the key components of the Plan:

1 Pembina Gateway Development: A new north-west gateway to the campus lands - the Pembina Mixed Commercial Node.

2 North Community: A new north neighbourhood (known as Southwood) provides a diversity of open spaces and unique natural assets, mid-to-high density housing options, a commercial main street, a network of public and private “green finger” linkages, and transit options.

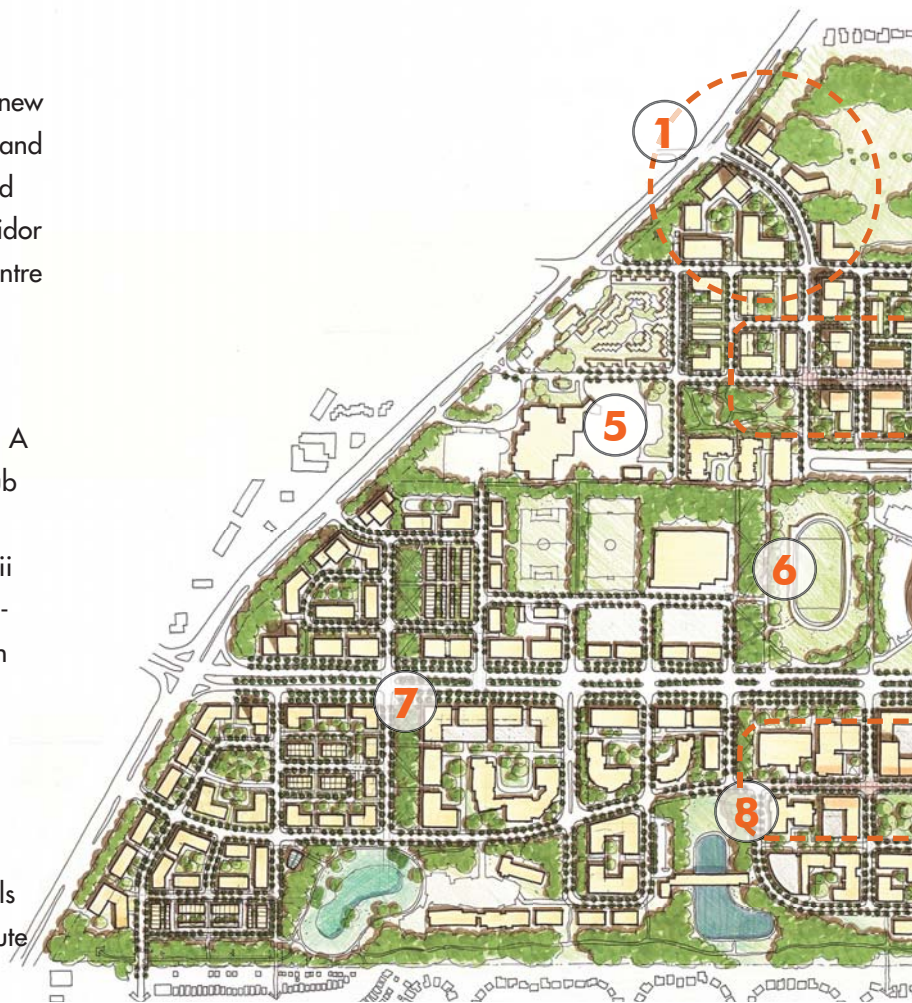
3 Mixed Residential/Retail Corridor: A new pedestrian-oriented east-west High Street and transit route, fronted by retail at grade and higher density residential above. The corridor east functions as the gateway to the Market, the Centre for Truth and Reconciliation, and the river’s edge.

4 Sidney Smith Street Campus Village: A new campus heart and student activity hub that provides an Indigenous bearing and historic point of reference, with the Migizii Agamik Plaza as a focal point. It is the main north-south connection between the Core Campus, North Community, and South Community.

5 Integration of the Hospital: New residential development and park spaces surround the hospital, with street and trails that provide linkages and access within a five minute walking distance.

6 Central Sport and Active Living Area: The Investors Group Field, University Stadium, the Winnipeg Soccer Federation Indoor Soccer Complex, and the outdoor fields and courts are now at the heart of the community, providing a central recreational area made accessible by significant greenways, and framed by an enhanced and tree lined Chancellor Matheson Road and University Crescent.

7 South Community (The Community of Innovators): Two new mixed residential/office neighbourhoods define the south west area and gateway, creating a presence on Chancellor Matheson Road, and integrating the existing office and light industrial uses.



8 Innovation Drive Mixed Retail Corridor: Innovation Drive is now an active public street fronted by a mix of hotels, offices, and retail uses. It extends the pedestrian activity east from Dafoe Road.

9 Core Campus: New growth and development for the Core Campus celebrates its key assets, integrates new open spaces with built form, establishes a new student “heart”, and creates an accessible and welcoming campus.

10 Dafoe Road Heritage Corridor: The stature of Dafoe Road is re-established and elevated, giving it prominence as the primary east-west multi-modal roadway on campus. The street profile is enhanced as a highly landscaped and tree canopied pedestrian corridor.

11 A Learning Landscape: The Point Lands build identity for the University as a place for “active learning” and innovation. It is envisioned in the long term as a place for the community, with visibility and access to an outdoor teaching and learning environment in a unique landscape.

12 A Connected Open Space Network: A new open space system of existing and proposed trails, pathways, quads and courtyards, large and small parks, parkettes and plazas, heritage landscapes, greenways, and private open spaces and linkages supports the University’s “return to nature” identity.



3.4 THE CHARACTER AREAS

The Master Plan is defined by four distinct Character Areas: the Core Campus, the Point Lands, the South Community, and the North Community (also referred to as Southwood). Each Character Area is distinct. The Core Campus Area and Point Lands define the University campus and uses, enhanced to create a more complete student and faculty environment. The North and South Communities reflect development on the University's lands. These areas provide an opportunity to create a complete community with distinct mixed-use neighbourhoods, as well as provide employment, recreation, and necessary service amenities to sustain community living. People can live where they work, students have residential options and places to play off campus grounds, and seniors have places to exercise and walk within new parks and trails. Each area is described in the following sections.

3.4.1 Core Campus

The Core Campus Character Area is further defined by three distinct areas: The Academic Centre, the Campus Residence, and the Academic Mixed-use area (defined in detail in Section 4.1.7.1). The approach to the evolution of the Core Campus is focused around creating a more complete environment, and re-establishing a clear built form and open space structure for future campus growth that includes: revisiting the original campus alignment and intent, and enhancing the existing heritage features; providing opportunities for new campus buildings and infill; establishing a campus main street as a hub for amenities and social activity; and building on a distinct green character of place where the buildings sit within a predominant and interconnected landscape context. Some of the key design moves include:



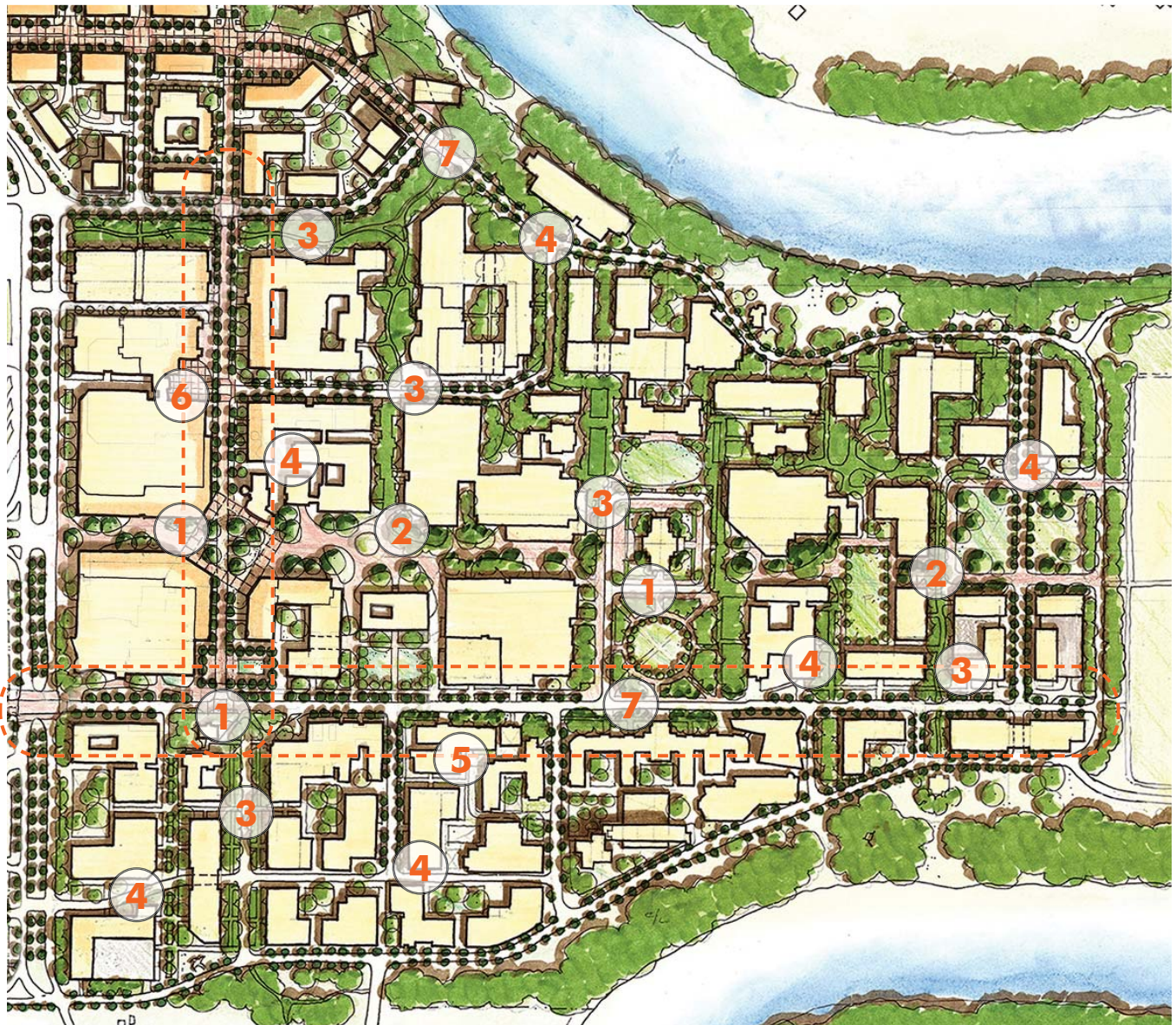
- Enhancing the Administration Building, the Duckworth Quadrangle, and surrounding landscape as a “heritage campus heart”.
- Strengthening the main east-west axis (centered on the Administration Building) as a grand landscaped pedestrian mall at the centre of the campus, defined by a series of connected open spaces, with open long views and access to Chancellor Matheson to the west, and to the learning landscape to the east.
- Recognizing a second “heart” to the Core Campus at the intersection of the east-west axis and Sidney Smith Street, as a place for social gathering and animation.
- Establishing a series of distinct north-south and east-west green pedestrian linkages between the buildings that connect the campus open spaces, the river landscape, and a treed ring road around the campus core.
- Identifying building and infill opportunities that frame and define green linkages, quads and courtyards, and streets.
- Enhancing the heritage character of Dafoe Road with a tree lined streetscape, the intermixed pattern of buildings and open spaces along the street, deep landscaped setbacks and building forecourts, and building addresses and entrances fronting the street.
- Enhancing and animating Sidney Smith Street with new streetscaping, and new building development fronting the street for student amenities and services and for new student gathering and social spaces.
- Expanding the transit access to service the Campus Core - along Dafoe Road and the Dysart/Freedman Crescent ring road.



An animated campus with integrated built form and open spaces

Plan Elements

1. Strengthening a "Campus Heart" and creating a new "heart"
2. Strengthening the main east-west axis
3. Establishing a network of green linkages
4. New building infill and new development opportunities - residences, services, amenities, academic uses
5. Enhancing the heritage character of Dafoe Road
6. Creating a campus "Main Street" along Sidney Smith that connects to the North Community
7. Expanding transit access on campus



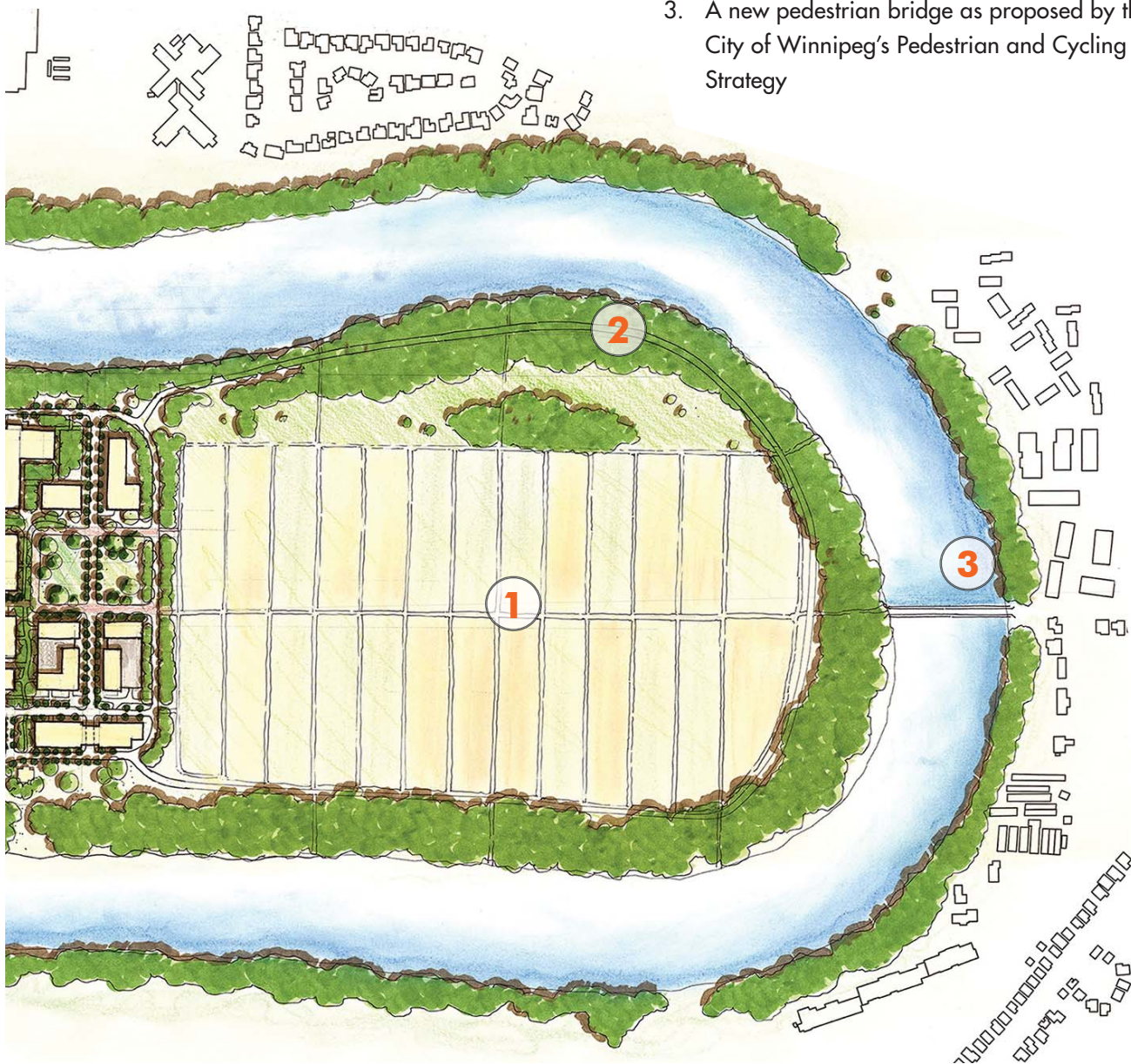
3.4.2 Point Lands Area

The Point Lands is envisioned to evolve as a learning landscape for the campus and as a large recreational amenity for the community. The University acknowledges the significance of the Point Lands as an innovative research laboratory. The University's legacy as an agricultural college is strengthened by industry-leading research conducted on the Point Lands. Proposed changes to the Point Lands are characterized as long-term initiatives and will be implemented through collaborative processes. As a recreational amenity,

the lands provide a unique opportunity for the entire community to connect with the riverfront and landscape. A perimeter trail provides a viewing forum to the learning environment as well as to the river, with access to a new Active Transportation bridge as a City initiative, that connects pedestrians and cyclists to the east.

Plan Elements

1. Create a hands-on learning and research destination
2. Recreational trail circuit around the river with views and access to the water
3. A new pedestrian bridge as proposed by the City of Winnipeg's Pedestrian and Cycling Strategy



3.4.3 South Community

New development for the South Community is intended to create a vibrant, mixed-use environment which includes the Smartpark lands. The area incorporates the existing research office and light industrial land use with new office and residential use, new commercial and retail amenities, and an entertainment district to complement and build on the vibrancy of the stadium and extend it year round. The new land use mix provides opportunities to “live where you work” in a complete, connected and beautiful community context. The Plan gives new stature to the Chancellor Matheson Road heritage streetscape, as the “grand avenue” that connects South Community to the Core Campus and to the neighbourhoods west of Pembina Highway. The Plan also incorporates and enhances existing landscape features to create a diversity of distinct parks and open spaces, connected by new treed streets, paths, and trails. Notable are two distinct north-south green

linkages, defined by a connected network of parks, each terminating at unique water bodies south, and to the recreational fields and landscape north.

The area comprises four distinct sub-areas:

- The West Residential Gateway District - consisting of two new mixed low to high-rise residential neighbourhoods north and south of Chancellor Matheson Road with new neighbourhood parks, community gardens, commercial uses at the gateway, and interconnected private open spaces that create a flow of green throughout the development.
- A Central Mixed Office/Residential/Industrial District - mixed office/residential buildings define and animate a new frontage to Chancellor Matheson Road and create opportunities for additional light industry infill to the south.
- Central Sport and Active Living Area - this area is defined by the stadium and adjacent recreational fields that are central to the



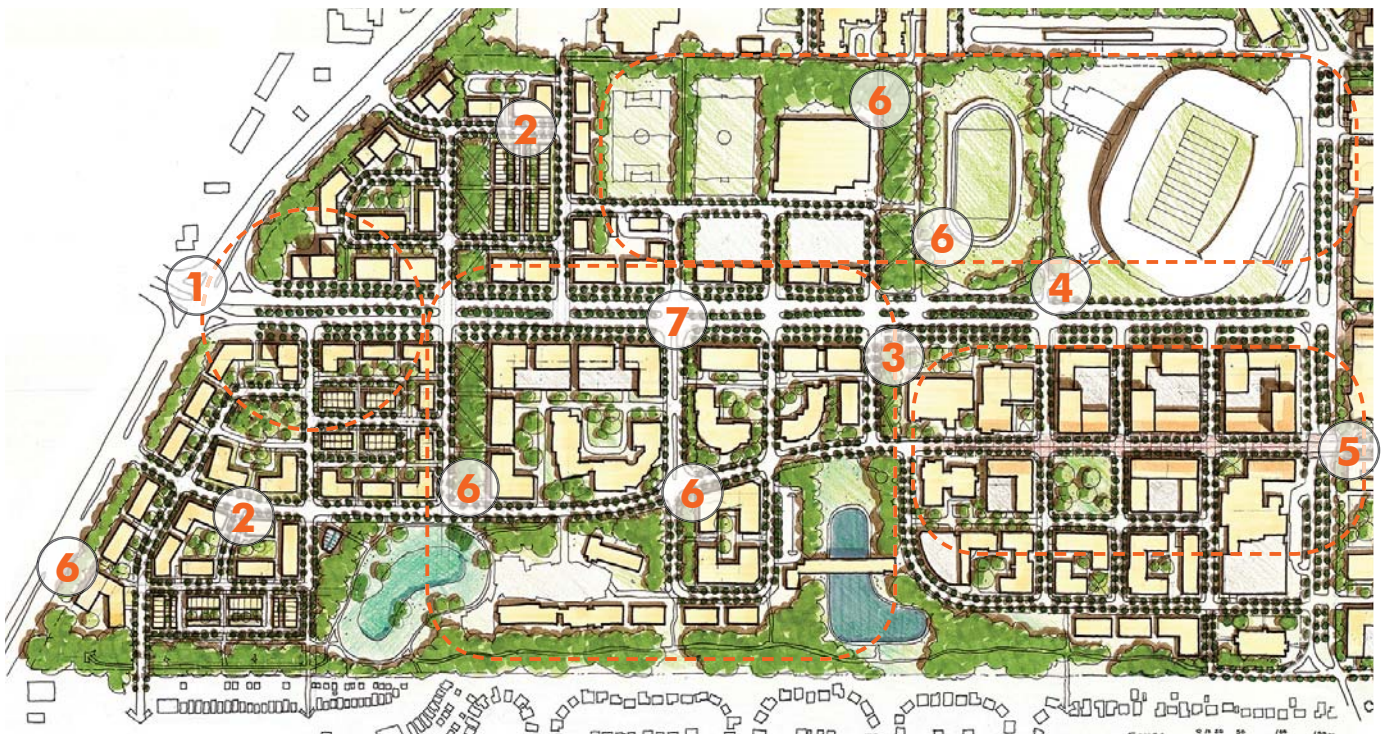
A new destination - The Entertainment District

overall development area. The fields and forest landscape create a green oasis at the development core which is linked to a multitude of green fingers including streets, landscape corridors, pedestrian malls, pathways and trails, that permeate the areas.

- The Innovation Drive High Street and Entertainment District provides a central social focus for the Smartpark community and the Core Campus community linked by an enhanced Innovation Drive streetscape. The district is defined by a mixed retail/residential High Street with retail at grade, residential above, and plaza spaces to animate the public realm; a hotel and a conference centre; and light industrial infill south. Opportunities for structured parking are identified throughout the district to facilitate the mix of uses.

Plan Elements

1. West Commercial/Residential Gateway entrance
2. Two new residential neighbourhoods with a diversity of housing typologies, new neighbourhood parks and community gardens
3. Central Mixed Office/Residential/Industrial District
4. Central Sport and Active Living Area
5. The Innovation Drive High Street and Entertainment District
6. Multiple green linkages and open spaces
7. Chancellor Matheson Road as a "grand avenue"



3.4.4 North Community (Southwood)

With the exception of the North Community Transition lands, the following is a conceptual recommendation and demonstration of the build-out for the North Community. More detailed recommendations and framework policies will be provided in the Southwood Local Area Plan document.

The North Community is defined by new mixed use development blocks which create a new Southwood Neighbourhood. The area includes mid-to-high density residential, new treed streets, and significant open spaces. One of the main defining features of the area is the integration of built form and open spaces, where the open space flows through the blocks creating a green network of connected public and private places that define a unique public realm. A retail/office mix with gateway towers and a new plaza defines the entry to the area and functions as a primary gateway to the larger development lands. The

northern part of the former golf course, which defines the development boundary, is held as a green space and land reserve, preserving the existing tree canopy, integrating new paths and trails, and enhancing the ponds as a key open space amenity and stormwater management feature. Markham Road, south of the park is enhanced as a green scenic drive that filters movement into the core of the campus.

At the heart of the area is a High Street surrounded by new mixed-residential development. The High Street is framed by mixed-use buildings with retail at grade and residential above, has wide sidewalks to maximize the public realm space; and incorporates a transit route that connects to Pembina Highway and the University campus. The street is terminated to the east with a public market square that frames the juncture between the campus and the new neighbourhood. It also defines a new link to the riverfront. The west end of the High Street is demarcated by a large neighbourhood park or



A new destination with high quality open spaces

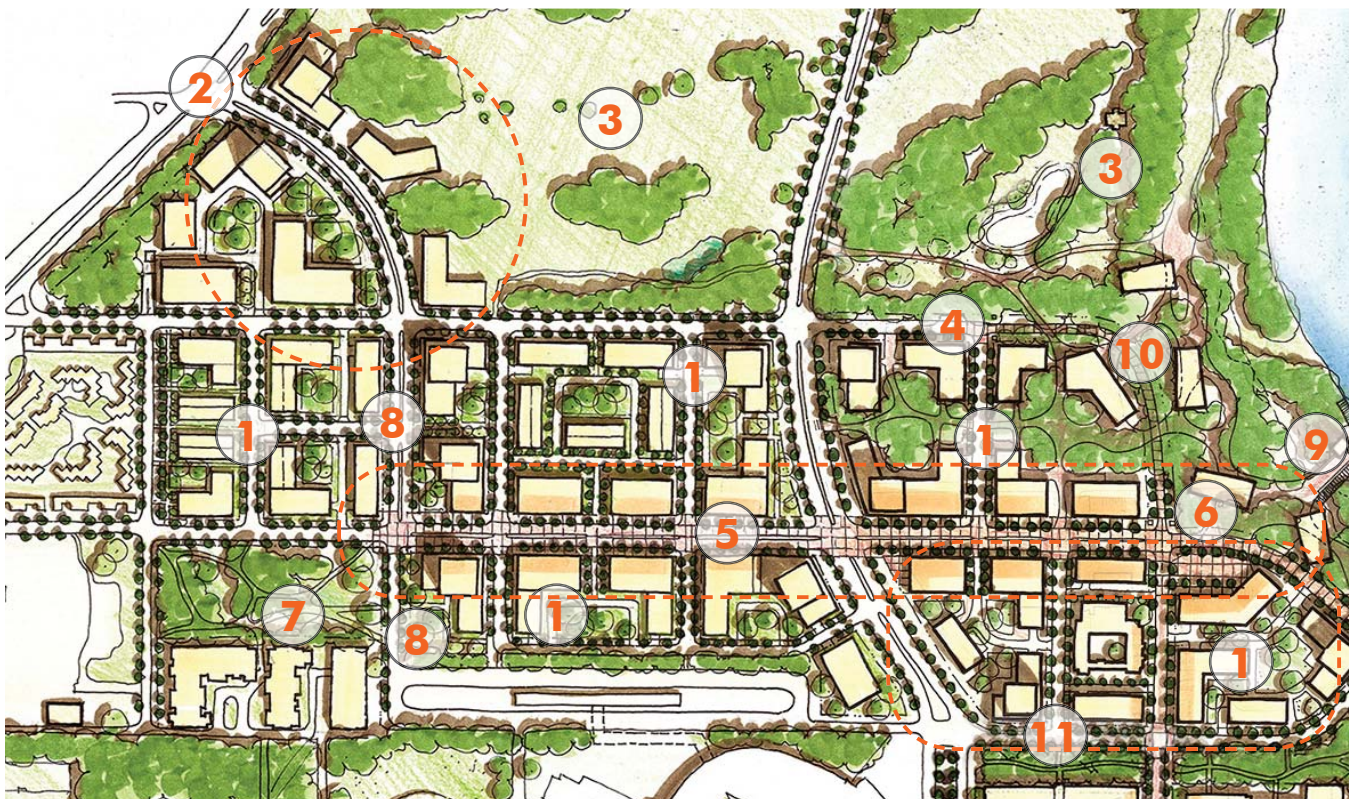
community space, providing a green transition between the existing neighbourhood and new development. Residential towers are strategically located at key moments within the area to create gateways into the neighbourhood and to define view corridors, while accommodating a critical mass of a residential population.

North Community Transition

A portion of the North Community does not fall within the Southwood Local Area Plan boundary. As such, detailed recommendations and framework policies for this area is provided in the context of this Plan. This area is referred to as the North Community Transition, located at the north end of Sidney Smith Street. The area includes St. Andrew's College, surrounded by new mixed-use mid-to-high density residential development, a market square, and a south-east portion of the High Street.

Plan Elements

1. New residential development fronting new streets and open spaces and the integration of built form and open space
2. Pembina mixed commercial/office gateway - opportunity for office, retail, residential and amenities
3. Repurposed golf course and ponds as green space and land reserve
4. Markham Road enhancement
5. New mixed commercial/residential "High Street" destination with transit access
6. Market square and river's edge destination
7. New neighbourhood park or community space as a transition from existing neighbourhood to new development
8. Transit routing along Southpark Drive extension to the stadium
9. Access to the river
10. National Centre for Truth and Reconciliation
11. North Community Transition



4.0 Planning Policies - The Frameworks

The purpose of the Planning Policies is to provide a framework that guides the comprehensive development of built form, open space, and circulation to create attractive and memorable places and spaces, and to make this campus “a truly common place for all of its diverse users”. Planning policies established through this Master Plan will direct the evolution of the campus over a 30-year horizon to ensure that future developments provide a quality built and public realm environment that is consistent with the University’s vision and principles for the Fort Garry campus lands.



Drawing inspiration from those who came before us and taking into account the generations to come

4.1 BUILT FORM FRAMEWORK

The built form framework defines the desired future character, function, location, and massing of built elements within the public realm. In this Plan, the built form framework reinforces a coherent and appealing compact and walkable environment where buildings are harmoniously integrated within a treed, naturalized setting, where exterior spaces are the extension of the interior spaces. The framework guides building design to contribute to the enhancement of the public realm in terms of animation, comfort, safety and accessibility. The framework creates a structure where new buildings define the character of streets and open spaces, providing a “human-scale”, pedestrian friendly environment. The framework also guides building orientation, massing, and heights to make a positive contribution to adjacent buildings and open spaces, to the celebration of notable heritage assets, and to the integration of the surrounding community.

The framework establishes a land use structure for development that identifies new and/or enhances existing distinct areas, and creates a harmonious mixture of uses to support the vision. In terms of building character and form, the framework provides a flexible design structure that fosters and encourages architectural expression in a way that positively contributes to the vision.

The Built Form Framework is defined by the following land areas:

- **Core Campus** - Academic Centre, Campus Residence, and the Academic Mixed-use
- **Point Lands** (Landscape for Learning)
- **South Community**
- **Sport & Active Living**
- **North Community** (Southwood - detailed in the LAP document)
- **North Community Transition**



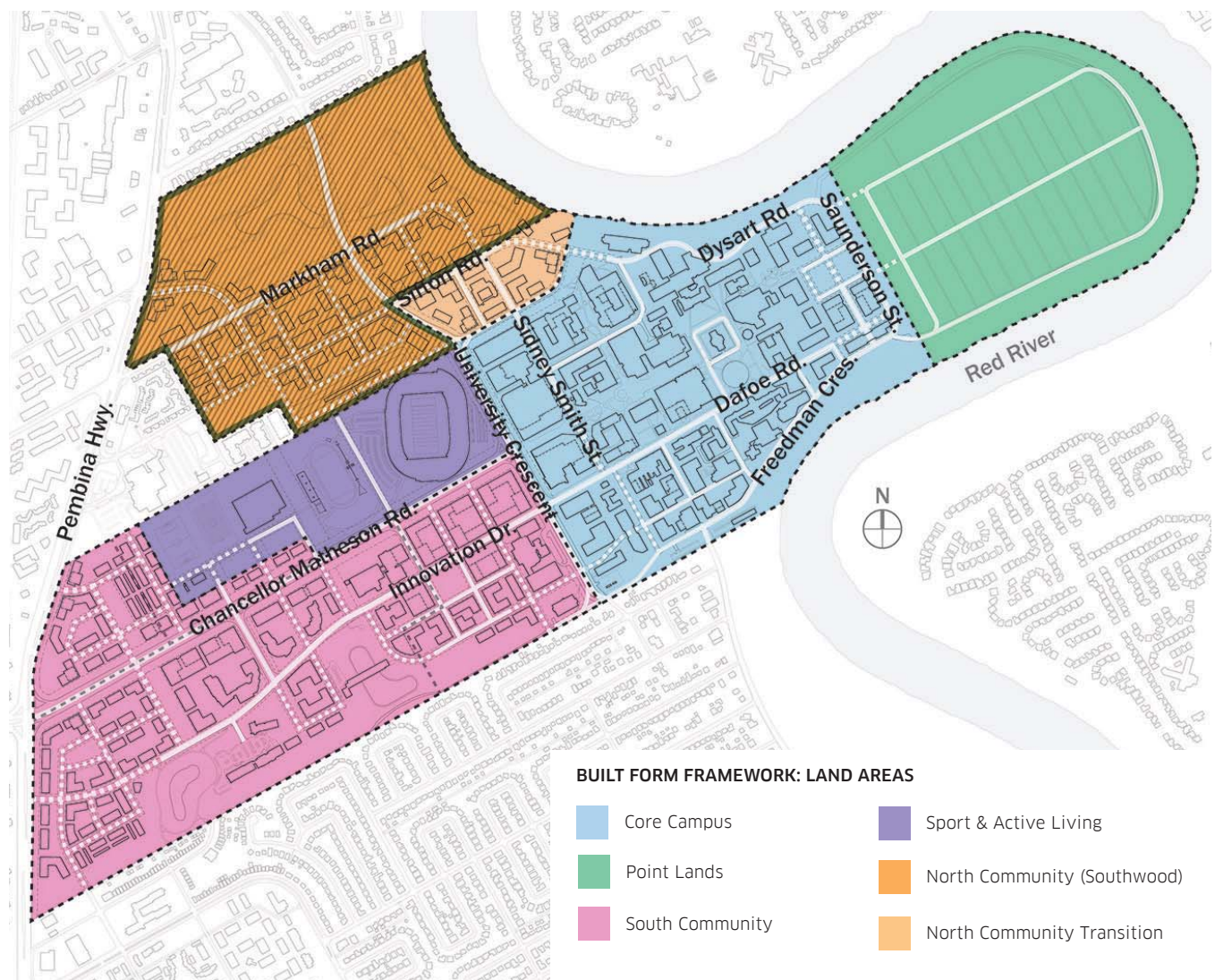
A successful built form framework seamlessly integrates and animates all aspects of the public realm

Although the North Community (Southwood) is included as part of the list of land areas, the framework policies and recommendations for the area are included in a separate Southwood Local Area Plan document.

4.1.1 Built Form Approach and Structure

The following recommendations form the basis for the physical structure of the Built Form Framework:

- Create a compact development that is walkable, allowing the landscape context to be a predominant feature of development.
- Orient buildings to provide frontages and addresses to streets and open spaces.
- Site corner gateway buildings to first address the intersection of a street with a visible primary entrance, then the primary street frontages, and thirdly the local street frontage.
- Transition building heights to be respectful of the scale of adjacent buildings, the prominence of key existing buildings, and the proximity to open spaces.
- Concentrate height and density along the main street corridors and arterials - the High Streets, Chancellor Matheson Road, University Crescent, and at the gateways. Height is focused along the high intensity areas, transitioning down to the neighbourhoods.



- Create a human-scale pedestrian-friendly environment at-grade with welcoming facades, front door access to the sidewalks and streets, and animated corner buildings.
- Create landmark forms (towers in key areas) to build identity, assist in wayfinding, and demarcate gateways, key intersections, and special places.
- Integrate heritage assets in a way that celebrates and commemorates the past.
- Design new buildings “as expressions of our own time”, reflecting quality, sustainability,

Embracing a ‘Seven Generations’ View:
campus development, design, and
architecture should be an expression of its
time, with a view to the future.

and innovation that will be appreciated by future generations.

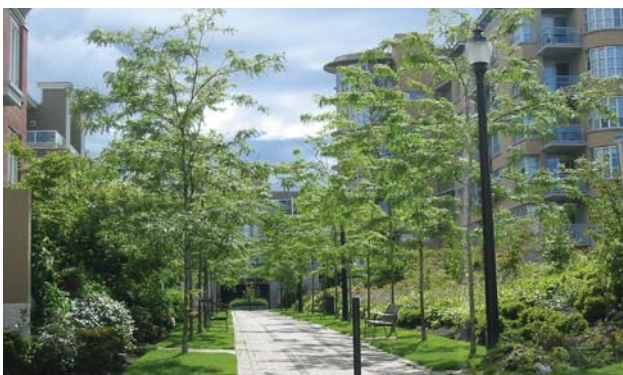
- Consider the structure and placement of buildings and landscape to enhance existing views or establish new views throughout the development areas. Defining and enhancing views is an important element that helps to create visual interest, as a wayfinding mechanism, and to visually link spaces.
 - Design for adequate sunlight penetration, especially for residential uses and for animated public spaces, streets, plazas, quads, courtyards, and other recreational areas such as the greenways and mid-block linkages.
- This is especially important during the fall and winter seasons.



Active frontages that address the street



Landmark tower and built form transition



Greenways and mid-block linkages between buildings



Compact walkable environment

4.1.2 Block Character

There are two distinct block patterns of development within the Plan, one which defines the Core Campus, and the other which defines the South Community and North Community Transition. The structure of the North and South Communities are based on an urban grid pattern of development that provides flexibility and compactness for a diversity of building typologies. The Academic Mixed-use lands within the Core Campus also reflect the urban grid pattern, which provides frontages and access to new residences, services and amenities. The Core Campus Academic Centre is predominantly pedestrian with pathways and green corridors as streets which are also based on a grid pattern of development. Common to all is the emphasis on creating a green setting for the community in keeping with the existing environment and landscaped character of place.

4.1.2.1 The Core Campus

The structure of the Core Campus continues to reinforce the compact spatiality envisioned by the original campus planners. A core open space as the campus heart, an east-west pedestrian mall, a pattern of integrated courtyards and pedestrian linkages, and a primary pedestrian-oriented street fronted by iconic academic buildings, continue to play key roles in defining the academic campus structure - the

Academic Centre. The existing block character of the Core Campus is enhanced to allow for an improved relationship and integration of built form to open space, and to allow for multiple green connections north-south and east-west through the campus to the river, the Point Lands, and the westerly development areas. New buildings are organized to redefine and enhance the major east-west open space axis through the campus and other distinct heritage spaces and streets such as Dafoe Road, as well as new green pedestrian corridors and open spaces. Buildings are oriented to the streets as well as to open spaces, pathways and trails. The orientation and layout of the buildings to open spaces, and a rational pattern of circulation through the campus allows for accessibility to existing and new places, for clear view corridors to enhance wayfinding, and to enhance the visibility and presence of heritage features.

4.1.2.2 The South Community and North Community Transition

The block character of the South Community and the North Community Transition is designed based on the urban grid pattern but integrates naturalized landscape features and the existing topography, as well as the alignment of key existing streets such as Chancellor Matheson Road, Innovation Drive, Dafoe Road, and University Crescent. The urban grid



Curry Place Pedway



Chancellor Matheson Road

pattern provides an efficient layout of streets and blocks and allows for an efficiency in movement and circulation, but this pattern is softened by the overlay of the natural and organic rhythm, patterns, and alignment of the landscape. The block depths allow for significant central private open spaces, internal servicing and access of buildings, and building with double frontages to both streets and open spaces.

In general, the blocks are designed to:

- Allow for generous streetscapes to accommodate significant street tree planting, landscaping, and sustainable storm water management features such as water gardens and bioswales.
- Provide a transition in height where taller buildings are located along major streets, gateway entryways, and major open spaces and transition down in height toward the adjacent neighbourhoods.
- Accommodate a significant amount of private shared community space in the centre of blocks, with internal walkways and trails.
- Allow for the servicing and vehicular access and egress to occur via a rear service lane.
- Provide a balanced ratio along the High Streets of building height and setback to street width, to accommodate generous public realm space, retail spillover space, wide sidewalks, enhanced streetscaping, and multiple modes of transportation.
- Provide landscape buffering from parking areas.

- Provide the opportunity to integrate greenways with the block pattern of development.
- Create a comfortable public realm environment in all seasons with building setbacks, stepbacks, and height transitions to maximize sun and light penetration.

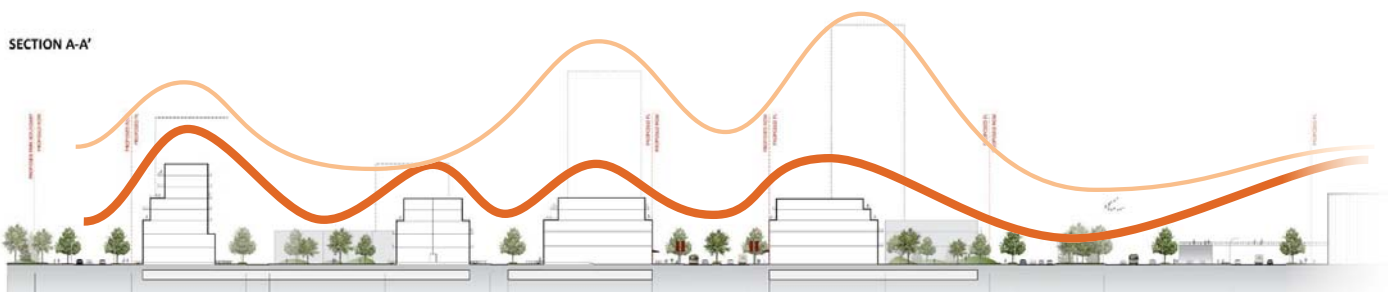
4.1.3 Building Height Strategy

The Building Height Strategy is intended to provide respectful transitioning to open spaces, adjacent buildings, and varying uses; to allow for a comfortable and “human scale” pedestrian realm; to demarcate entry points and gateways; and to rationalize density in the Plan.

For the Core Campus Academic Centre, height in general, is represented by 3-4 storeys. The Academic Mixed-use reflects additional height up to 8 storeys to accommodate uses such as student residences, administrative and faculty offices, and services and amenities. Heights are described in further detail in Section 4.1.7 Land Use Structure.

4.1.4 Sunlight and Sun Penetration

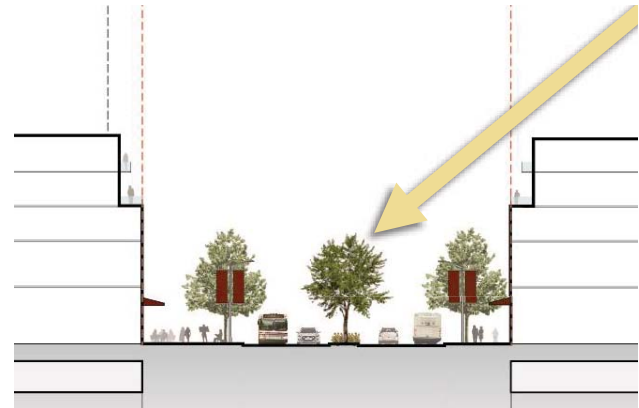
Sunlight and sun penetration are important design factors in a winter city. The strategic orientation, structure, and positioning of buildings can create and optimize sunny, comfortable public realm environments, and allow light penetration into buildings. Sunlight and the resultant warmth and brightness contribute to



Block character and building height strategy

healthy living and the comfort of space, encouraging outdoor activity and animation of place especially when needed during colder months of the year. Of course, the comfort of place also requires other design means such as wind breaks, and multiple buildings access points, but people are more apt to walk, play, and shop outside if there is sunshine.

The Plan building and block structure recommends design controls such as building setbacks and street width-to-height ratios to allow more sun along the sidewalks and streets, and the application of stepbacks and height limits to ensure ample sun penetration on adjacent streets and open spaces.



Application of building stepbacks to allow for increased sun penetration



Sunlight and sun penetration

4.1.5 Parking Access, Loading and Servicing - Prioritizing the Public Realm

The approach to parking access, loading, and servicing for all buildings within the Fort Garry campus prioritizes the pedestrianization and beautification of the public realm. As such, the location of access points for below-grade or above-grade structured parking, and for service and loading entrances must be carefully considered and should have the least possible impact on the streetscape and public open spaces. This is especially important for the Master Plan's unique structure of public and private open space corridors that define the interior of blocks, and of a campus structured in a "green setting".

Recommendations:

- Wherever possible, vehicular access to parking, facilities must be provided from side streets and rear lanes.
- Garbage, loading, servicing, and utility functions should be integrated either adjacent to, within the interior, or at the rear of a building, with access from a rear lane or side street.
- Where there are no rear lanes, particularly for blocks with internal green corridors, parking and servicing access points should be located within the side façade of buildings along side streets so as not to obstruct the pedestrian circulation.

- Corner lots should have rear lane access from side streets and not the main street that provides the building's address and frontage.
- Where loading and service areas cannot be internal to a block, they should be screened from prominent public areas and adjacent residential areas with built form, landscaping, or other measures.
- Servicing and loading access should be located in a coordinated manner within buildings rather than in adjacent structures or in outdoor areas.
- Building servicing design should be coordinated with waste reduction strategies to provide adequate space for innovative strategies.

The Core Campus Area

Prioritizing pedestrians and beautification of the public realm is particularly important for the Core Campus. In an academic campus environment, there should be no real back conditions to buildings. The loading and service areas on campus often function as key pedestrian and bicycle circulatory routes throughout the campus and as such, are integral components of the public realm space. These spaces have to be designed to perform the necessary service requirements for the buildings, but must also be designed as part of the overall public realm and pedestrian circulation space.



Concealing servicing areas

Recommendations:

- All aspects of the open space surrounding buildings, including service corridors and loading areas, shall be considered part of the public realm and designed accordingly.
- Parking and loading access and service areas, through design interventions, should be integrated into the overall public realm design and look like quality open spaces.
- Service corridors should be safe environments for combined service vehicle, pedestrian, and bicycle use.
- Vehicular movement can be controlled for safety through design interventions such as removable bollards, landscaping, and paving patterns that delineate movement.
- Areas should be well lit and enhanced with the same consideration and materials given to pedestrian-only circulation areas.
- New loading areas should be integrated within buildings where possible and existing loading docks should be screened from view.



Internal servicing area with low-profile access

4.1.6 Potential Building Sites

The diagram below illustrates potential new development opportunities within the campus lands. This is a flexible framework for new development, and is anticipated to evolve and change over time. Building footprints, for example, are illustrative and will be refined to suit each development and its particular purpose. The assemblage of buildings and building typologies within each of the Character Areas create unique places, nodes, and public realm experiences and are opportunities to embrace and express the culture and spirit of place, and integrate Indigenous values and design. The orientation of

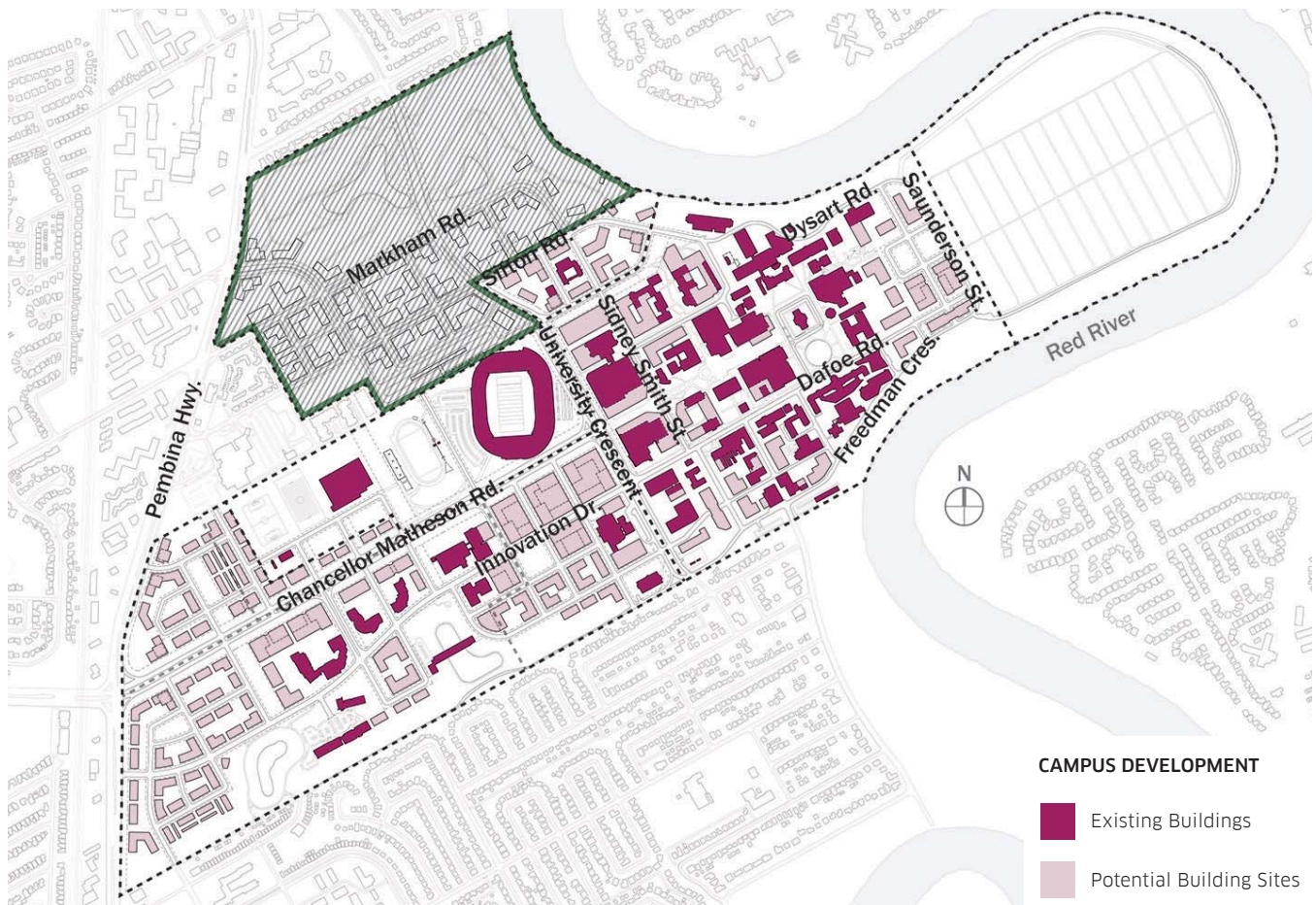
Demonstrating Culturally Relevant

Design: Plans and designs are not gratuitous; rather, they convey underlying values.

buildings, and the relationship of buildings to open space to create meaningful people oriented places are key considerations for all new building development.

Core Campus

The Core Campus area includes infill and new buildings, in addition to existing buildings that are retained, and/or retained and repurposed. Most of the new stand alone buildings are located within the Academic Mixed-use land use and Campus Residence areas, and are residential structures, mixed-use, and above-grade parking structures, or a combination thereof. The residential buildings are of a height and orientation to capture views to the water and the open spaces, and to frame views and pedestrian corridors. Infill buildings are to define new internal and external open spaces and to provide new frontages and animated uses to the streets.



Potential Building Sites in the Fort Garry campus lands

North Community Transition

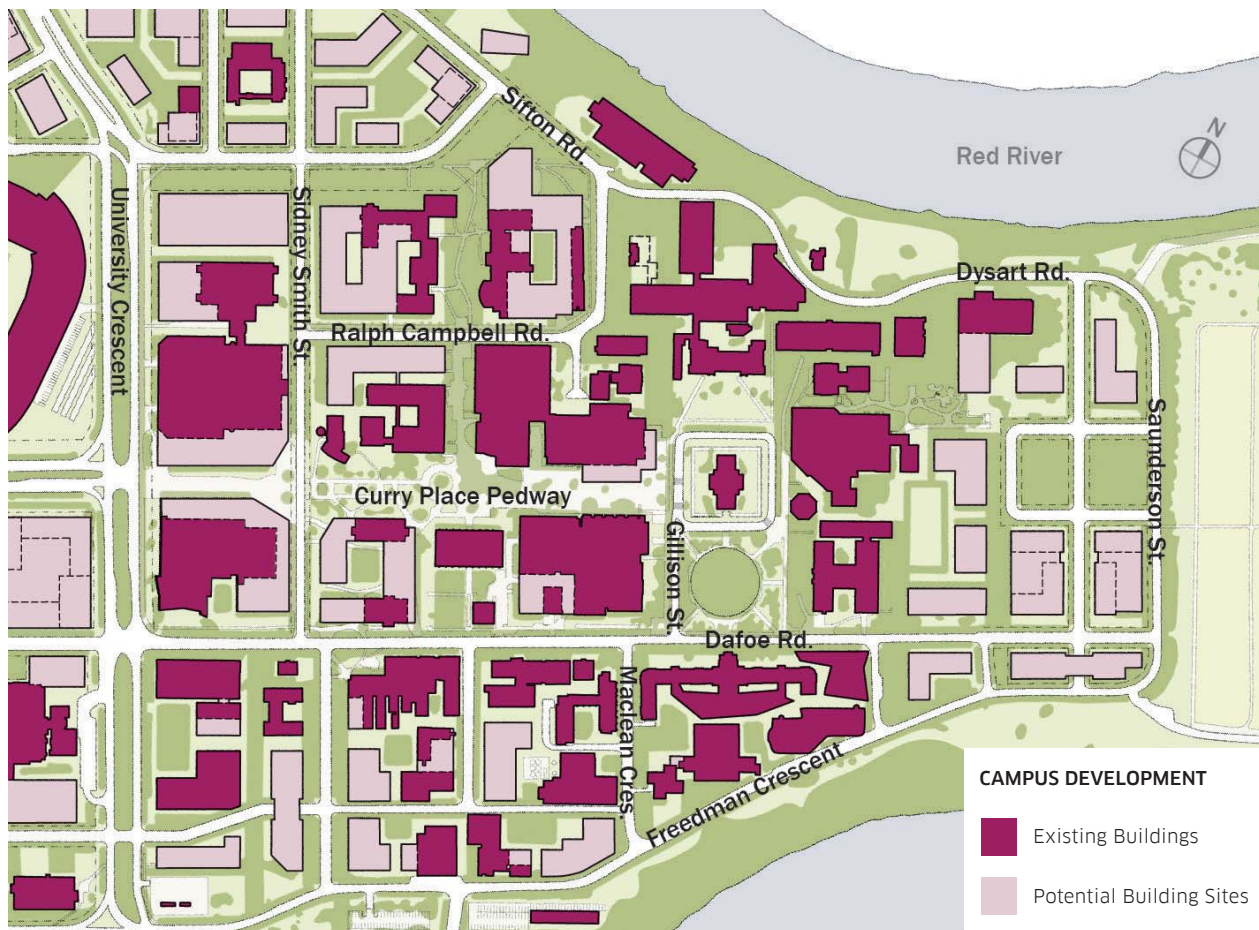
New buildings within this area are primarily residential with the exception of the mixed commercial/residential buildings that define a High Street fronting Sifton Road. The new buildings are structured to:

- front the streets;
- create an at-grade animated presence on the High Street with retail at grade, with buildings stepping back beyond a three storey podium;
- contribute to wayfinding with corner residential towers at key locations;
- frame the “market place” - one of the key pedestrian nodes at the crossroads of Sidney Smith Street, Sifton Road, and the riverfront; and
- provide a mix of new community services and amenities at the north end of Sidney Smith Street.

South Community

The South Community has many distinct areas and therefore the building typologies vary considerably to serve a variety of uses. Building development within U Lot is intended to provide opportunities to facilitate a significant amount of parking for the South Community and especially for the entertainment and recreational uses. Most of the blocks are defined by buildings with centrally located above-grade parking structures, framed by mixed commercial/office/entertainment uses that front the streets.

The Smartpark office buildings and light industrial buildings are oriented to provide frontages to the street and exterior open spaces, and to frame interior private open space or surface parking lots. The majority of parking for these buildings should



Existing and proposed buildings within the Core Campus Character Area

be supplied below grade. Mixed-office residential buildings along Chancellor Matheson Road are intended to provide frontages to the street. Some of these buildings also provide opportunities for above-grade structured parking internal to the block.

The mixed residential neighbourhoods north and south of Chancellor Matheson Road include a diversity of residential building typologies such as single unit townhouses, stacked townhouses, apartments, condominiums, and tower building structures as wayfinding landmarks and gateway buildings.

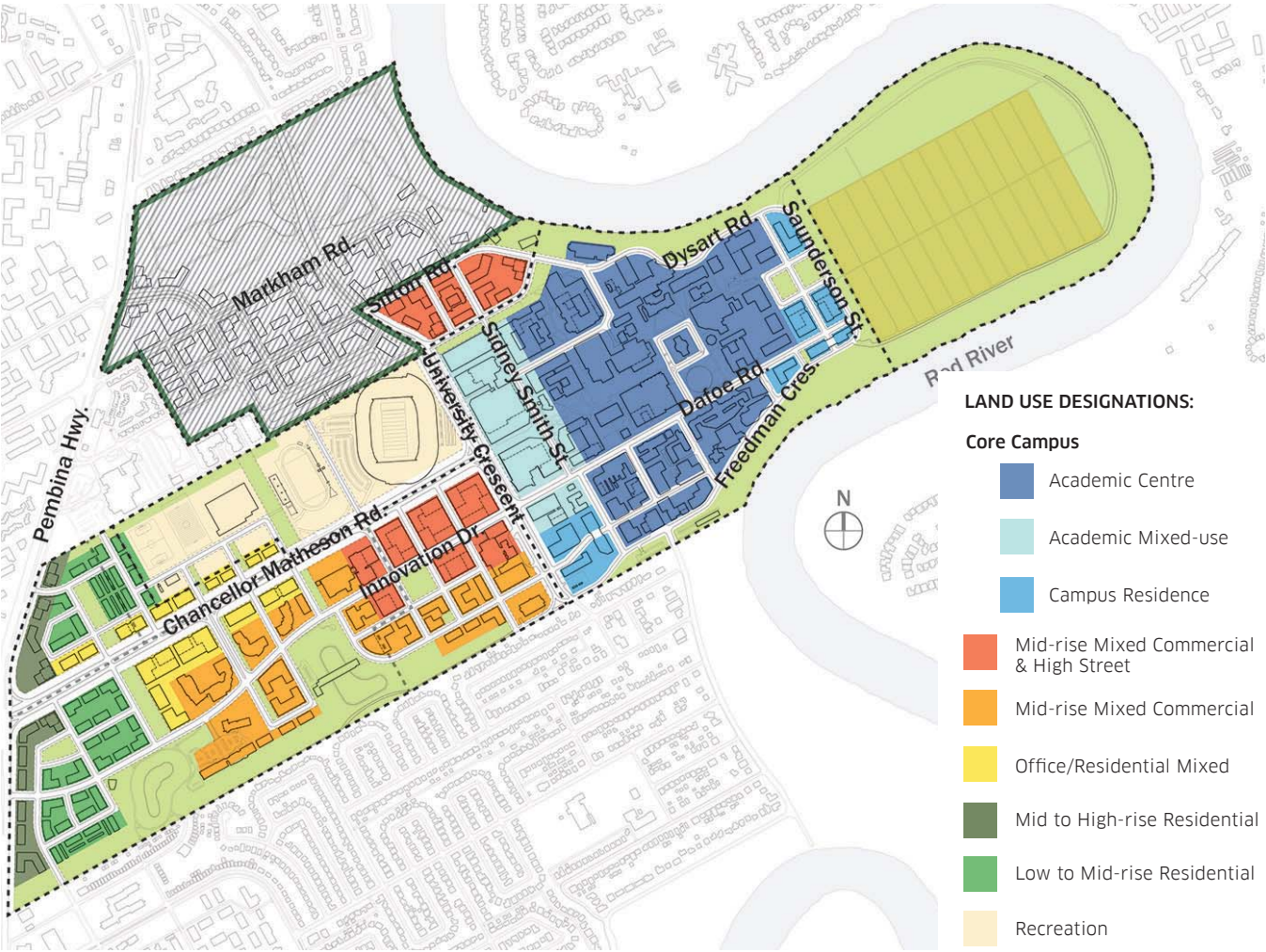
Townhouse buildings either have parking below grade or parking accessed by a rear lane. All other buildings should be designed to provide parking

below grade. Gateway residential buildings can have retail or office uses at grade with frontages along Chancellor Matheson Road. Buildings adjacent to Pembina must be oriented to have frontages to the residential streets.

4.1.7 Land Use and Building Height Structure

The mix of land uses are structured to foster a pedestrian-oriented, safe, mixed-use community, creating synergistic adjacencies and complementary transitions to uses. New communities are intended to be unique, diverse, integrated, linked, and walkable.

The following provides a description of the land use designations within each of the Character Areas that



define the Master Plan, as well as the building height structure for each.

4.1.7.1 The Core Campus Land Uses

The Core Campus land uses include the Academic Centre, Campus Residence, and Academic Mixed-use.

Academic Centre

The Academic Centre development includes building replacement where necessary, new buildings and open spaces, expansion of some existing buildings, and re-purposing of parking areas as development opportunities.

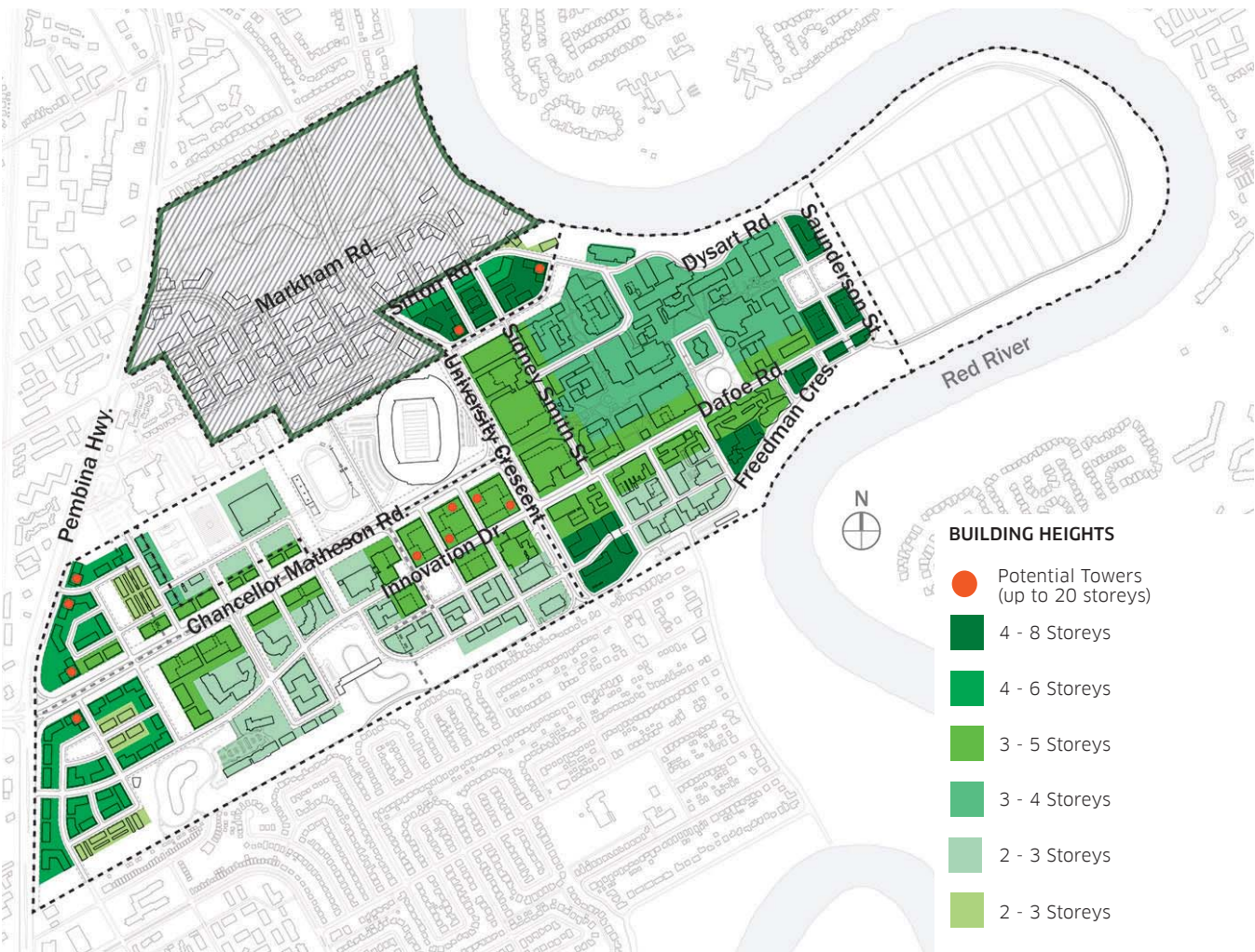
Academic Mixed-use

Proposed buildings within the Academic Mixed-use

designation are concentrated primarily around Sidney Smith Street to create new animated frontages to the street, new student-oriented services and amenities, and new college residences. The mix of land uses is intended to build a new campus hub and create a high level of campus activity and student presence.

Campus Residence

The Campus Residence land use designation comprises new stand-alone buildings at the south west edge of the campus along University Crescent, as well as the east edge of the campus near the Point Lands, building out the parking lot areas. This designation is primarily for the purpose of expanding the student residences on campus but can include other uses as well. Other building expansions within the Academic Centre land



use designation are intended to define and animate existing and new open spaces.

The opportunities provided by new development within the Core Campus Area shall allow for (but are not limited to) the following uses:

- new institutional buildings,
- student residences,
- private college residences,
- student services and amenities such as a student activity hub,
- potential parkade(s) and underground parking,
- new open spaces and pedestrian linkages,
- enhanced existing open spaces and linkages,
- opportunities for art and indigenization of the campus environment, and
- retail.

Recommendations:

- Preserve and enhance heritage assets and enhance the context in which they reside such that they are prominent landmark features for the campus and community. These sites help define the Fort Garry campus as a distinct and special place and represent aspects of the campus' Indigenous heritage.
- The design of any new building on the campus should exemplify the highest quality and standard of architecture and evoke an image of excellence and leadership for the University.
- Buildings should be transparent and animated at grade to encourage a level of safety with "eyes-on-the-campus". This is especially important for buildings fronting streets, open spaces, and primary pedestrian circulation corridors.



New student residences



New open spaces and pedestrian linkages



Student services and amenities



Transparent and animated building frontages

- The street system, gathering places, and pedestrian junctures should be transparent and visible from the interior of buildings.
- All buildings shall be designed to provide a frontage and main entrance along streets and major open spaces that are connected to pathways and the pedestrian circulation system.
- Building frontages to open spaces must contribute to creating a comfortable and attractive environment that encourages use and enjoyment of the open space.
- Where a building is adjacent to a street and open space or straddles two open spaces, the building shall have multiple accessible main entrances fronting the public realm spaces.
- The architectural character of new buildings should be respectful of the built heritage of the campus and draw on the assets and qualities of key iconic buildings and building elements.



Buildings frame open spaces



Building that create a comfortable environment

- All buildings or building expansions along Sidney Smith Street are to front the street with addresses and main entrances on the street.
- Buildings fronting Sidney Smith Street shall have a high level of transparency to the street in order to create a comfortable relationship to the public realm.
- To enhance the visual and physical experience of buildings, and the feeling of safety, large blank walls or an uninterrupted building mass should be avoided.
- Animated uses such as a student activity hub, and retail such as cafés and coffee houses should be located along Sidney Smith Street.
- Structured parking opportunities shall be considered in the Academic Mixed-use area.
- Buildings within the Campus Residence use area, located along University Crescent, shall be designed to create a southerly gateway



Buildings that are transparent and animated at-grade



High quality buildings that define identity of place

from the south neighbourhood to the University lands and shall provide a healthy transition to the existing residential context.

- Buildings within the Campus Residence use area located adjacent to the Point Lands are intended to define a significant new open space for the east campus area and define an open view corridor to the Point Lands. Buildings must provide a frontage to the open space and to the adjacent streets.
- Opportunities for structured parking shall be considered as part of new residential development.
- Service entrances and areas should not be located in the fronts of buildings and should be consolidated where possible, along a shared service corridor. Existing service entrances and

loading areas that are now fronting streets or the public realm should be appropriately screened.

- Height - academic at four storeys, opportunities for additional height to eight storeys in the Campus Residence and Academic Mixed-use areas.

4.1.7.2 The South Community and North Community Transition Land Uses

The South Community Lands and North Community Transition lands north of the Core Campus, together reflect a rich diversity of uses that contribute to creating a complete community including High Streets, light office industry, office and commercial uses, and a diversity of neighbourhoods residential and mixed residential.



Mixed-commercial/office building - animated at grade



Campus residences defining new significant open spaces



Residential development with internal green corridors



Above-grade structured parking fronted by animated uses

Mid-rise Mixed Commercial - The High Street

The Master Plan envisions two High Streets for the overall community; one in the North Community and the second is envisioned within the South Community. The South Community High street is defined by mid-rise mixed commercial development with retail at grade, and a mix of office, residential, hotel, and conference centre uses above grade to support the evolution of an entertainment area. The High Street in the North Community along Sifton Road is defined by mixed commercial residential uses with retail at-grade and residential uses above grade. Further detail for the north side of the High Street will be provided within the Southwood LAP. That said, both sides of the High Street must be designed comprehensively in order to achieve the overall vision for the street and for the North Community. The Visionary (re)Generation Master

Plan must be referenced accordingly in the design and development of the North Community High Street.

Recommendations:

- All mixed commercial/residential or commercial/office buildings are to front Innovation Drive and Sifton Road with addresses and main entrances onto the street.
- Opportunities for structured parking shall be considered on all blocks.
- Structured parking shall be internal to the block and fronted by active uses.
- Buildings shall provide a high level of transparency to Innovation Drive and Sifton Road to create a comfortable pedestrian environment and relationship to the street.
- A maximum of five storeys is recommended to front the Innovation Drive High Street with a



North Community High Street



Animated High Streets



Mixed commercial residential development



South Community High Street

podium of three storeys and a stepback of the fourth floor.

- A maximum of eight storeys is recommended to front the Sifton Road High Street with a podium of three storeys and a stepback of the fourth floor.
- Opportunities for increased height (towers) shall be considered at the corners of the blocks.

Light Office Industrial

Light Office Industrial land use designation will be concentrated primarily south of the Office/Residential Mixed-Use area and the Mid-rise Mixed Commercial area. Buildings will define new streets and open spaces within the area, and provide additional frontages along Innovation Drive.

Recommendations:

- All buildings must front the streets with addresses and main entrances onto the streets.
- Buildings should frame view corridors to adjacent open spaces and where possible, allow for pedestrian circulation through blocks to connect to the open spaces.
- A maximum of three storeys is recommended for this designation.

Office/Residential Mixed-Use

Buildings within the Office/Residential Mixed-Use area are intended to provide a street frontage and animated

presence along Chancellor Matheson Road and to define significant north/south greenways through the South Community. The mixed office/residential use provides a transition from office to residential uses, and from office to light industrial uses.

Recommendations:

- Buildings along Chancellor Matheson Road must front the street with addresses and main entrances onto the street.
- Buildings along Chancellor Matheson Road shall have a three metre setback from the property line to allow for additional public realm space and sustainable streetscape design.
- All buildings shall provide a high level of transparency to the street or open space at grade to create a comfortable pedestrian environment and relationship to the street or open space.
- Opportunities for some commercial uses at grade such as a corner café or coffee house to animate the public realm shall be considered.
- A maximum of five storeys is recommended for the area.
- Opportunities for structured parking shall be considered for the blocks fronting Chancellor Matheson Road. Structured parking shall be internal to the block and fronted by uses.
- Access to structured parking shall not be permitted along Chancellor Matheson Road.



3 storey light office industrial buildings



Buildings with a high level of transparency to the street

Mid to High-rise Residential

- The areas defined by this land use designation include the South Community frontages along Pembina Highway. These areas are opportunities to concentrate further building height and density.

Recommendations:

- Corner parcels shall locate main entrances at the corner of the blocks.
- Opportunities for increased height (towers) shall be considered at the corners of the blocks.
- Buildings along Pembina Highway shall have frontages to the highway and to the residential streets. Building addresses, access, and egress shall be along the residential streets and not along Pembina Highway.
- A maximum of six storeys is recommended for buildings along Pembina Highway with opportunities for additional height (towers) at the entryway and at key locations closer to the hospital.

Low to Mid-rise Residential

The areas under this designation define the neighbourhoods north and south of Chancellor Matheson Road. These residential pockets provide a diversity and mix of low to mid-rise housing typologies such as townhouses, low rise apartments, and condominiums.



Mid to high-rise residential

Recommendations:

- All buildings must front the streets or open spaces with main entrances onto the streets or open spaces.
- A maximum of six storeys is recommended for the areas, transitioning down to maximum three storeys in height central to the blocks. Greater height and density shall be concentrated along the major roadways and fronting open spaces.
- Blocks within this land use area shall be designed to create central publicly accessible green corridors and open spaces that link the neighbourhoods to larger open space systems and key streets.

Recreation

This designation is intended to enhance the existing recreational lands. Uses within this designation shall include any open space or building facility for the purpose of contributing to and enhancing the Sport and Active Living Area. To realize development in this area, a strategy for relocation of the snow dump and Physical Plant uses here will be required.



Low to mid-rise residential

4.2 OPEN SPACE FRAMEWORK

The Open Space Framework and vision guide the development of the future green spaces and public realm of the Visionary (re)Generation Master Plan. This framework consists of a variety of tools to unify new development on the campus into a cohesive whole with the existing structure and natural features, and to enhance the existing campus form. The quality of the open space system is an important aspect of the vision that shapes the form and function of the Fort Garry campus and will result in a more walkable, livable, and sustainable community reflective of Indigenous values.

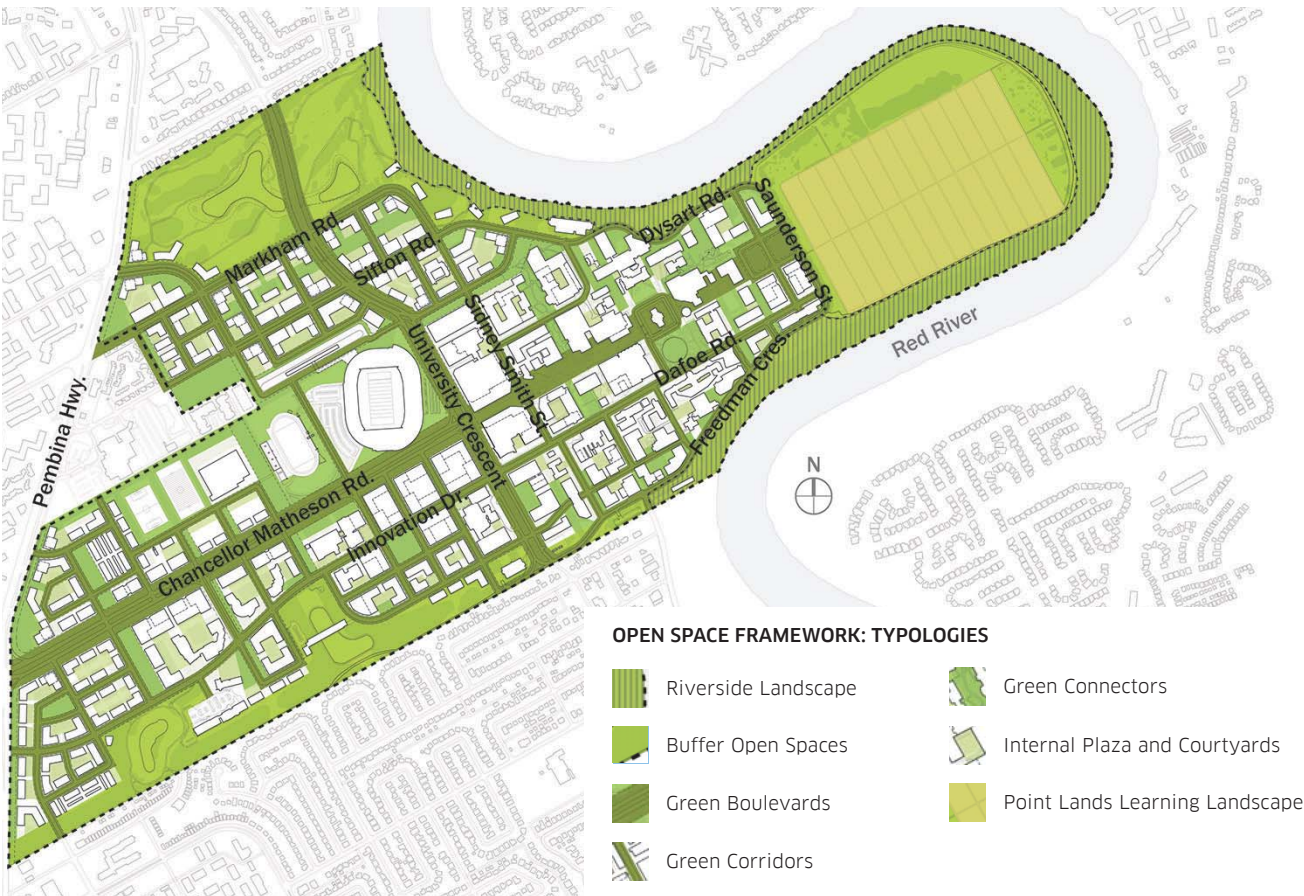
4.2.1 A Campus in a Green Setting

“Flow, shelter, and openness” are integral elements within the complex series of exchanges that make up any ecosystem. They conjure associated terms like dispersal and collection, and diffusion and

concentration, extremes essential to conceptual thinking about circulation, built form, or even environmental infrastructure. “Flow, shelter, and openness” are well suited as design constructs within the context of the campus, the adjacent neighborhoods, and links beyond.

In addition to these three key elements is the concept of “place” – the unique ecologies and habitats of the campus lands. The landscape infrastructure that shapes the open spaces is built on this ecology of “place” (see figure on opposite page).

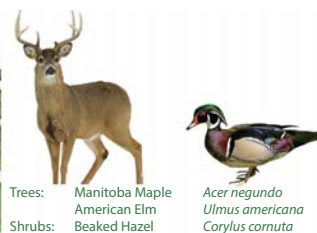
The Fort Garry campus is located in a setting with a rich cultural heritage, a notable history, and a strong campus community. This Plan leverages these aspects of the site, holistically integrating outdoor spaces with the built environment. The concept envisioned as “A Campus in a Green Setting” defines a series of destinations within the built environment in a way that respects and responds to the Indigenous and natural



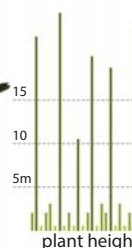
history of the land, connecting a diverse series of outdoor active and passive green spaces conducive to a complete community with thriving indoor

activities and learning, a theme fitting for the learning environment of a university campus community.

Riverbottom Forest



Trees: Manitoba Maple
American Elm
Shrubs: Beaked Hazel
Acer negundo
Ulmus americana
Corylus cornuta

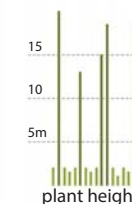


Riverbottom forests are found on the banks of watercourses throughout Manitoba. They thrive on nutrients deposited during the spring floods. Tree roots will help stabilize the Red River banks and reduce erosion, while the forest itself will provide food and shelter for wildlife – including deer, birds, and various species of butterflies and moths.

Oak Forest



Trees: Bur Oak
Trembling Aspen
Shrubs: Chokeberry
Quercus macrocarpa
Populus tremuloides
Prunus virginiana

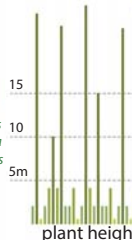


In Manitoba, oak forests are often found mixed in with aspen forests. Oak forests prefer dryer areas, such as the upper elevations of riverbottom forest habitats. The slow-growing oak trees can reach 20 to 25 metres in height.

Aspen Forest



Trees: Trembling Aspen
Balsam Poplar
Shrubs: Common Juniper
Populus tremuloides
Populus balsamifera
Juniperus communis

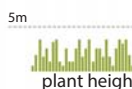


Aspen forests are the most common naturally occurring habitat remaining in Winnipeg and the surrounding region. These forests are typified by nearly pure stands of trembling aspen trees, often found within grassland openings. The fast growing aspen species can be mixed with oak trees in dryer areas, and balsam poplar trees in wetter areas.

Tall Grass Prairie



Grasses: Big Bluestem
Indian Grass
Wildflowers: Canada Anemone
Andropogon gerardi
Sorghastrum nutans
Anemone canadensis

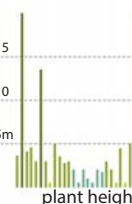


Tall grass prairies once dominated the Red River valley prior to European settlement. They have since become one of the most endangered habitat types in Manitoba. The rich prairie grass community supports a wide variety of wildlife, often in underground burrows or dens.

Wetland



Shrubs: Swamp Birch
Pussy Willow
Marsh Reed Grass
Betula pumila
Salix discolor
Calamagrostis canadensis



From grasses to trees, wetlands support a wide array of plants within various zones depending on water levels. These marsh habitats accept runoff water from surrounding areas and have the ability to filter and remove some suspended solids.

4.2.2 Open Space Typologies and Character

One of the fundamental tasks in the regeneration of twentieth-century landscapes is the “de-engineering” of infrastructure – to integrate more environmentally sensitive knowledge from both science and engineering regarding green (plant) and blue (water) infrastructure, in order to leverage the land and natural capital to its greatest functional capacity and efficiency. Balancing this perspective, traditional Indigenous knowledge carries a deep understanding of the natural environment, its functions, and our place within it. The open space character reflects this integral connection of people to the land, and a respect for life and all that is required to sustain it.

***Fostering a Sense of Belonging and Community:** increase a sense of belonging for all campus users.*

The Fort Garry campus includes a variety of distinct landscapes - the Southwood Lands open space, Point Lands, river edge forest, campus quads, and historic Chancellor Matheson Road axis. Building upon the natural heritage of the site, these landscapes will be further enhanced by the interconnected Open Space Framework.

As defining elements of the Plan’s structure, this document identifies seven unique open space typologies – these are the (1) Riverside Landscape, (2) Buffer Open Spaces, (3) Green Boulevards, (4) Green Corridors, (5) Green Connectors, (6) Internal Plazas and Courtyards, and (7) Point Lands Learning Landscape. Each typology is distinguished by its own set of characteristics, integrating naturalized environments, active and passive landscape infrastructure, green linkages, community gardens, and communal spaces for gathering and outdoor activities.

The overall framework yields a diverse and sustainable network of open spaces for the Fort Garry campus. Rather than being implemented as an afterthought, as happens all too often, the open spaces and all aspects of the public realm contribute to the transformation of the campus as an environmentally, socially, and economically sustainable destination. The following diagrams illustrate each network element.

General recommendations:

- All open spaces must be beautiful and attractive, reflecting the highest quality in design, innovation, function, and sustainability.
- Urban open spaces such as corridors, parks, plazas, courtyards, quads, and streetscapes should be useable, animated, safe, and programmatically functioning spaces.
- The natural open spaces such as the Riverside Landscape should be enhanced and protected with clear pathways, defined areas of use, and a long term natural conservation strategy.



***Respecting the Earth:** maintain a strong connection to the natural environment and the natural systems that sustain life.*

Riverside Landscape

The river and its associated landscape have in the past been relegated to relative insignificance. The Open Space Framework seeks to regain the natural relationship with the river through improved connections, and through weaving of the Riverside Landscape and ecology into the core of the campus.



Riverside Landscape Typology

As a defining natural, social, and cultural feature of the campus context, the river and riverside landscape represents a past, present, and future identity of place. It provides a distinct setting for the campus, as well as an opportunity to connect with the water and with

nature. Connections to the river should be made where appropriate and feasible, in the form of outlooks and seasonal docks. In addition, the spirit of the natural riverside landscape should be celebrated and drawn into the interior of the campus along green corridors and open spaces.

Recommendations:

- Native vegetation should be used for all naturalized areas in order to maintain the quality and integrity of the landscape typology and to maintain an identity relating the site to its regional context.
- The existing native vegetation is to be conserved and enhanced in areas where it has been eroded or removed.
- A continuous habitat shall run along the river's edge, creating an environmental buffer between the Red River and Fort Garry campus.
- The forest habitat should provide the opportunity for exploration and engagement with nature.
- Outlooks and seasonal docks should be considered, where appropriate and feasible, to allow a connections with the river from the site.



Naturalized landscapes



Opportunity for exploration and engagement with nature

Buffer Open Spaces

Bounding the northern and southern edges of the Fort Garry campus, as well as the periphery of the Point Lands, are a series of open green spaces that are envisioned as naturalized landscape buffers. These



Buffer Open Spaces Typology

open space reserves link the river edge ecosystem with new development, providing a naturalized setting for new buildings. They also integrate storm water facilities, and provide a soft transition to adjacent



Naturalized setting that integrates water features or stormwater management

residential neighbourhoods. More details on the green space and land reserve in the North Community is provided in the Local Area Plan.

Recommendations:

- The existing character of these areas shall be preserved and further naturalized.
- The existing tree canopy should be made denser in areas where it has thinned out, in order to create well-defined canopy forms.
- Provide a new tree canopy at the southern border of the campus as a buffer to adjacent neighbourhoods.
- Wetland habitats shall be created around existing and future storm water ponds.
- These open spaces include ideal settings for community gardens.



Notable tree canopies to define spaces and passageways

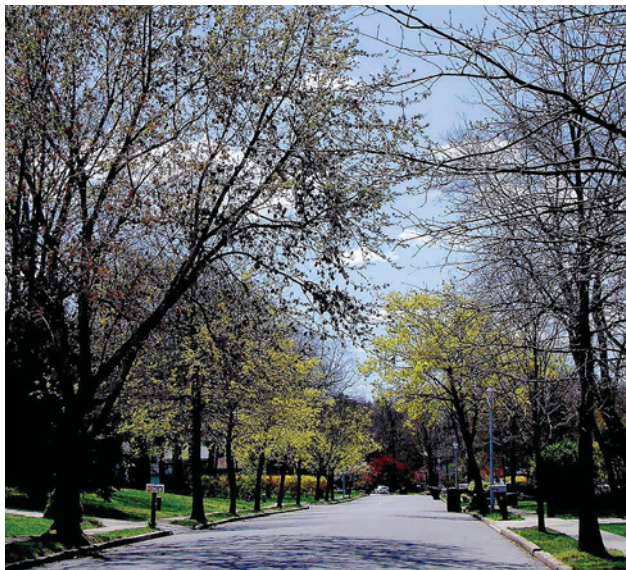
Green Boulevards

Dating back to the founding of the campus, there has always been a notion of a formal entrance drive. This east-west axis has evolved into the current Chancellor Matheson Road and Curry Place Pedway. As a



Green Boulevard Typology

boulevard, it is now only one of many ways to access the campus, and it remains as a vital element of the campus' cultural heritage landscape. Perpendicularly,



Green boulevards - as vehicular streets

University Crescent has evolved as the north-south axis boulevard of the campus.

Recommendations:

- The streetscapes of these boulevards shall be enhanced so that they are easily identifiable as the two main axes of the Fort Garry campus.
- Elm trees along Chancellor Matheson Road shall be preserved and replanted, where gaps occur, maintaining the road's distinction as the "Avenue of Elms".
- The boulevards of each streetscape shall maintain formal allées of trees, with the medians being infilled with looser tree plantings of various species and heights.
- The Extended Education addition to the Frank Kennedy Centre should be considered for removal in the long term, in order to restore a physical and visual at-grade connection along the east-west axis.



Green boulevards - as pedestrian streets

Green Corridors

Streets have the potential to be much more than passages for vehicular traffic. Acting as multifaceted sustainable design elements, streets can integrate vehicular, bicycle, and pedestrian flows together with green (plant) and blue (water) infrastructure, forming an aesthetic and functional network of the public realm. Existing streets are to be enhanced wherever



Green Corridor Typology

possible, with new streets envisioned to create a precedent of sustainability for Winnipeg.

Recommendations:

- Streets shall be designed using a 'complete streets' approach – enabling safe, convenient, and comfortable travel and access for all users regardless of their mode of transportation.
- The enhanced street network should implement best practice sustainable features and materials, integrating "green and blue" infrastructure into the streetscape designs.
- Street trees shall be integrated as primary defining components of each corridor, using proven methods for healthy growth – including soil cells, enlarged planting beds, and storm water irrigation.
- A matrix of street furnishings should be created to provide a distinct, consistent identity to the campus streetscapes.



Urban street with enhanced landscaping



Creating complete streets - safe, convenient, and comfortable

Green Connectors

The spaces within this category include the larger urban open spaces such as neighbourhood parks, mid-block connections and spaces, and public and private landscaped corridors. Taking cues from the naturalized vegetation of the adjacent river edge and the regional prairie habitats, these spaces provide an opportunity to integrate the naturalized environment



Green Connector Typology

within an urban setting, and can be used to service and enhance the function of natural systems. Strengthening environmental connections encourages spontaneous interactions with native flora and fauna in an urban context, weaving the natural ecosystems of the site into the built environment.

Recommendations:

- The Green Connectors shall provide a continuity of native landscape habitat when connecting to the River Edge Landscape and Open Space Buffers, or any other natural feature.
- Pathways shall be incorporated into naturalized green spaces, creating a park-like atmosphere for users to experience.
- Emphasize the planting of trees as a primary defining feature in the landscapes such that they function and are visibly recognized as significant contributors of the overall tree canopy.



Welcoming and green mid-block connections



Naturalized pathways

Internal Plazas and Courtyards

Both new block and infill developments have an opportunity and responsibility to contribute to the holistic open space system envisioned for the Fort Garry campus through their internal plazas and courtyards. While maintaining design characteristics



Internal Plazas and Courtyards Typology

unique to each block, these developments shall integrate components that form visual and physical relationships with each of the other open space typologies, allowing for a continuity of habitats across the entire campus community.



Plaza spaces that are welcoming, attractive, and comfortable

The plazas and courtyards must be welcoming, attractive, and comfortable places for people, places that allow for interaction and engagement with the environment and with each other.

Recommendations:

- Development sites shall implement Low Impact Development strategies, emphasizing conservation and use of on-site natural features to filter, store, and detain runoff water.
- All development sites shall contribute quality design and sustainability features within the public realm, including furnishings appropriate to the enhancement of resting and social spaces.
- Hardscape and green space are to be appropriately balanced within each development site, relative to their use.
- Spaces shall be designed to be flexible, to accommodate seating, spontaneous activity, events, passive recreation and play.
- Spaces shall be designed for use during all seasons, with shelter from winds, and open areas to allow for sun exposure.



Courtyard spaces that are flexible and strike a balance between hard and soft surfaces

Point Lands Learning Landscape

The Point Lands is envisioned to evolve as both a learning landscape for the University and a recreational amenity for the extended community. This unique landscape asset can be positioned as a key part of creating a centre for environmental



Point Lands Learning Landscape Typology

sustainability and innovation. This consists of an exploration of “working landscapes” that are not just aesthetic but have other uses such as educating,

harvesting/growing, healing, and engaging people with natural systems. As a recreational amenity, the lands provide a unique opportunity for the entire community to connect with the riverfront and landscape through a perimeter trail.

Recommendations:

- In the short term, limited portions of the periphery of the Point Lands could be made accessible to the public with access controls to restricted research areas.
- The area could transition into an open and accessible landscape amenity where agricultural research can be interacted with and experienced by the public.
- Future community gardens could be located within this area as a hands-on complement to associated agricultural research.
- A new pedestrian bridge is anticipated as a future City of Winnipeg facility to be located at the eastern end of the river’s oxbow, connecting the St. Vital neighbourhood to the Fort Garry campus.



An outdoor learning landscape



A place for communal gardening

4.2.3 Core Campus Open Space Framework

Building upon the broader Open Space Framework, the Core Campus Open Space Framework provides more detail to guide the development of the public realm within the Core Campus area.

4.2.3.1 Open Space Strategy

The Core Campus Open Space Framework re-establishes the Core Campus as a significant open space component of the overall Plan, building on the history of the Duckworth Quadrangle, Curry Place Pedway, and Dafoe Road axis at its heart, as well as an adjacency to the natural Red River environment to create a series of spaces that provide a distinct setting for both existing and new buildings. The Framework encourages a softening of the urban footprint, creating an interplay and connectedness of built form to open space within a robust green setting. The strategy is based on building upon the original structure and pattern of design, and using them as indicators and measures to structure new development.

The strategy focuses on four key moves:

- (1) enhancing the major corridors and connecting them to significant existing and new open spaces, especially the campus heart and the river;
- (2) expanding the network to connect the diverse open spaces;
- (3) strengthening the original heart of the Core Campus; and,
- (4) creating new linked “hearts” that commemorate the cultural heritage and Indigenous footprint on the land.

These moves become the strategy for the first phase build-out of the Plan, in which the development of the public realm plays an extremely important role.

4.2.3.2 Open Space Structure

The Core Campus Open Space Framework is structured around the campus quads, Curry Place Pedway axis, green corridors and connectors, and the riverside landscape. The Framework creates an integrated campus ecology with these open space components.

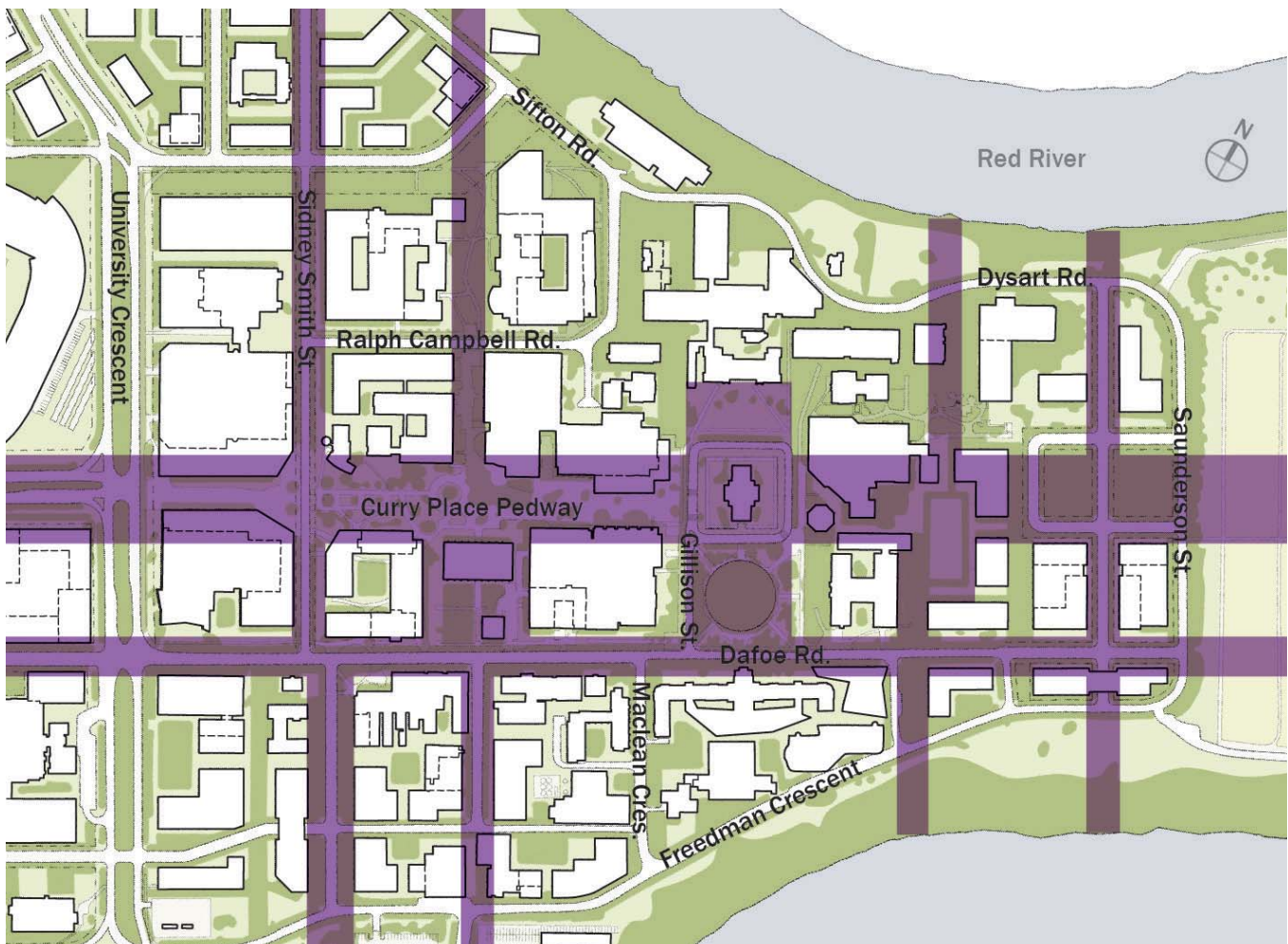


Open spaces serve multiple purposes including social gathering

Major Open Space Corridors

The structure for the Core Campus is defined by strong north-south and east-west open space corridors. These corridors are built on the existing campus structure and alignment, particularly the east-west spine and Dafoe Road, and the concept is replicated throughout the Fort Garry campus increasing the permeability, connectivity, and view corridors both east-west and north-south. A physical and visual at-grade connection should be restored along the historic east-west axis, between the Curry Place Pedway and Chancellor Matheson boulevard in order to restore this passage back to its original intent.

For the Core Campus lands, the open space corridors are to function as the structural elements that define the layout and placement of new buildings, the location of tower structures and art as view termini, and new open spaces. The existing deep landscape setbacks along Dafoe Road are used to define a build-to datum line for new buildings in order to maintain the green and heritage character of the street corridor. The width of the existing Curry Place Pedway and Chancellor Matheson Road is applied as a measure to create new generous north-south corridors in the South Community, and east-west corridors in the North Community, connecting to the river edge.



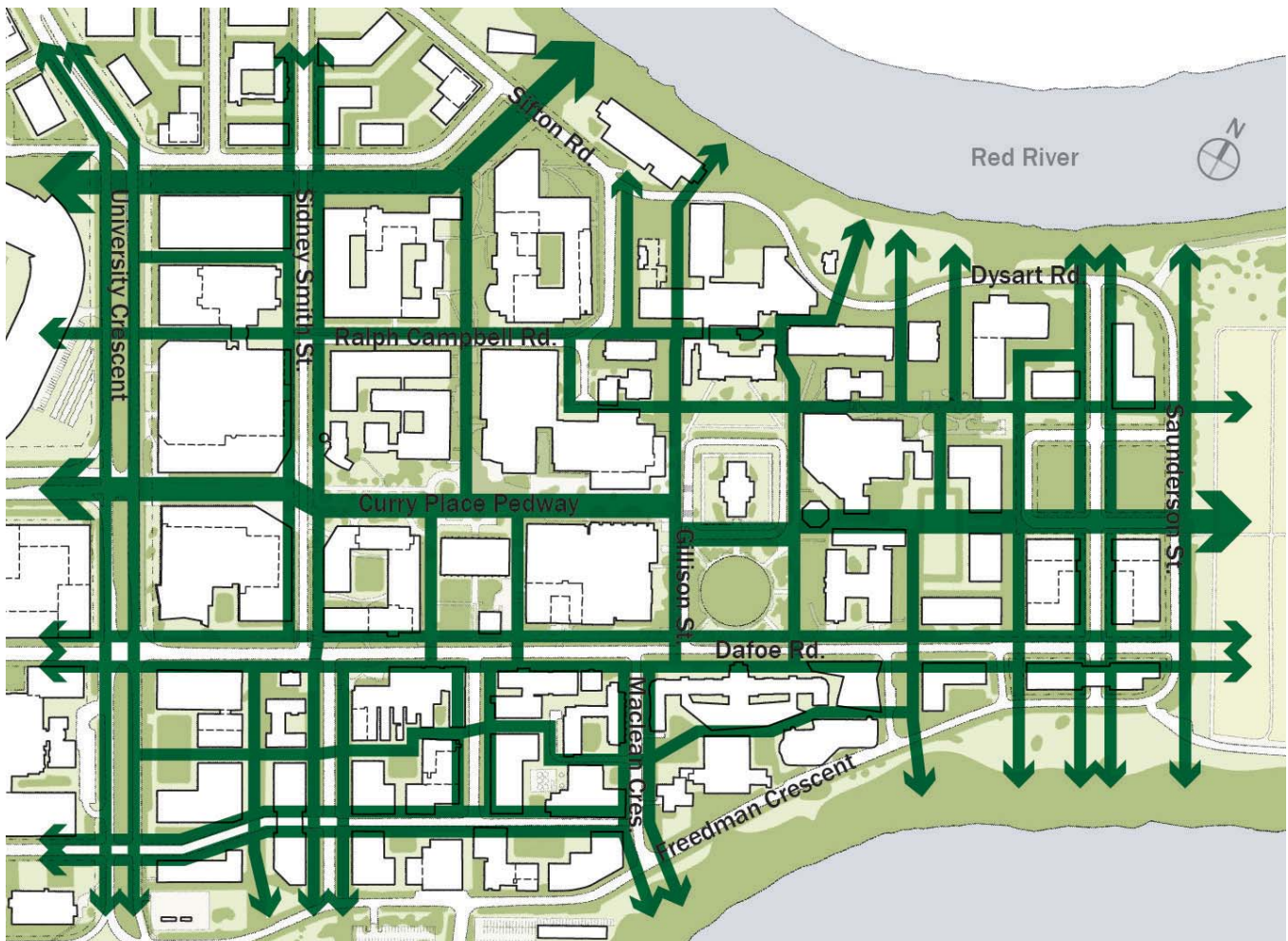
Major open space corridors

Expanding the Circulation Network

Increasing the opportunities for social interaction, for gathering, and for the “crossing of paths” is made possible through the design of a more permeable and accessible Core Campus. The open space corridors are linked to all green spaces, creating an opportunity to easily connect with the diversity of landscapes as they are all within a five to ten minute walking radius from any point on the Core Campus lands. The campus experience is linked to the connection to the land, to the open space ecosystem, and to the environment. Existing connections should be enhanced, and new connections identified that create a consistent porous flow across the Core Campus. The complexity of the circulation network reflects

the numerous routes for people to move through the campus. Green linkages between the riverside landscape and the Core Campus shall provide a continuity of native landscape habitat.

Fostering a Sense of Belonging and Community: increase a sense of belonging for all campus users.

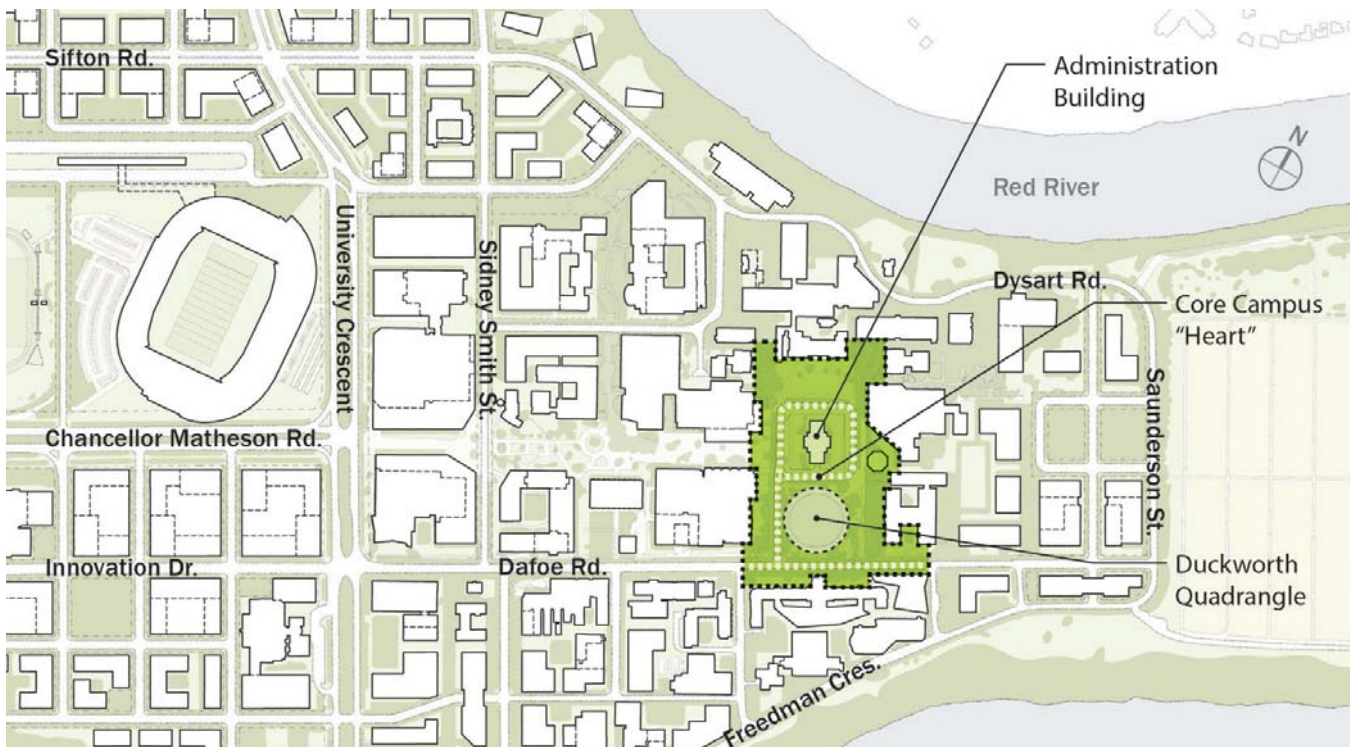


An expanded circulation network to connect a diversity of open spaces

Enhancing the Indigenous Campus Heart

Set within a formal landscape, the Administration Building, the Duckworth Quadrangle, the building forecourts, and the passageways together define the original heart of the campus. This landscape signifies one of the most important open spaces not only in the Core Campus, but also within the context of the entire Master Plan. It represents the “origin” of place, physically, culturally, and spiritually. The Core Campus Open Space Framework prioritizes the pedestrianization, indigenization, and physical enhancement of the Core Campus heart. This includes:

- Redefining and creating stronger landscaped edges to the open space.
- Creating clear pathways that connect to all buildings fronting the space and to all connecting corridors.
- Creating a place for people by reducing parking and redefining the function and width of the road to primarily accommodate vehicular drop-off and circulation.
- Where possible, creating new building entrances onto the space where none exist.
- Maintaining the grandeur, openness, and purity of the Duckworth Quadrangle circle such that it functions as a flexible ceremonial space and gathering place for all.
- Providing a stronger landscape structure to define the Buller Lawn as a new quadrangle north of the Administration Building.
- Enhancing the quality of materials – the pathways, the landscaping, and the lighting – to reinvigorate the stature of place, and as an opportunity to represent Indigenous design elements.
- Incorporate art, commemorative features, and interpretive features to tell the story of the origins of place.
- Allow for programming and use of the space that is inclusive to all.



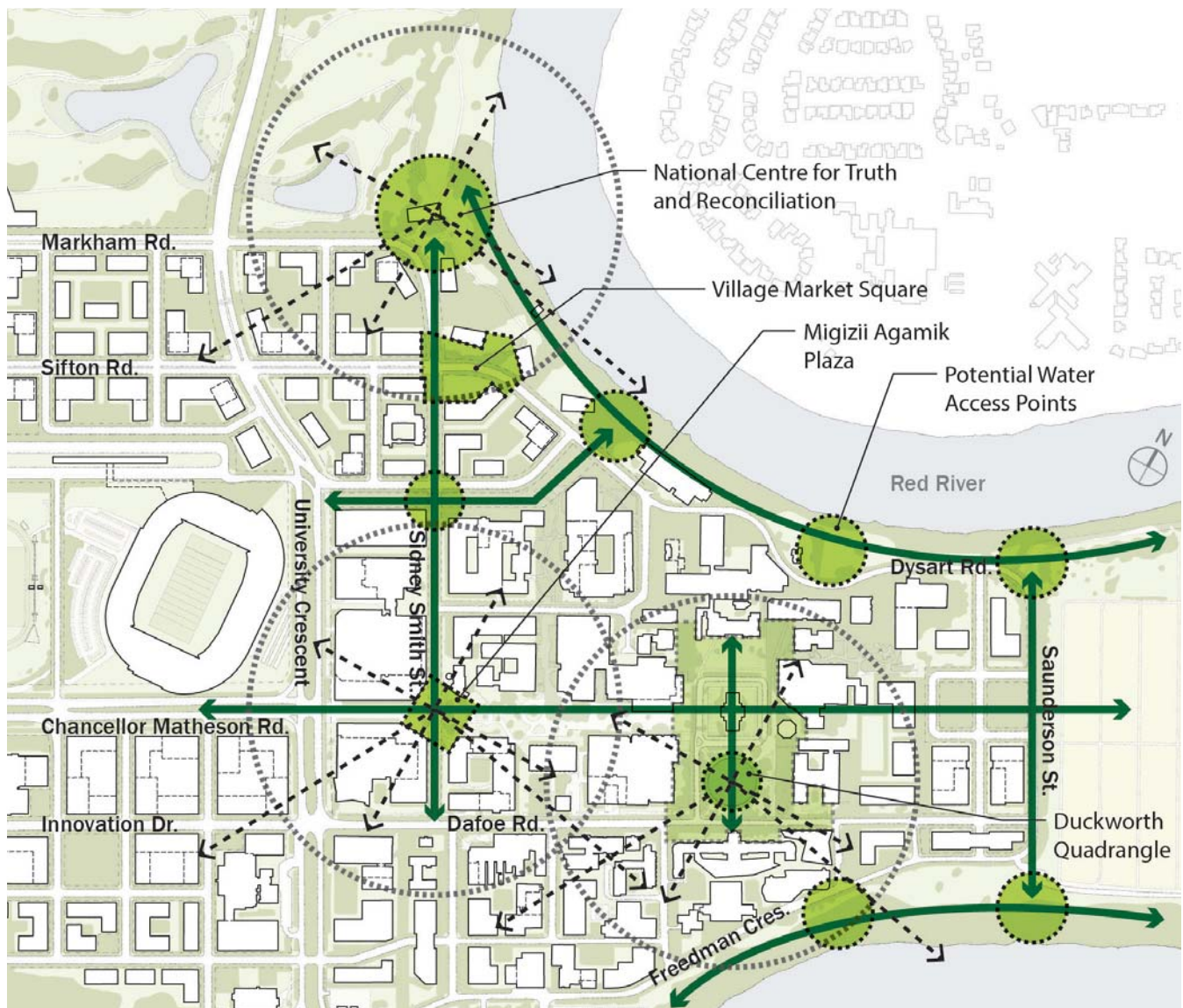
An enhanced Indigenous Campus Heart

Creating a Network of Commemorative Nodes and Places

The Master Plan identifies two other significant new open spaces and places for gathering that are designed based on the solar alignment. These spaces include the Migizii Agamik Plaza at the Curry Place and Sidney Smith crossroads, and the National Centre for Truth and Reconciliation in the North Community. These places provide an opportunity to expand areas that celebrate Indigenous cultures and provide inclusive gathering spaces. The Migizii Agamik Plaza, positioned in the south terminus to the new hub,

represents the coming together of nations and the strengthening of relationships.

In addition to these places, the Plan identifies the north Village Market Square and access points to the river as additional opportunities to build on the commemorative places in the Core Campus that provide new connections to the cultural heritage landscape.



A network of commemorative nodes and open spaces

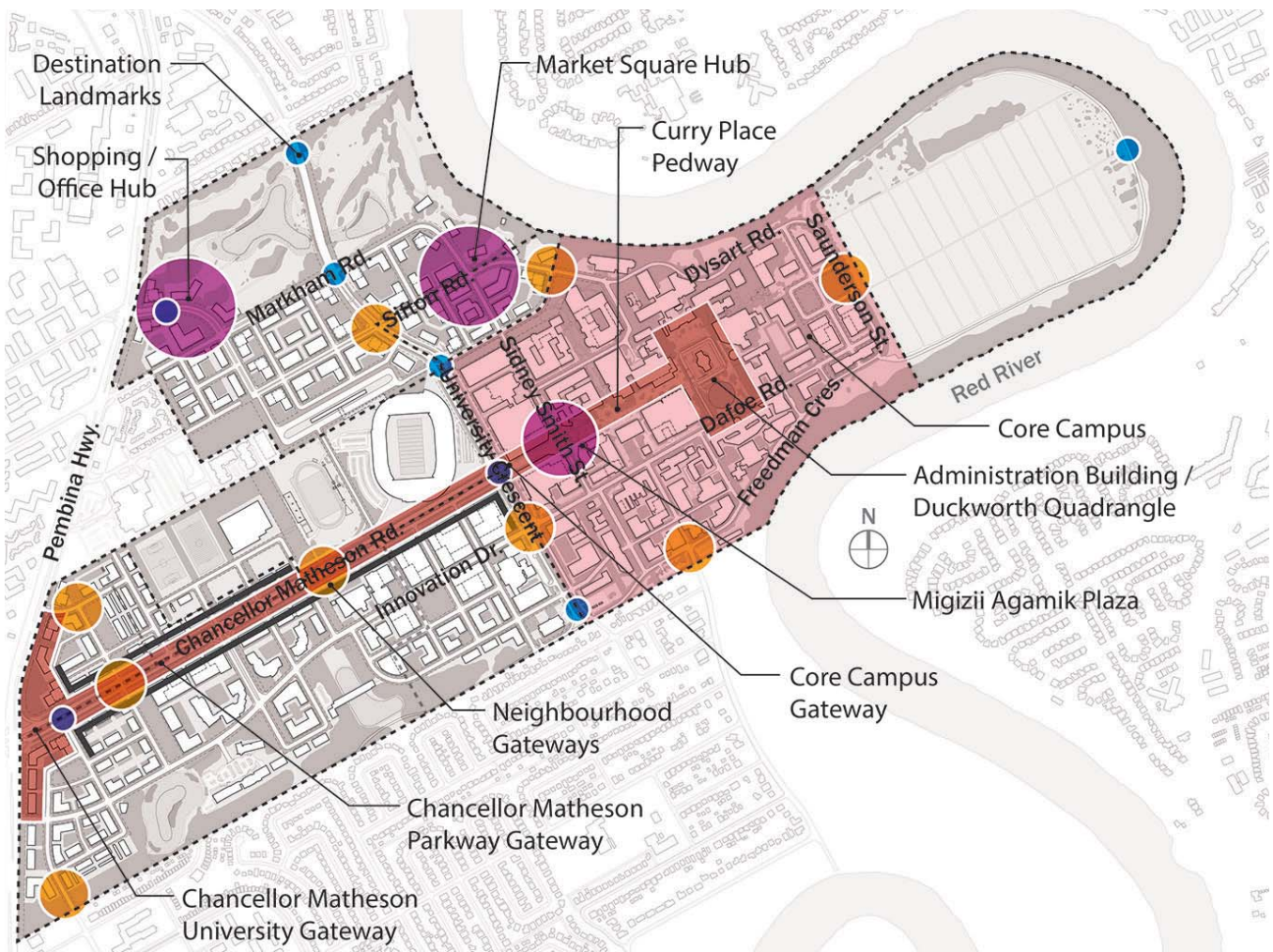
4.2.4 Gateways & Wayfinding

Gateways are special places and features that identify a place at key points of entry and are intended to be welcoming, attractive, and reflective of place. Each gateway should be unique. This can be achieved through the design of buildings, landscapes, art, and signage, or a combination of these elements. Assisting with wayfinding and orientation, gateways can demarcate transition between each of the Character Areas and should reflect the uniqueness of each place.

Gateways are a key component of any wayfinding strategy and should be designed to stand out and be visibly attainable. They can also provide specific core

functions at strategic locations, such as a welcoming visitor amenity at the entrance or heart of a campus. The University's wayfinding strategy is a necessary complement to the Master Plan in terms of orienting users to ensure they are able to move with ease and confidence through an urban environment.

All elements of the public realm and built environment have the potential to contribute to wayfinding. Wayfinding tools can include signage and mapping, streetscape elements, streetscape design, and building design such as gateway or landmark elements. All elements should work together to ensure that routes are easily understood and navigated, destinations are clear and the public realm can be easily maneuvered.



A diversity of campus gateways

4.2.4.1 Key Gateways Locations

The following describes key locations within the Plan in which the gateways play a key role. The first gateway to the Core Campus from the west is located at the intersection of Chancellor Matheson Road and University Crescent. A pedestrian-scaled gateway provides a transition from Chancellor Matheson Road to the Curry Place Pedway, as a key moment along the historical east-west axis. The design should be integrated into the overall design of the Migizii Agamik Plaza and Pedway.

There is a series of gateways along the entire length of Chancellor Matheson Road to Pembina Highway, all of which emphasize the importance of the heritage corridor. The University Gateway demarcates the intersection of Chancellor Matheson Road and Pembina Highway, which can take the form of a distinct landscape, reinforced by landmark buildings. The Parkway and Neighbourhood Gateways provide a transition between the High Street, the mixed office-residential area, and the residential area.

The Gateways provide opportunities for placemaking in the activity hubs and social gathering spaces as

destination landmarks throughout the Fort Garry campus, building on the unique identities for each of the campus communities.

4.2.5 Open Space Views and View Corridors

Defining and enhancing views is an important element in building and open space design that helps to create visual interest, encourage the experience of places, and support wayfinding and the comfort of place. The structure and placement of buildings, landscape, and art are key elements in establishing memorable views, in terminating views, and in the appreciation of the visual experience along the way.

The built form can be used to define and structure views into and throughout the campus, and can also be used to terminate views as a focal point. Art in the landscape or significant landscape features such as an allée of trees can be used in the same fashion. In the Plan, the most significant extended views occur along the Chancellor Matheson Road and Curry Place Pedway east-west spine. This is one of the most dynamic view corridors in the Plan, one that terminates easterly at the original heart of the campus.



View corridor framed with trees



Landmark and gateway feature

The Master Plan elongates the view corridor to extend beyond the heart to the Point Lands. This corridor must be protected and enhanced by new building frontages, strong open space features, landscaping, and art. New north-south views are created along the green corridors and new streets. These view corridors are created to visually connect the interior campus spaces to the river's edge and to encourage circulation to and use of the riverside open spaces and views to the water. Open views along streets also provide a means of wayfinding and making visual connections to key places and destinations, which in turn provides a level of safety, comfort, and familiarity of place.

4.2.6 Public Art

As mentioned earlier in the document, public art helps to commemorate a unique identity for the Fort Garry campus and can contribute to enhancing the quality and experience of open space. Public art can serve as an orienting device and wayfinding mechanism. It can frame or terminate views as a focal point, or add interest to a streetscape.

Recommendations:

- At the planning of each phase of development, key locations for art within the public realm should be identified.
- Public art may include memorials, statues, water features, children's play features, or individual art installations and can be incorporated into street and open space design, furniture, and signage.
- Indigenous art can act as an interpretive, educational, and artistic example of culturally relevant design.
- The scale of art installations should correspond to the visual prominence of the site.
- Public art can also consist of temporary installations (eg. during celebrations, festivals, and winter events) located in primary public gathering places such as commemorative and ceremonial spaces - the "hearts", the High Street hubs, and the Village Centre.
- Public art can be located at gateway nodes, at the entry to pedestrian corridors, at the terminus of key streets, and within new and existing open spaces.
- Art should also be considered in publicly accessible private open spaces.



Public art that creates a sense of arrival and defines a unique quality of place



4.2.7 Designing for Winter

Designing for winter should be a priority at every level of planning and design. Connections should be improved, not only through an expanded tunnel network within Core Campus, but also through strategies at street level. Providing shelter and promoting active living during the cold months can be achieved through many creative strategies within the development of architectural form, the design of landscape elements, and the organization of the public realm and open spaces.

Architectural Recommendations:

- Set back niches within south-facing building facades to create “sun traps”, places that capture optimal sun exposure.

- Where using building height to achieve density, build narrow towers to allow for solar penetration.
- Utilize colonnades and canopies along paths of travel adjacent to buildings to create shelter.
- Provide heated shelters and warming huts as places of respite from the cold, particularly for waiting areas such as in front of transit stops.
- Design buildings with breaks in frontages to provide shelter from the wind.
- Maximize solar access through roof orientation and the use of light wells.

Landscape Recommendations:

- Plant deciduous trees adjacent to buildings and exterior public spaces to allow the sun to shine during the winter.
- Plant trees near large building walls to help



Public spaces with year-round activity and animation

- reduce the severity of the wind tunnel effect.
- Utilize evergreen plantings to screen predominant winter winds.

Public Realm Recommendations:

- Create snow mounds throughout campus during winter for playing and blocking winds.

- When planning for new development, create parkettes with south-facing exposure.
- Utilize boulevards for trees and snow banks.
- Consider the creation of ice rinks and other winter sports and celebrations in larger public spaces for winter activity.
- Create year-round patios that are comfortable throughout the seasons.



Celebrate the winter



Innovative outdoor uses



Multiple building access points aligned with pathways



Landscape windbreaks



Winter activities

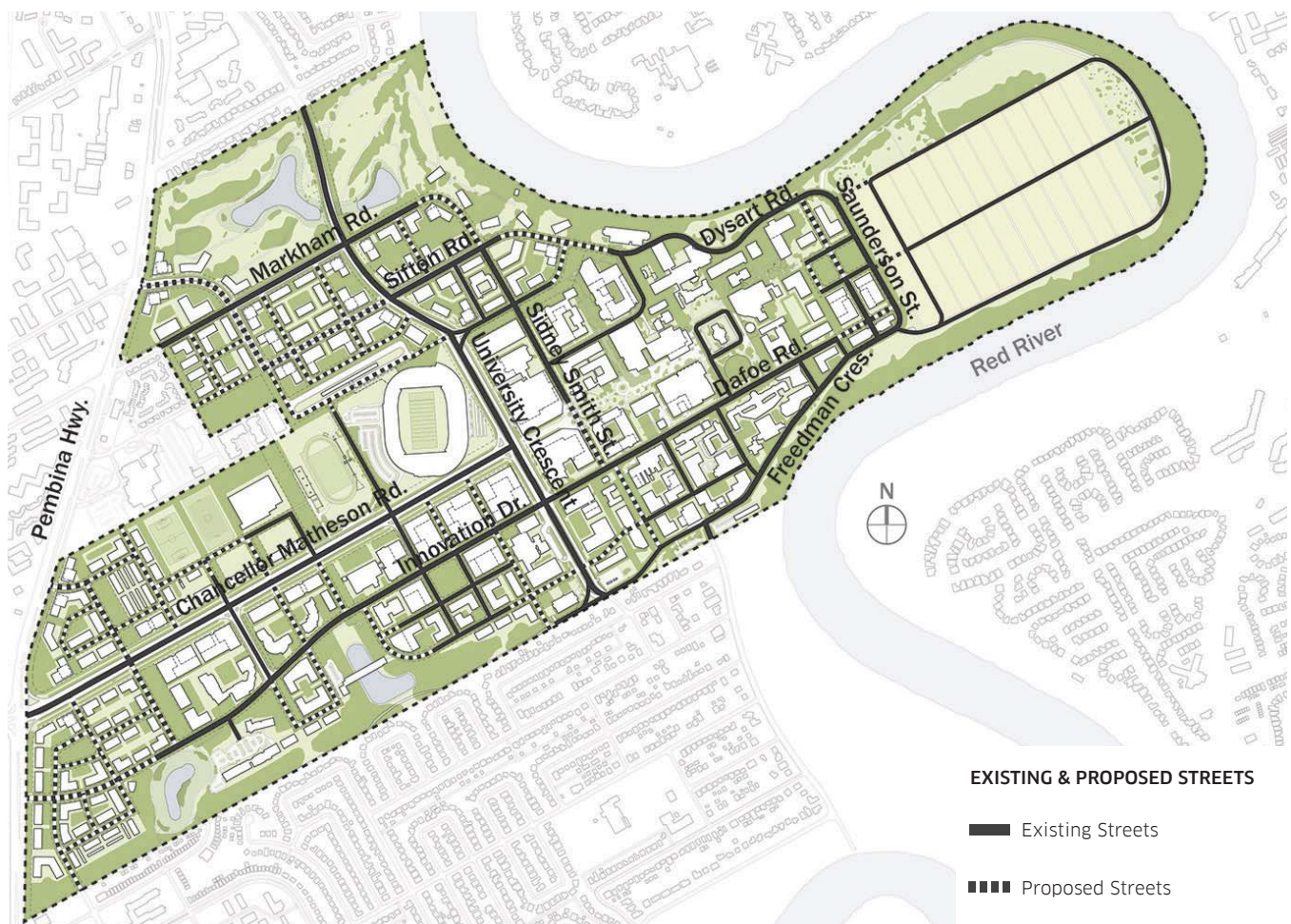


Heated transit stops and shelters

4.3 TRANSPORTATION AND CIRCULATION FRAMEWORK

Mobility in the Master Plan is largely dependent on the integrated circulation systems that support a variety of transportation forms and allow them to co-exist. However, above all, the Plan prioritizes pedestrian activity and accessibility for people of all mobility levels as major factors in how the campus is navigated and experienced. There is a clear hierarchy of value integrated into the design of the streets and paths that indicates this preference towards the pedestrian, but that does not dismiss the importance of cycling, transit, and other vehicular circulation. These principles will be reflected in roadway design, using lane widths and turning radii supportive of the desired character of campus streets. Core Campus

streets will be designed consistent with the established 30 km/h speed limit for the campus. Street design components that maximize motor vehicle flows such as channelized right turns should be avoided. The Plan acknowledges the important link between walking and cycling and focuses on ensuring the two remain related in street and pathway designs to facilitate the connection between the interior and exterior spaces. The Plan also acknowledges the importance of transit, as an inherent part of day-to-day mobility choices, and also as a means of reducing parking demand and its effect on the overall landscape and character of place. Lastly, the Plan utilizes streets as a means of incorporating sustainable measures, not only in terms of fostering walkability, but also in terms of managing stormwater and enhancing campus sustainability and vegetation.

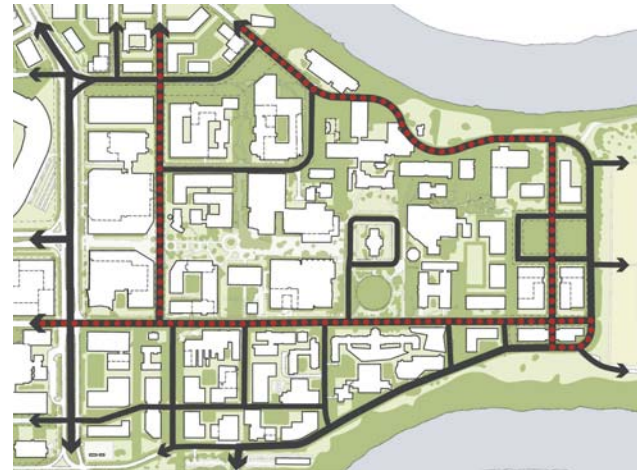


4.3.1 Street and Block Network

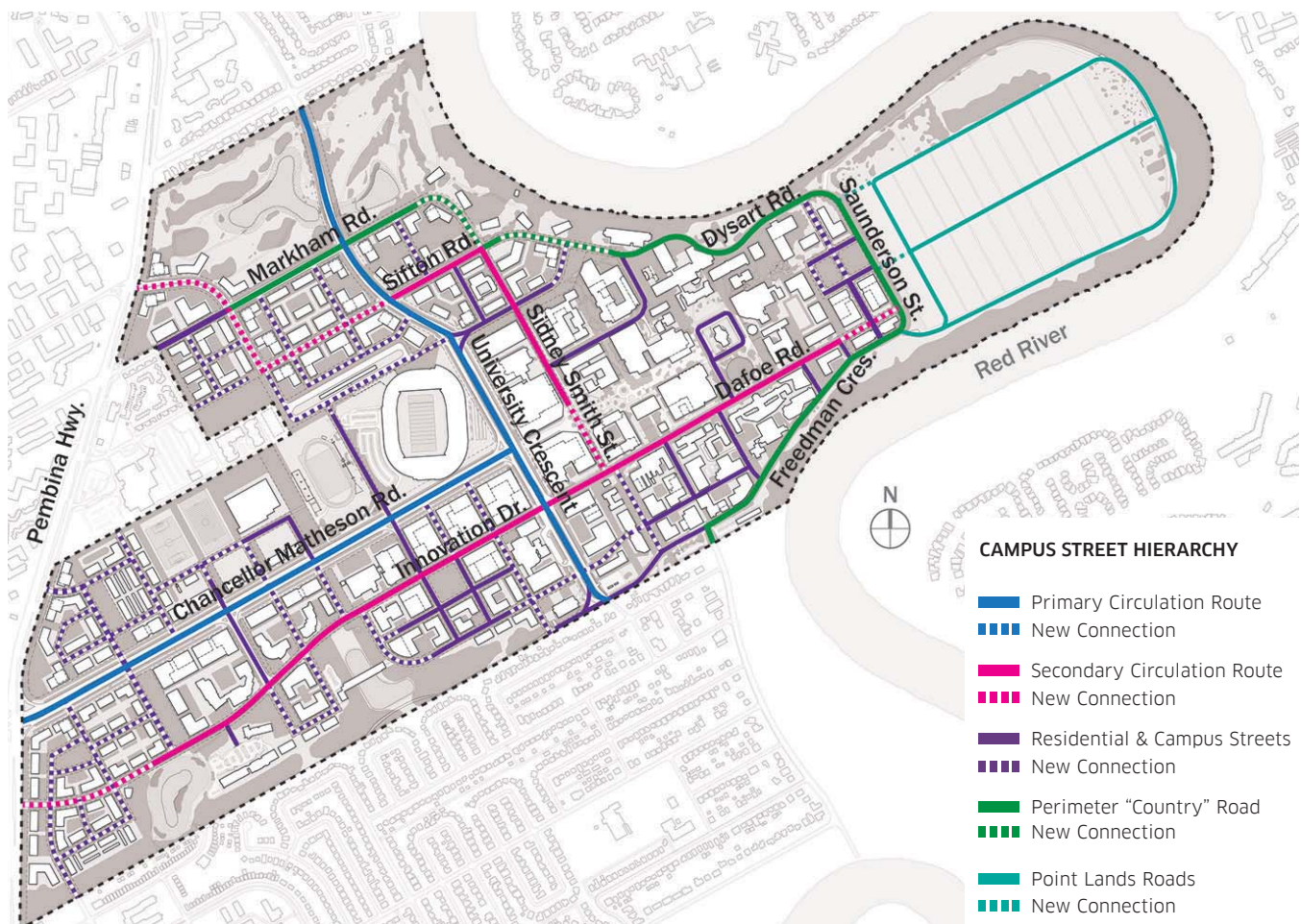
The Master Plan reflects an extensive network of streets defined primarily by an interconnected grid pattern. The intent is to foster a high degree of visibility and accessibility throughout the North and South Communities. The fine grained pattern of streets defines short block lengths for ease of walkability, as well as developable block widths that prioritize frontages to the streets and internal servicing via laneways. The street network enhances linkages, and defines new connections between the character areas and the distinct land uses within.

The approach to circulation in the heart of the Core Campus Area is somewhat different. The circulation for vehicular modes of transportation is primarily focused around the perimeter of the Core Campus.

As such, the circulation in the Core is primarily pedestrian and bicycle oriented, allowing mainly service vehicles within, drop-off and pick-up around the Administration Building, and transit along a defined transit route around the Core Campus.



Core Campus Circulation and Transit Route



4.3.2 Street Hierarchy

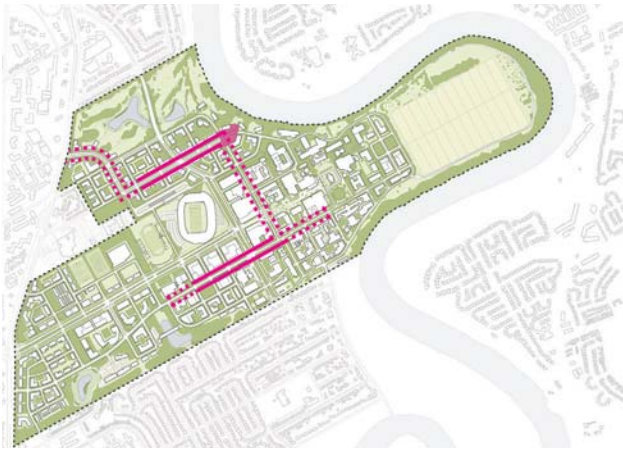
The Master Plan defines a hierarchy of streets that serve a particular purpose and function within the Transportation and Circulation Framework. The structure is intended to support a walkable pedestrian-oriented place. The system builds on the existing street network comprised of the major roadways of Chancellor Matheson Road and University Crescent, as well as Innovation Drive, Dafoe Road, Sidney Smith Road, and Dysart Road. These roads are connected to new campus streets to service the Core Campus area, and local streets and laneways to service the residential neighbourhoods and expanded Smartpark and light industry business area. In addition, the Framework defines a selection of streets that are intended to be animated High Streets, supporting community or campus hubs, at-grade commercial

and service amenity uses. These streets connect key pedestrian nodes in the Plan.

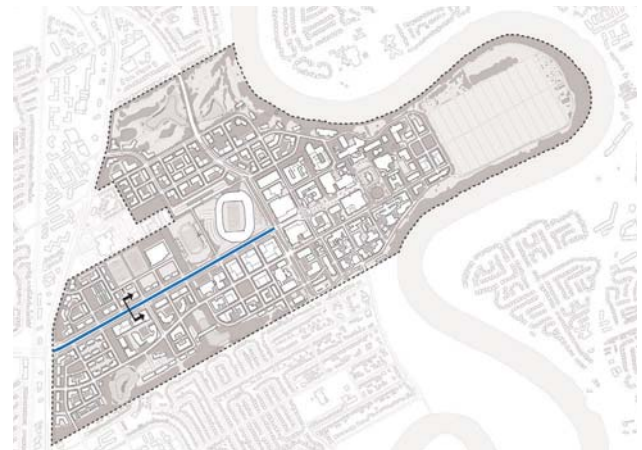
Although Chancellor Matheson Road and most of University Crescent (north of Chancellor Matheson Road) are City-owned, they play an important role in the Fort Garry campus' street network. As such, the Master Plan provides an illustrative demonstration of the general design intent for each of these streets and recommendations as to how they can function comprehensively in the overall system. Design specifics for public City roads will be subject to further discussion and study with the City.

4.3.2.1 Chancellor Matheson Road

Chancellor Matheson Road will continue to function and be celebrated as one of the primary heritage



Highly animated and pedestrian oriented "High Streets"



Chancellor Matheson Road Key Plan



Chancellor Matheson Road - Option 1 Cross-section looking east

streets and grand east-west access routes into the Fort Garry campus. The extensive right-of-way (ROW) provides the opportunity to reposition the street as a series of places and experiences rather than just a vehicular passageway. The new street profile allows for an enhanced pedestrian realm to support new building frontages and to encourage walking and animation of the street. It is defined by considerable street tree planting to augment the existing heritage allée of trees and to protect against inclement weather. A new palate of planting and landscaping provides street beautification and interest to enhance the experience of place in all seasons. The street is designed to have visible stormwater technologies and to showcase sustainable practices and maintenance of the land. In terms of vehicular mobility, the street cross-sections allow for two travel lanes in either direction, separated by a planted median.

As one of the primary vehicular routes into and out of the Fort Garry campus, the function of moving traffic is also important for this roadway. On-street parking as such, is not considered for the roadway and instead is encouraged along the connecting side streets and interior to each block.

Bike Lanes and Stormwater Management

The City's expansion of bike routes will be an integral part of the roadway design for Chancellor Matheson Road, as is the integration of bioswales to manage

stormwater run-off and cleansing. The Plan illustrates two scenarios of integrating bike lanes and bioswales into the right-of-way, which include:

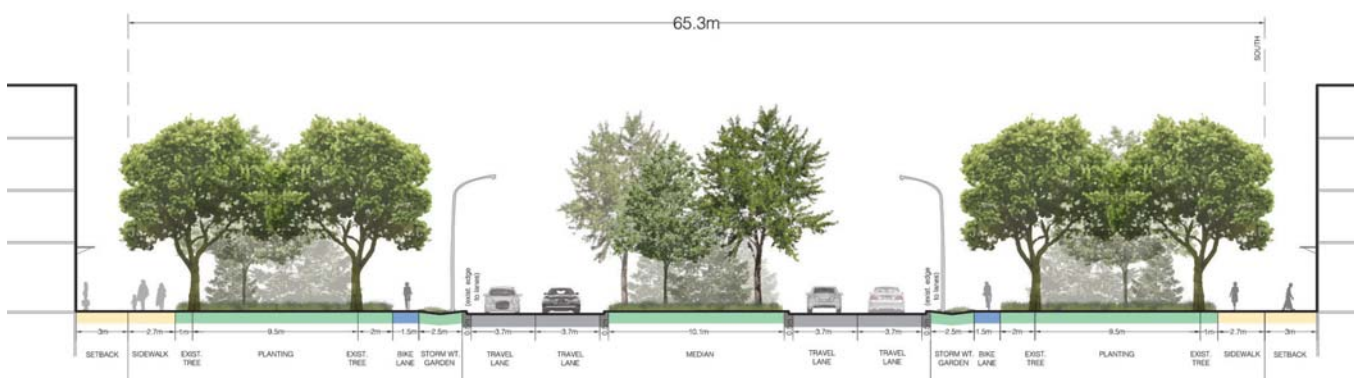
- an internal bike path within the landscaped boulevard, with the bioswale adjacent to the roadway to capture and filter snow piling run-off, or
- a bike path and bioswale adjacent to the street, keeping all vehicular and bicycle movement central to the corridor and pedestrian movement closer to the buildings.

In both scenarios, bike route and bioswale will be designed to meander through pockets of landscaped places and public realm spaces.

Elements of the Road Right-of-Way

Chancellor Matheson Road includes the following:

- Minor Arterial Road.
- 26.9m roadway, which includes two 3.7m travel lanes in either direction and a landscaped centre median.
- Minimum 2.5m "rain garden" bioswale on either side of the road.
- 12-12.5m planted boulevard of open spaces.
- 1.5m bike lane on either side of the road.
- 2.7m sidewalk.
- 3.0m building setback to provide additional public realm space.

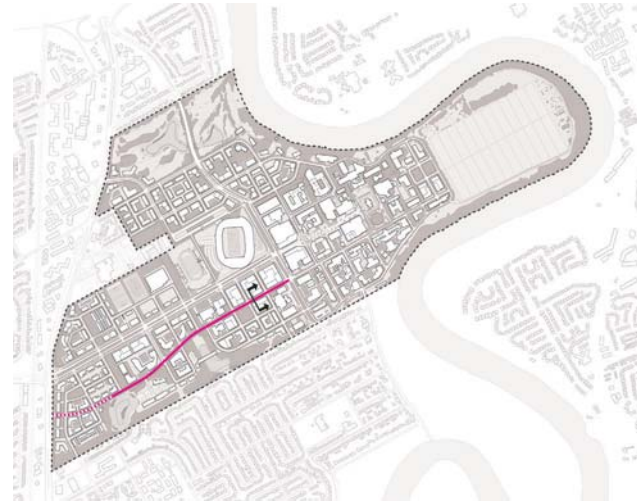


Chancellor Matheson Road - Option 2 Cross-section looking east

4.3.2.2 Innovation Drive and the High Street

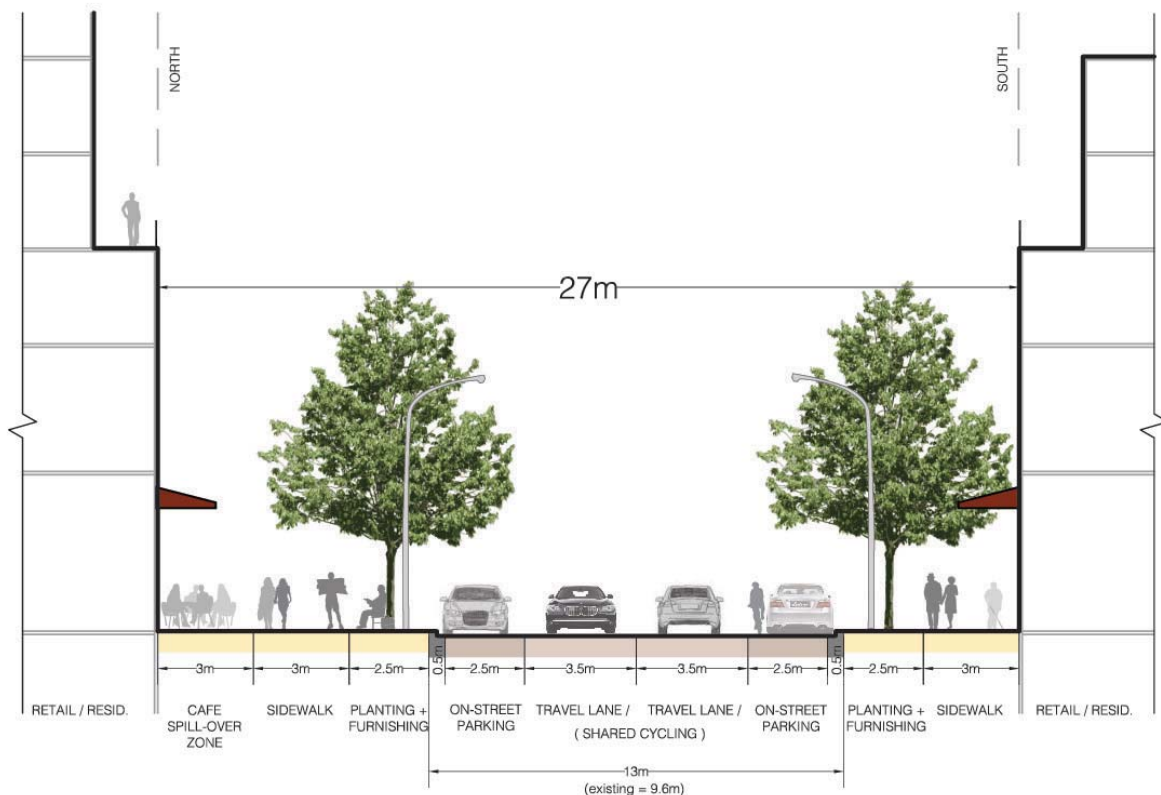
Innovation Drive, similar to Chancellor Matheson Road, is one of the main east-west movement corridors for the South Community and the campus. It builds on the existing roadway and extends the alignment further west toward Pembina Highway. The extent of Innovation Drive is intended to service a mix of land uses from mid-rise mixed commercial at the east end, transitioning to light office industrial, and further to residential at its west end. Because of this mix and diversity of uses, the roadway is intended to be highly pedestrian, having slower moving traffic, on-street parking, continuous sidewalks on both sides of the street, multiple cross-road connections and access points to green linkages.

A key segment of Innovation Drive is the High Street which extends three blocks west of University



Innovation Drive Key Plan

Crescent. It plays a key role in creating a social hub of activity in the South Community, focused around the Entertainment District and Smartpark businesses. A spacious and attractive public realm is an important component of the street cross-section in order to encourage walking, street animation, and commercial spillover space.

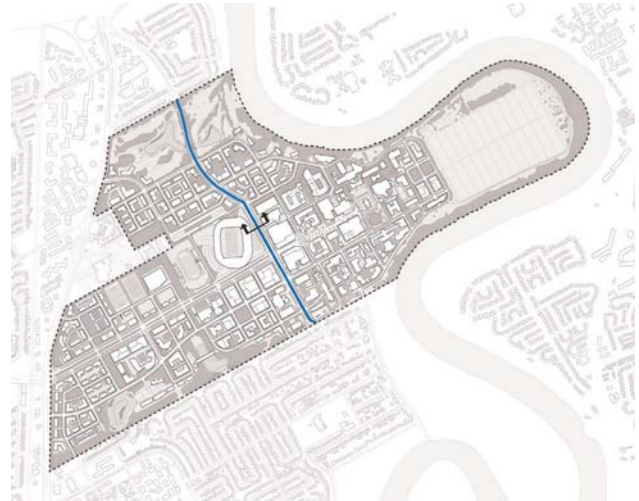


Innovation Drive - High Street Cross-section looking east

Elements of the Road Right-of-Way

The Innovation Drive Road (High Street section) includes the following:

- 2-lane Collector Road.
- 2 lanes on-street parking.
- 13.0m roadway to include two 3.5m travel lanes in either direction; 3.0m on-street parking/shared cycling lane including curb and gutter.
- 2.5m planting and furnishing zone on either side of the street.
- 3.0m sidewalk on either side of the street.
- 3.0m cafe spill-over zone on the north side of the street (to maximize sun exposure).



University Crescent Key Plan

4.3.2.3 University Crescent

University Crescent is an existing roadway that functions as the main north-south corridor through the campus lands linking the South Community (hub and entertainment area) and Core Campus, to the North Community and the neighbourhoods beyond. The function and character of the roadway is similar to that of Chancellor Matheson Road. It is one of the primary vehicular routes into and out of the Fort Garry campus, moving traffic through the area, including transit. On-street parking is not considered for the roadway and instead is encouraged along the connecting side streets. Bike lanes are envisioned

within the road right-of-way and are positioned internal to the boulevard as off-street cycling routes.

The roadway is intended to provide a 'green scenic drive' experience through the campus, expanding on the green open space context of the North Community and carrying that experience south. The enhanced canopy that is part of the road cross-section, both in the boulevard and the median creates an attractive context for the east face of the Investors Group Field, softening the predominant hardscape. It also softens

Respecting the Earth: maintain a strong connection to the natural environment.



University Crescent Cross-section looking north

the character of a four lane roadway and provides opportunities to incorporate sustainable technologies such as bioswales and wind breaks. The design for both University Crescent and Chancellor Matheson Road support the principle of ‘respecting the earth’ within a transportation context.

Elements of the Road Right-of-Way

University Crescent includes the following:

- 4-lane Collector Road.
- 57.0m ROW (width varies).
- 33.9m roadway, which includes two 3.5m travel lanes in either direction and a 17.9m (varies) landscaped centre median.
- 5.5m planted boulevard on either side of the road with a 1.5m bike lane running through.
- 3.65m sidewalk on the west side of the road and a 4.0m sidewalk on the east side of the road.
- 2.5m building setback to provide additional public realm space on the Core Campus side of the street.



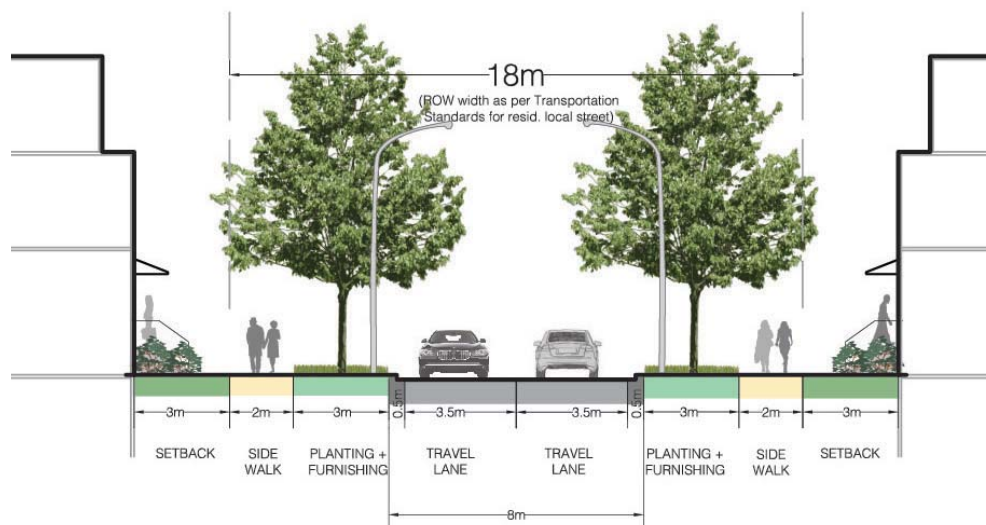
Residential Roads & Laneways Key Plan

on one side of the road. Both typologies are very pedestrian-oriented, allowing for only one travel lane in either direction and ample room for healthy street tree planting and generous sidewalks. The location of the sidewalk is interior to the road with the treed boulevard adjacent to the roadway. The Built Form Framework allows for a 3.0m building setback for additional garden planting fronting the residential units. Most of the residential roads external to a residential block reflect the 20.0m ROW. Residential roads that are internal to the block typically reflect a tighter 18.0m ROW.

4.3.2.4 Residential Roads & Laneways

Residential Roads

There are two residential road typologies in the Plan, the 18.0m ROW road and the 20.0m ROW road. The 20.0m ROW allows for a lane of on-street parking



Typical Residential Street - 18m ROW

Elements of the Road Right-of-Way

The 18.0m ROW Residential Road includes the following:

- 2-lane Local Road.
- 3.5m travel lane in either direction.
- 3.0m planting and furnishing zone on either side of the street.
- 2.0m sidewalk on either side of the street.

The 20.0m ROW Residential Road includes the following:

- 2-lane Local Road.
- 3.5m travel lane in either direction.
- 2.5m on street parking lane on one side of the street.
- 2.75m planting and furnishing zone on either side of the street.
- 2.0m sidewalk on either side of the street.

Laneways

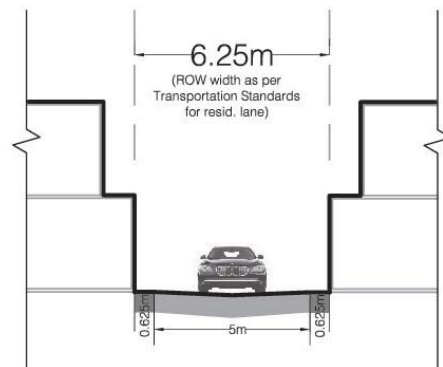
Laneways are an important component of the transportation and circulation framework. They allow for parking and for servicing access and egress to occur at the rear of the buildings, keeping the public realm space free from conflicting vehicular movements. Two laneway typologies are proposed in the Plan, a typical residential lane and a typical commercial lane.

The Residential Laneway includes the following:

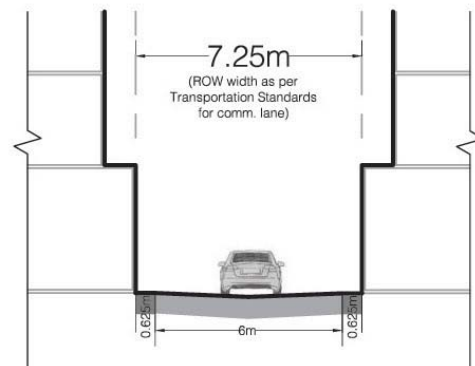
- 6.25m ROW.

The Commercial Laneway includes the following:

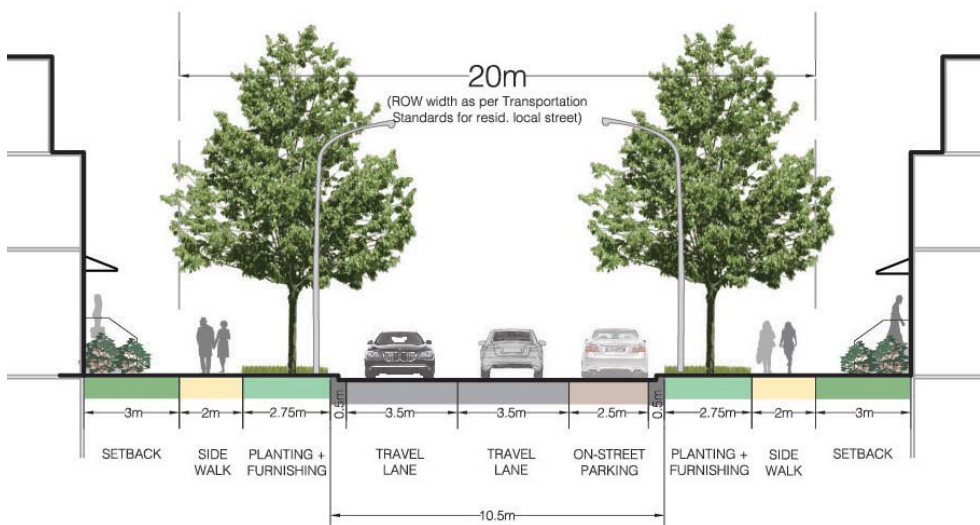
- 7.25m ROW.



Typical Residential Lane



Typical Commercial Lane



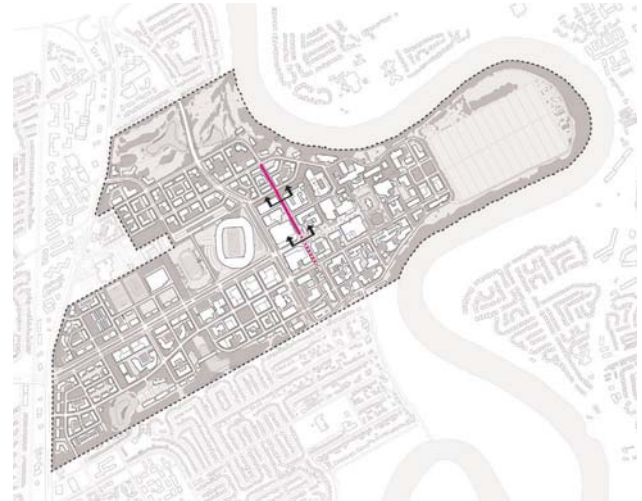
Typical Residential Street - 20m ROW

4.3.3 Core Campus Road Network

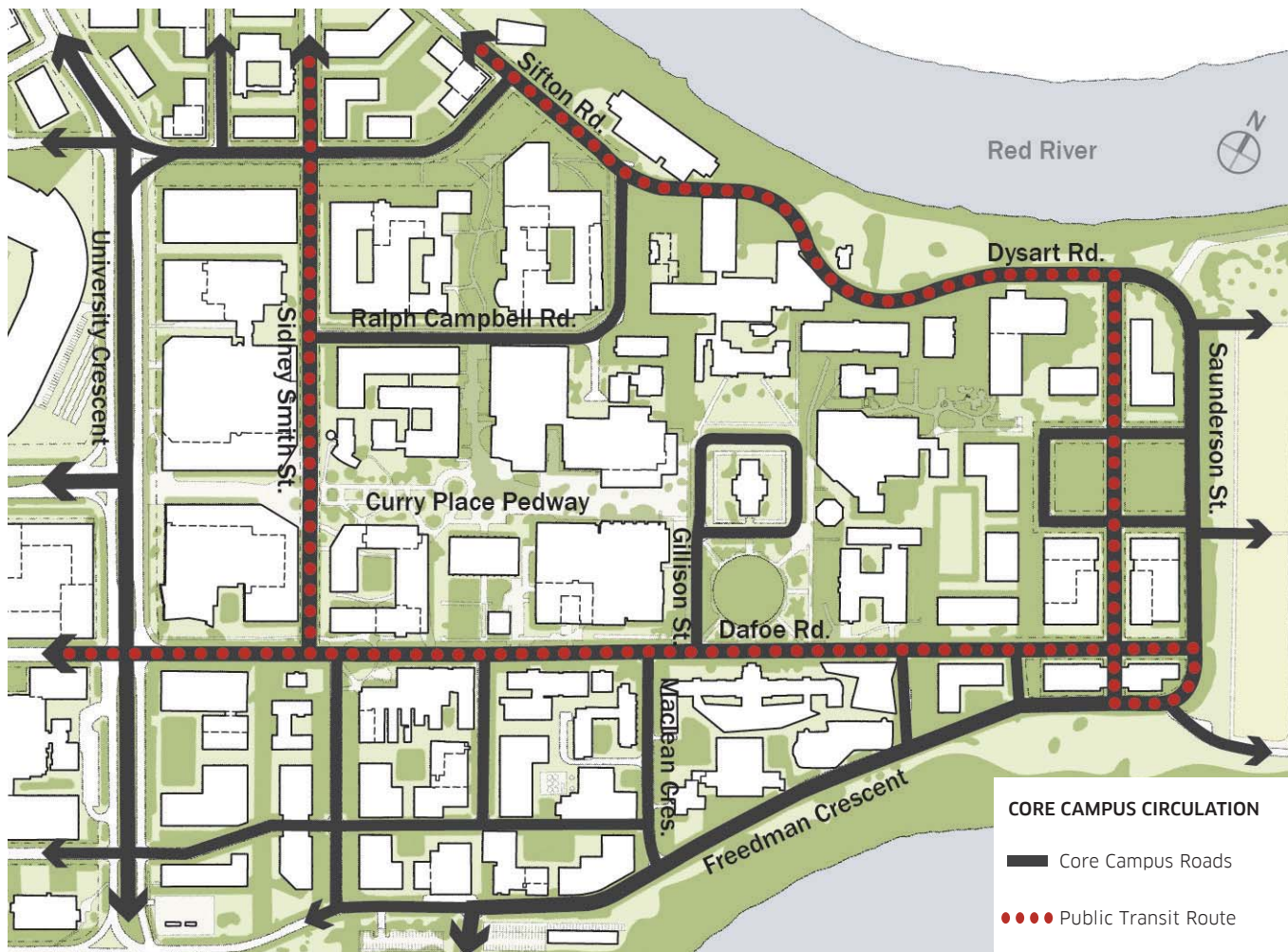
The primary streets within the Core Campus include Sidney Smith Street, Dafoe Road, and Dysart Road. These streets play a key role in defining the movement structure for the Core Campus Character Area. Additional roads are two-lane local residential streets as described in Section 4.3.1.

4.3.3.1 Sidney Smith Street

Sidney Smith Street is the main service amenity and social street for the Core Campus Area. Building on the structure of an existing roadway at the north end, the new road is extended south to Dafoe Road and is designed as a two-lane pedestrian priority road,



Sidney Smith Street Key Plan



Core Campus Circulation

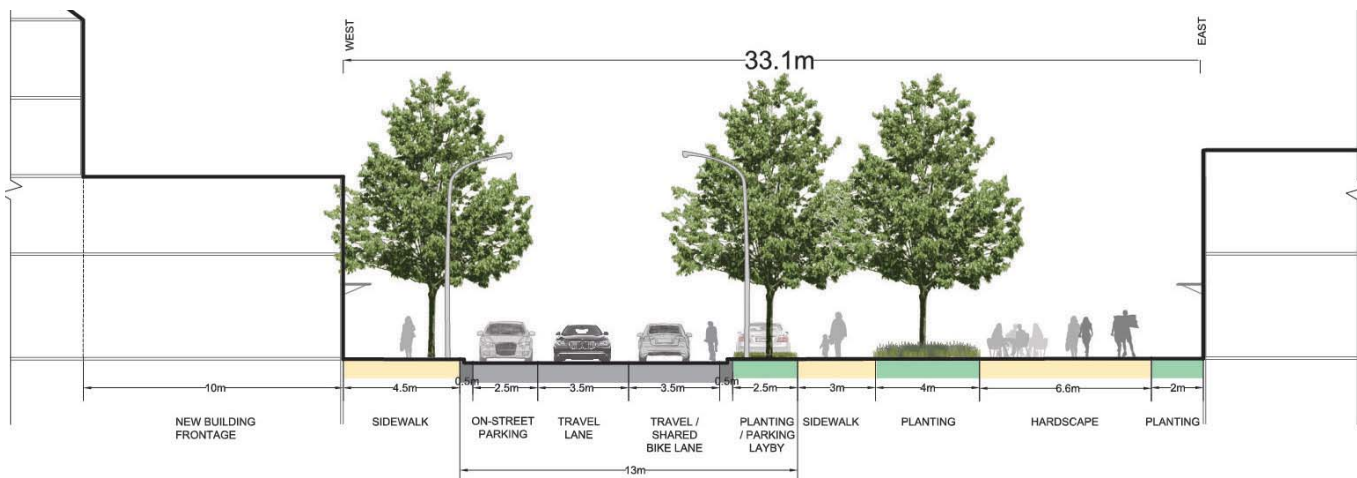
with a high volume of pedestrian movement through and across the street. As such, vehicular speeds must be slow and vehicles are required to yield to the right-of-way of pedestrians. The road is designed to accommodate transit vehicles in the short to medium term phases of the transit build-out for the Fort Garry campus. The roadway cross-section differs north and south of Ralph Campbell Road. The north portion of the street accommodates two travel lanes and on-street parking on both sides of the street. The east side of the street has lay-by parking with bump-outs. The south portion of the street is much more pedestrian in nature, especially as it transitions through the Migizii Agamik Plaza. The roadway is reduced to two travel lanes and designed with enhanced paving material

so that the roadway is integrated in the design of the plaza, creating a unified pedestrian oriented space.

Because this road defines the new student hub area, it has to contribute to placemaking. It forms part of the alignment of connected streets that link the commemorative social places on campus such as the Migizii Agamik Plaza and the Duckworth Quadrangle. Sidney Smith Street is purposely designed to “foster a sense of belonging and community”, a comfortable, safe, and attractive place for gathering and social interaction, with enhanced public realm space fronting the buildings, generous sidewalks, street trees, and places to sit and engage.



An animated, pedestrian oriented street



Sidney Smith Street Cross-section looking north (North of Ralph Campbell Road)

Elements of the Road Right-of-Way

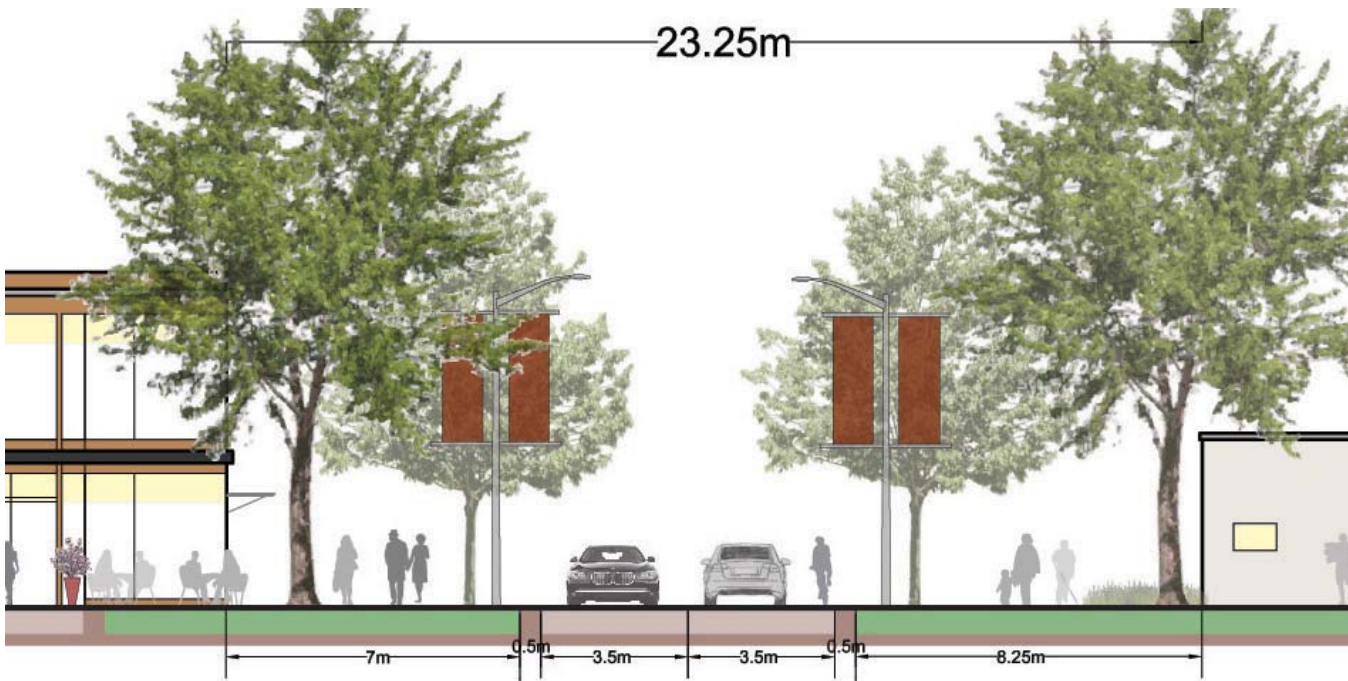
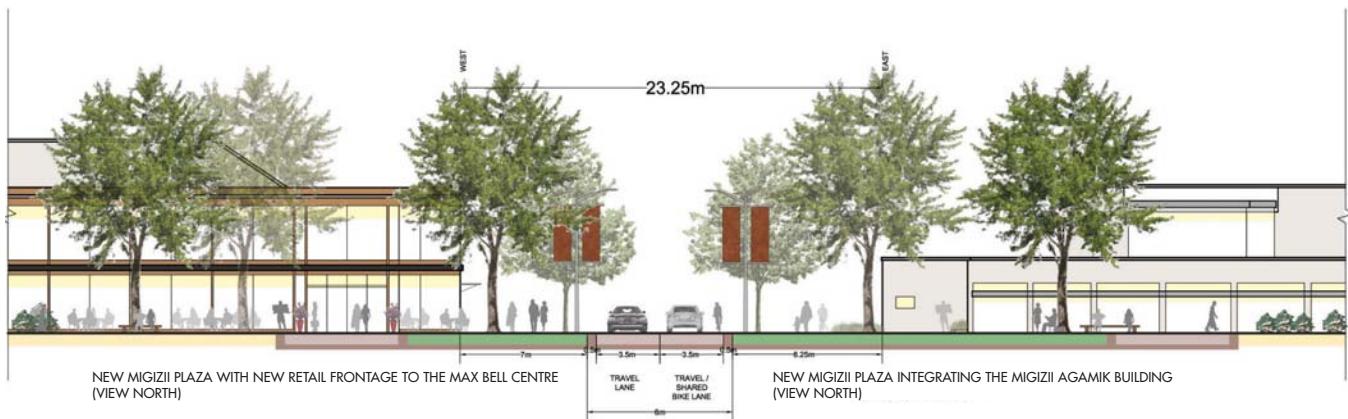
Sidney Smith Street North includes the following:

- 2-lane Local Road.
- 13.0m roadway, which includes two 3.5m travel shared bike and vehicular lanes in either direction, a 2.5m on-street parking lane, a 2.5m lay-by parking lane with bump-outs.
- 4.5m sidewalk on the west side of the street and a 3.0m sidewalk on the east side of the street.
- 12.6m (varies) pedestrian promenade on the east side of the street.

Sidney Smith Street South includes the following:

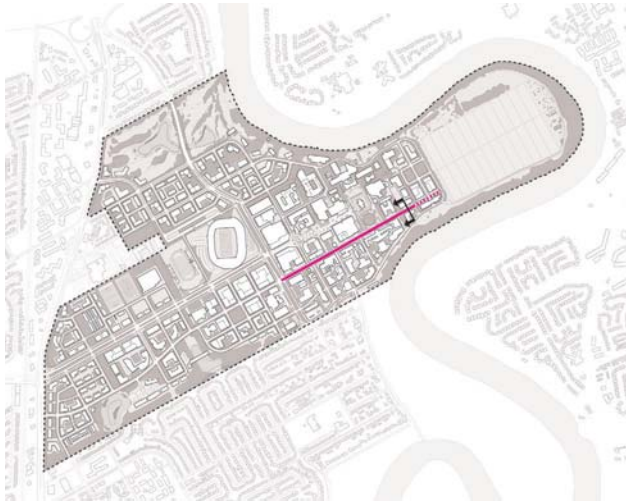
- 2-lane Local Road.
- 8.0m roadway, which includes two 3.5m travel shared bike and vehicular lanes in either direction.
- a 7.0m sidewalk on the west side of the street and an 8.25m sidewalk on the east side of the street.

Fostering a Sense of Belonging and Community: increase a sense of belonging for all campus users.



Sidney Smith Street Cross-section looking north (South of Ralph Campbell Road at the Migizii Agamik Plaza)

4.3.3.2 Dafoe Road



Dafoe Road Key Plan

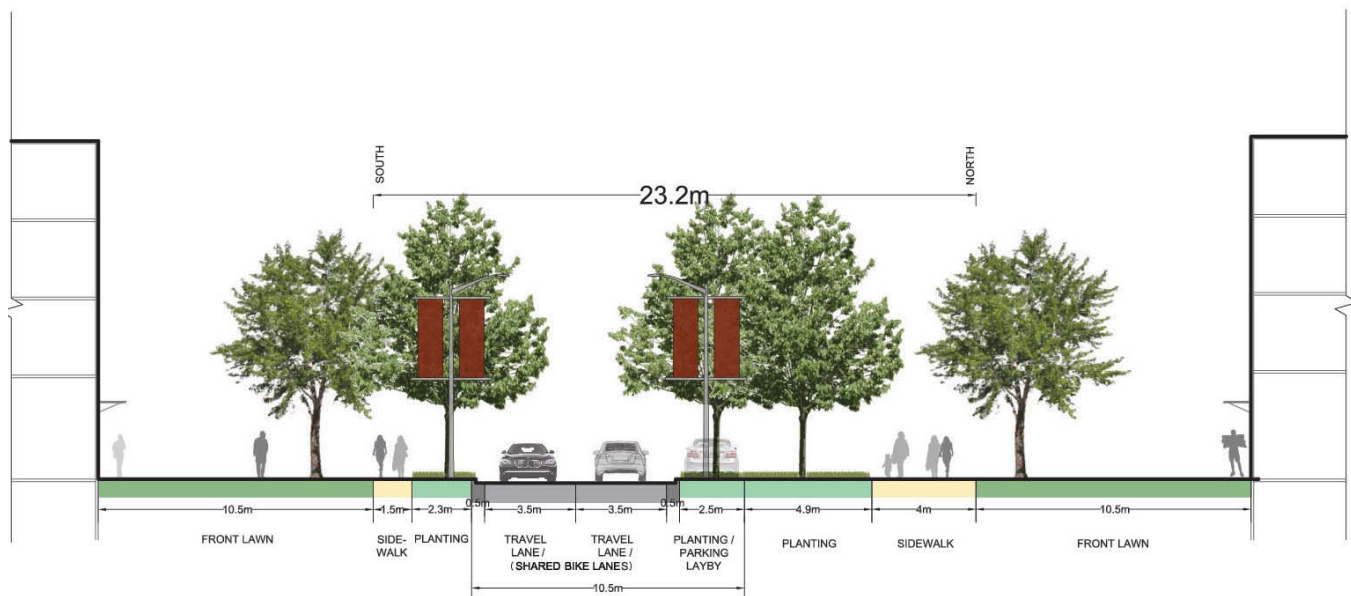
Dafoe Road will be enhanced in accordance with its heritage structure, as a main pedestrian promenade, having deep setbacks with front “foyer” landscaping and pathways to building entrances and sidewalks. The continuous allée of street trees and historically significant canopy, is to be restored to the original alignment and form.

Similar to Sidney Smith Street, this roadway will also have pedestrian priority allowing for high volumes of pedestrian flow through and across the street. In addition to pedestrian and vehicular movement, Dafoe Road forms part of the transit loop around the Core Campus with two transit stop areas along its corridor, serving the Core Campus. In the short term, the easterly roadway will accommodate a transit loop and layover waiting area.

Elements of the Road Right-of-Way

The Dafoe Road includes the following:

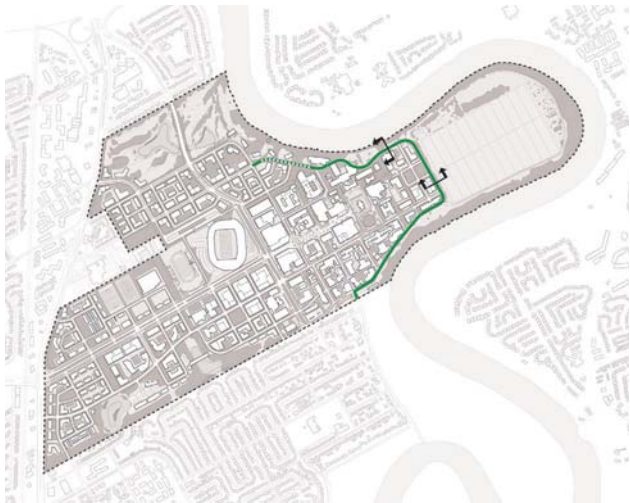
- 2-lane Local Road with pockets of lay-by parking along the north side of the street.
- 10.5m roadway, which includes two 3.5m travel lanes in either direction and a 2.5m lay-by parking lane.
- 2.5m planting furnishing zone on the south side of the road.
- 7.4m planting furnishing zone on the north side of the road.
- 10.5m landscaped setback on either side of the road.



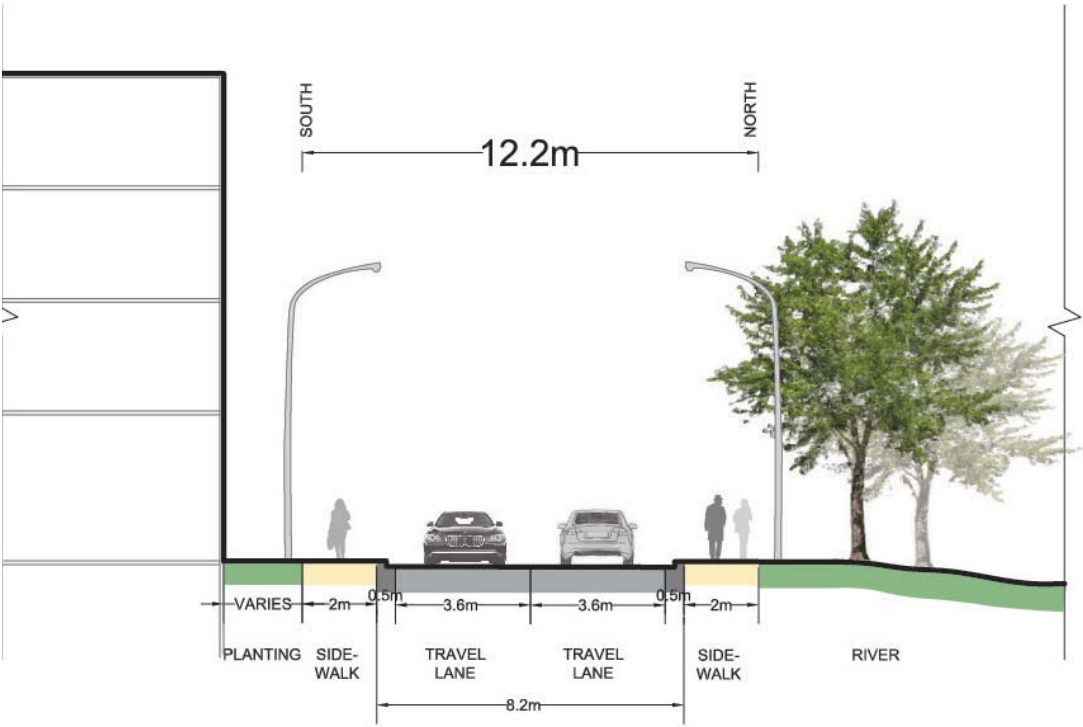
Dafoe Road Cross-section looking west

4.3.3.3 Dysart Road, Saunderson Street, and Freedman Crescent

Dysart Road, Saunderson Street, and Freedman Crescent function as the easterly scenic drive “through the country” of the Fort Garry campus. The road encompasses the Point Lands landscape, the Riverside forested landscape, and scenic views to the Red River. The character of the road should continue to be green, meandering, and “country-like” in nature. The road cross-section is of two lanes which differs in width as it transitions north from Freedman Crescent to Dysart Road. The Dysart Road portion is slightly wider, enough to accommodate transit passage from Dafoe Road to the North Community area. Freedman Crescent and Saunderson Road have the same roadway width of 7.9m (typical).



Dysart Road, Saunderson Street, and Freedman Crescent Key Plan



Dysart Road (Typical) Cross-section looking west

To increase safe walkability along the entirety of the “country” road and to protect the natural landscape, sidewalks are prescribed along the development side of the street (the Core Campus) and not the forested side of the street. Street design along the “country” road should include traffic-calming elements to reduce vehicle speeds and create a safe and pedestrian friendly environment. Enhanced plantings and a generally tight road width will contribute to this. All trails from the Riverside Landscape and the Point Lands should connect to the roadway at safe marked crossing points to access the sidewalk and linkages on the other side of the street to get to the student residences and academic campus. The existing treed landscape that defines Saunderson Street should be maintained and enhanced to preserve the scenic drive experience and to frame view corridors to the fields, forest, and water beyond.

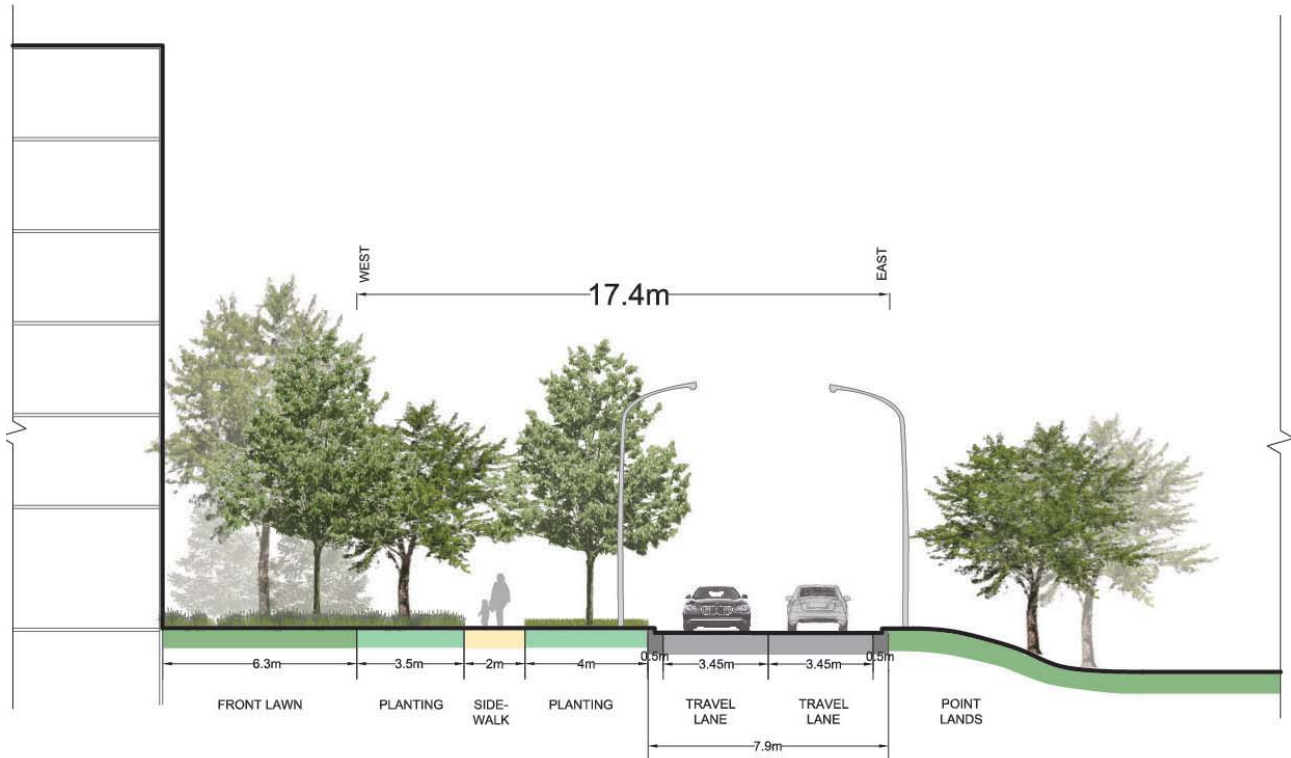
Elements of the Road Right-of-Way

The Dysart Road includes the following:

- 2-lane Local Road.
- 8.2m roadway, which includes two 3.6m travel lanes in either direction.
- Two 2.0m sidewalk on either side of the street.

The Saunderson Street and Freedman Crescent include the following:

- 2-lane Local Road.
- 7.9m roadway, which includes two 3.45m travel lanes in either direction.
- 4.0m planting zone on the west side of the road to accommodate the alignment of the existing trees.
- 2.0m sidewalk on the west side of the road.
- An additional 3.5m planting zone and 6.3m landscape building setback on the west side of the street.

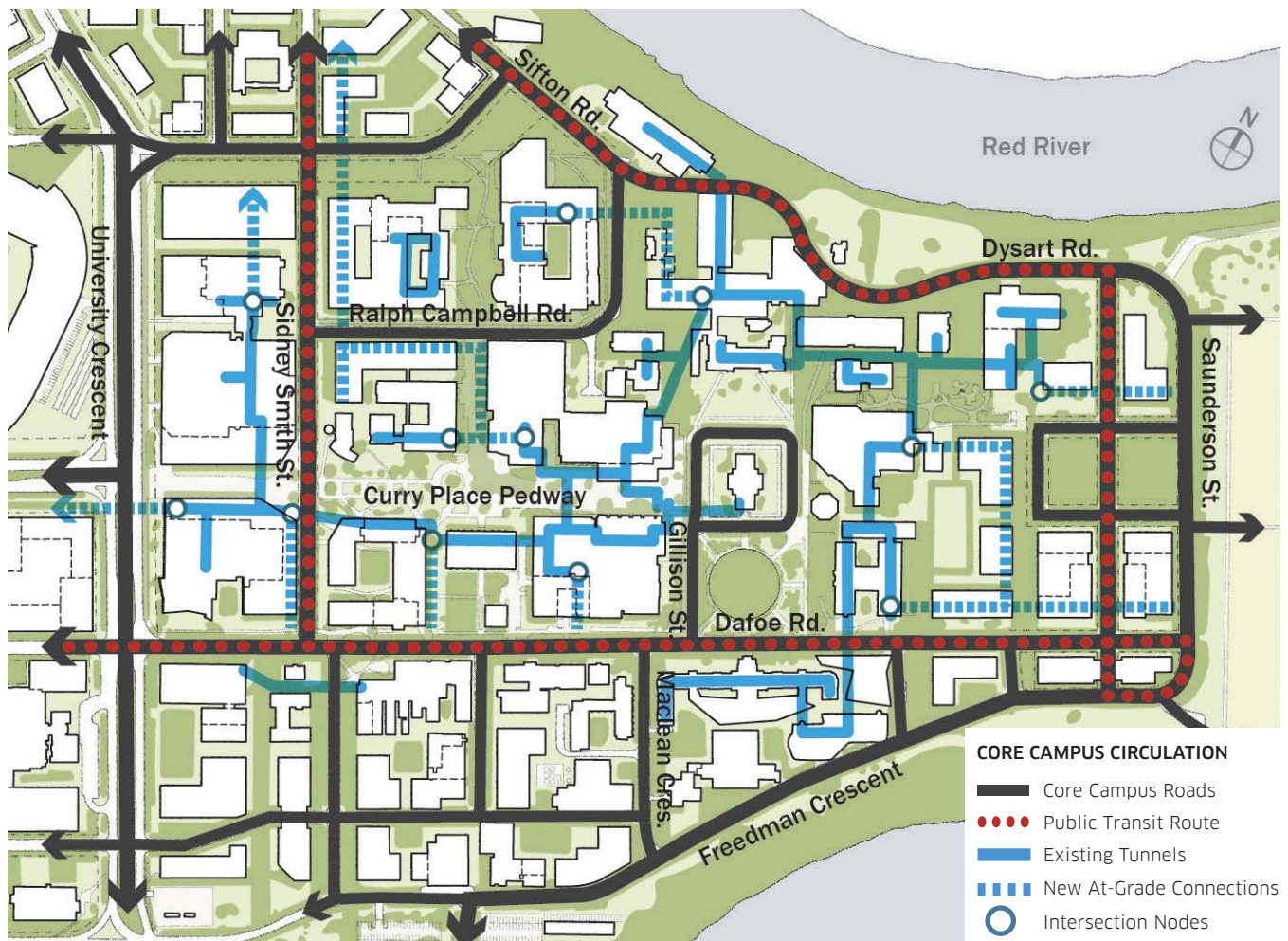


Saunderson Street (Typical) Cross-section looking north

4.3.3.4 Core Campus Internal and External Circulation

The Core Campus internal and external circulation network includes the existing tunnel infrastructure connected to new above ground internal and external pathways and linkages. These new connections extend to link new buildings and open spaces, especially to active pedestrian spaces or the social gathering spaces such as the new plaza and student hub. The enhanced network aligns with existing and new pedestrian connection points to enhance the connectivity of the Core Campus. The network is also aligned with the transit stop locations such that all

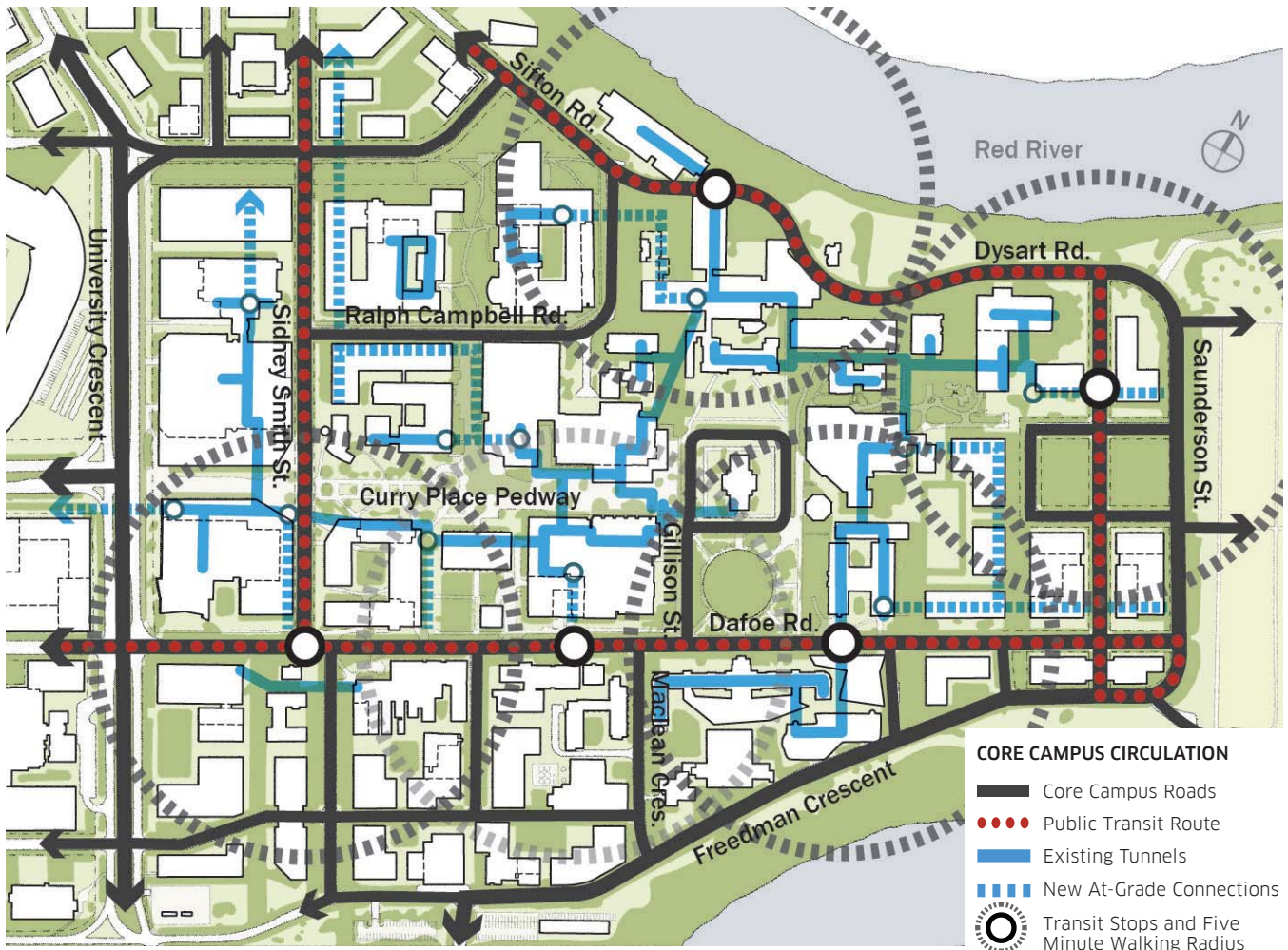
stops are within a five minute walking radius of any pedestrian connection point along the path system. This allows for increased walkability of the campus and encourages a shift to increased transit ridership by making the combined transit and pedestrian circulation system extremely accessible.



Core Campus Internal and External Circulation - Existing and expanded connections



Alignment of the transit stops, bicycle amenities, and pedestrian connection points



Core Campus Internal and External Circulation - Alignment of the transit stops and pedestrian connection points

4.3.4 Transit

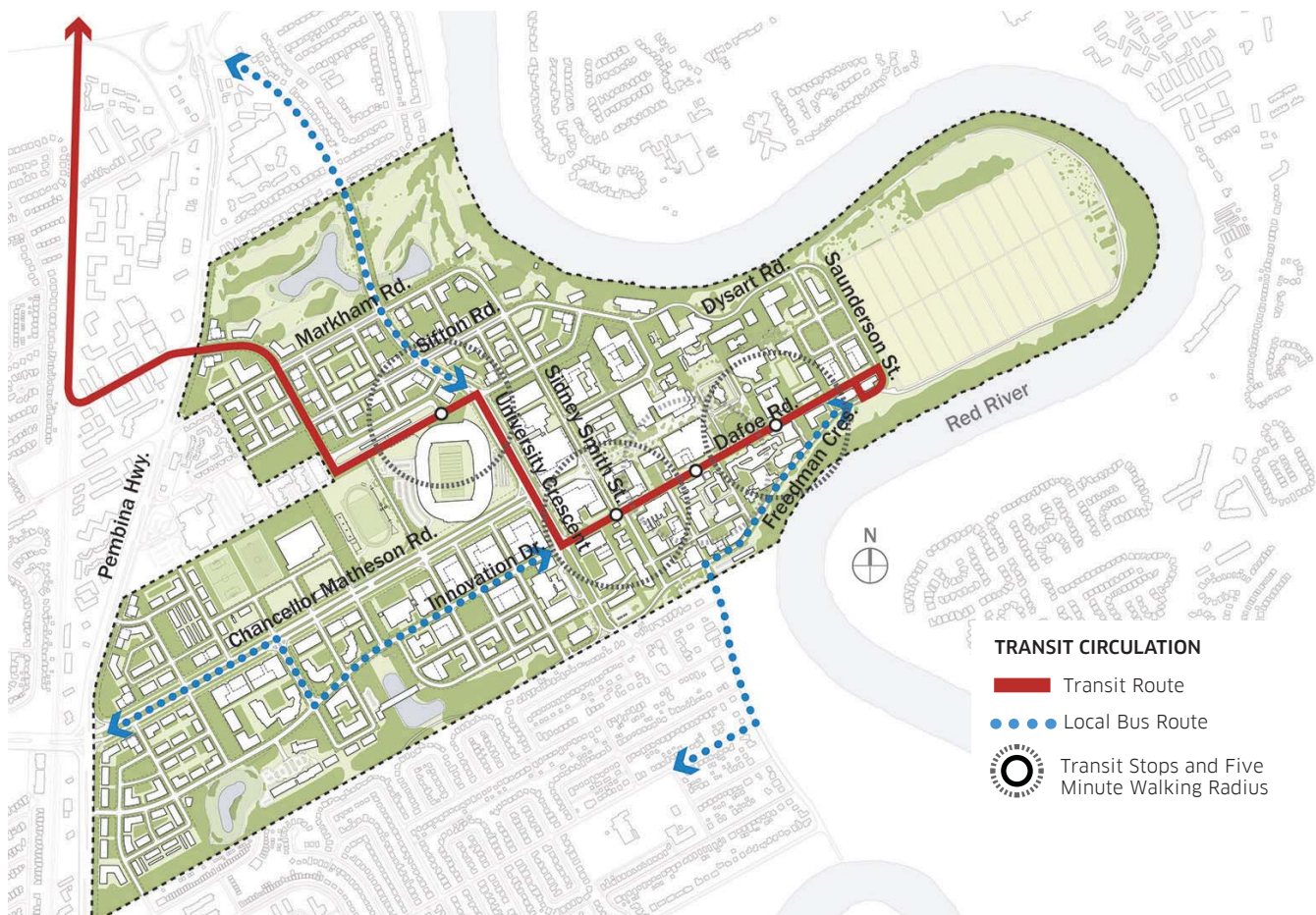
The Master Plan emphasizes continued and enhanced transit access to the heart of the Core Campus and to the North and South Communities. Transit is seen as a transportation alternative to single occupancy vehicles, and as such is an important part of the Plan's approach to sustainability. The Plan also incorporates the City of Winnipeg's initiative to extend the Southwest Rapid Transitway to the campus, with short, medium and long-term proposals for Rapid Transit buses to access the campus. It is important to note that BRT buses coming from the dedicated Southwest Transitway will operate at normal, slower speeds on campus, and will continue to share the road with other vehicles. Also, while the circulation proposals here focus on bringing BRT routes to the campus, other routes that currently access the campus will continue to do so.



Enhanced Transit Infrastructure

4.3.4.1 Short-Term Transit Circulation

The short-term implementation builds on a current transportation initiative to expand the BRT along Southpark Drive, east across Pembina Highway and southward to access Investors Group Field. Part of this



Transit Circulation - Short Term

initiative includes a bus staging area north of Investors Group Field, which falls within the boundary of the Southwood Local Area Plan. The exact layout for the staging area will be outlined in further detail in that document.

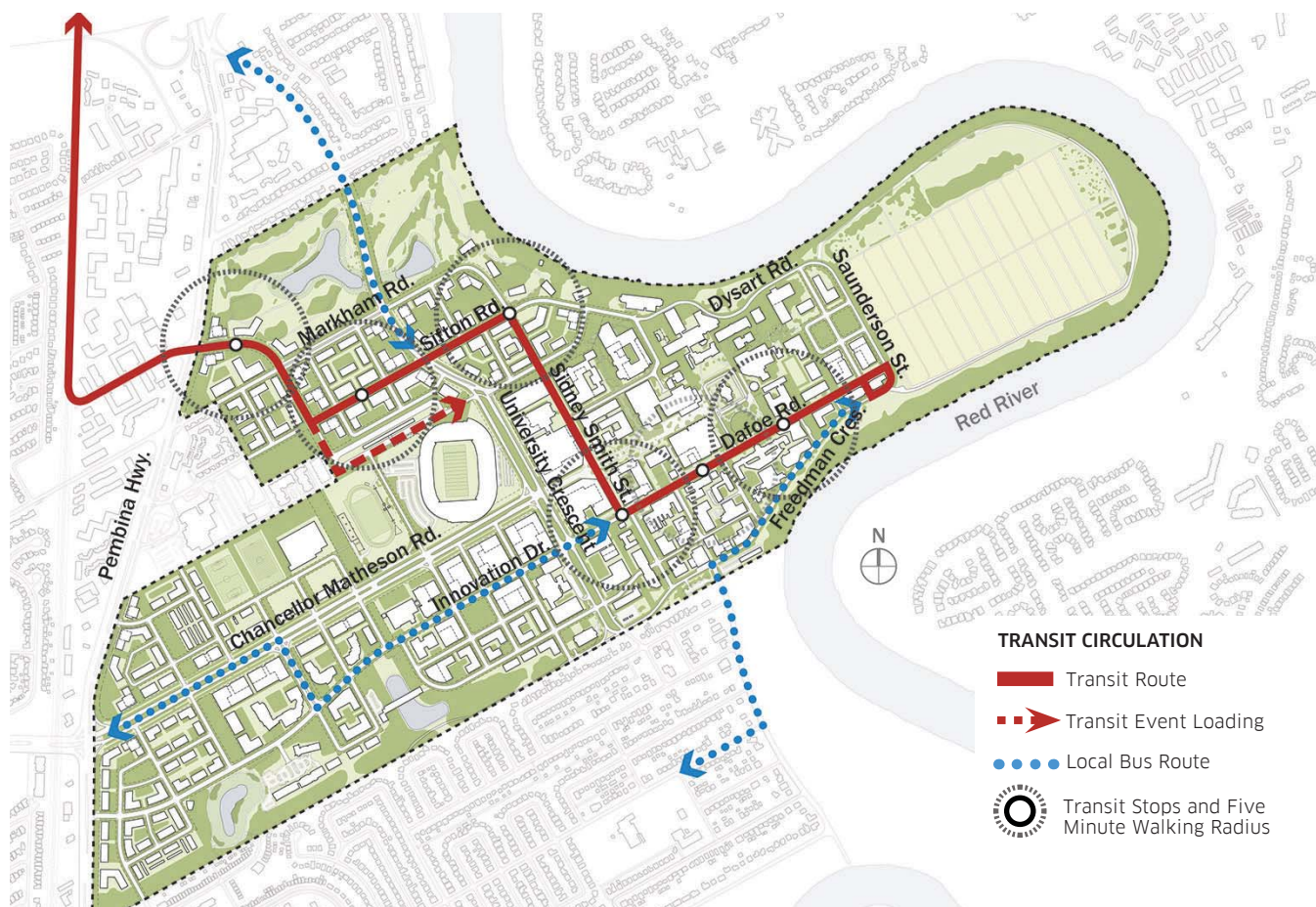
The BRT route will be dedicated until it gets to University Crescent, where it will transition to a normal speed and service, and travel in shared traffic. In the later phases, it will function as a normal local service (not rapid or segregated) after it crosses Pembina Highway.

Further development will extend the route further south along University Crescent and east along Dafoe Road, servicing an enhanced stop at the Quad and Tache Hall, and terminating at a transit waiting area near the terminus of Dafoe Road and Saunderson Street.

Existing transit to the campus along Chancellor Matheson Road, Innovation Drive, and Freedman Crescent will continue to service the area. Four transit stops are proposed to be located along the route.

4.3.4.2 Mid-Term Transit Circulation

The mid-term development of the transit system separates the route to the stadium from the route into the community. There will be a dedicated route to service the stadium on event days and loop back out. The transit route is envisioned to shift to Sifton Road to service the proposed High Street in the Southwood LAP area and then travel south along Sidney Smith Street to service the Core Campus hub, and continue along Dafoe Road. Six transit stops are proposed along the route.



Transit Circulation - Medium Term

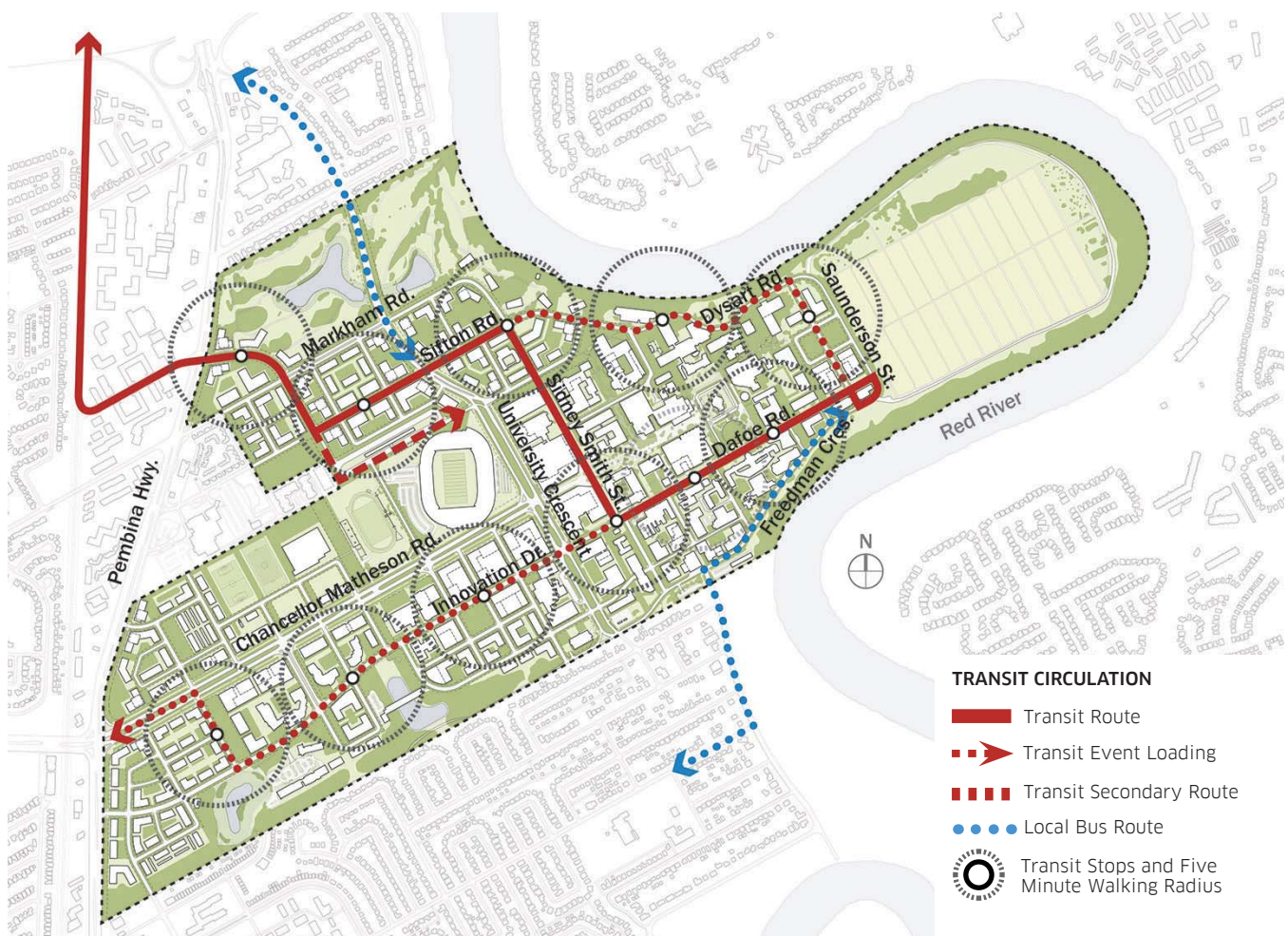
4.3.4.3 Long-Term Transit Circulation

The long-term build-out of the transit corridor extends the Sifton Road alignment east along Dysart Road towards the Point Lands, and then south along the new campus road to service the new easterly campus development. The route will then loop west along Dafoe Road, eliminating the transit turn-around and waiting area, and continue along Dafoe Road and Innovation Drive to service the south High Street, mixed residential neighbourhoods, and businesses. There is an opportunity to continue transit movement along Sidney Smith Street to service the hub.

4.3.5 Cycling Network

New cycling facilities will be designed and implemented with the intention of creating a high-quality cycling network on campus. Cycling facility designs will be mindful of our unique context as a winter campus and will encourage four-season use. The strategic placement of signage and paint will guide users to destinations on campus and alert cyclists and motorists to potential conflict areas.

The University will draw on a number of facility types to build its network. Facilities illustrated on the cycling network map are defined as follows:



Transit Circulation - Long Term

Protected bike lane: Cyclists travel on existing roadways while physically separated from motor vehicle traffic by bollards, curbs, planters or on-street parking. Dedicated on-street lanes are suitable on high volume arterial roads with speed limits equal or greater than 50 km/hour.

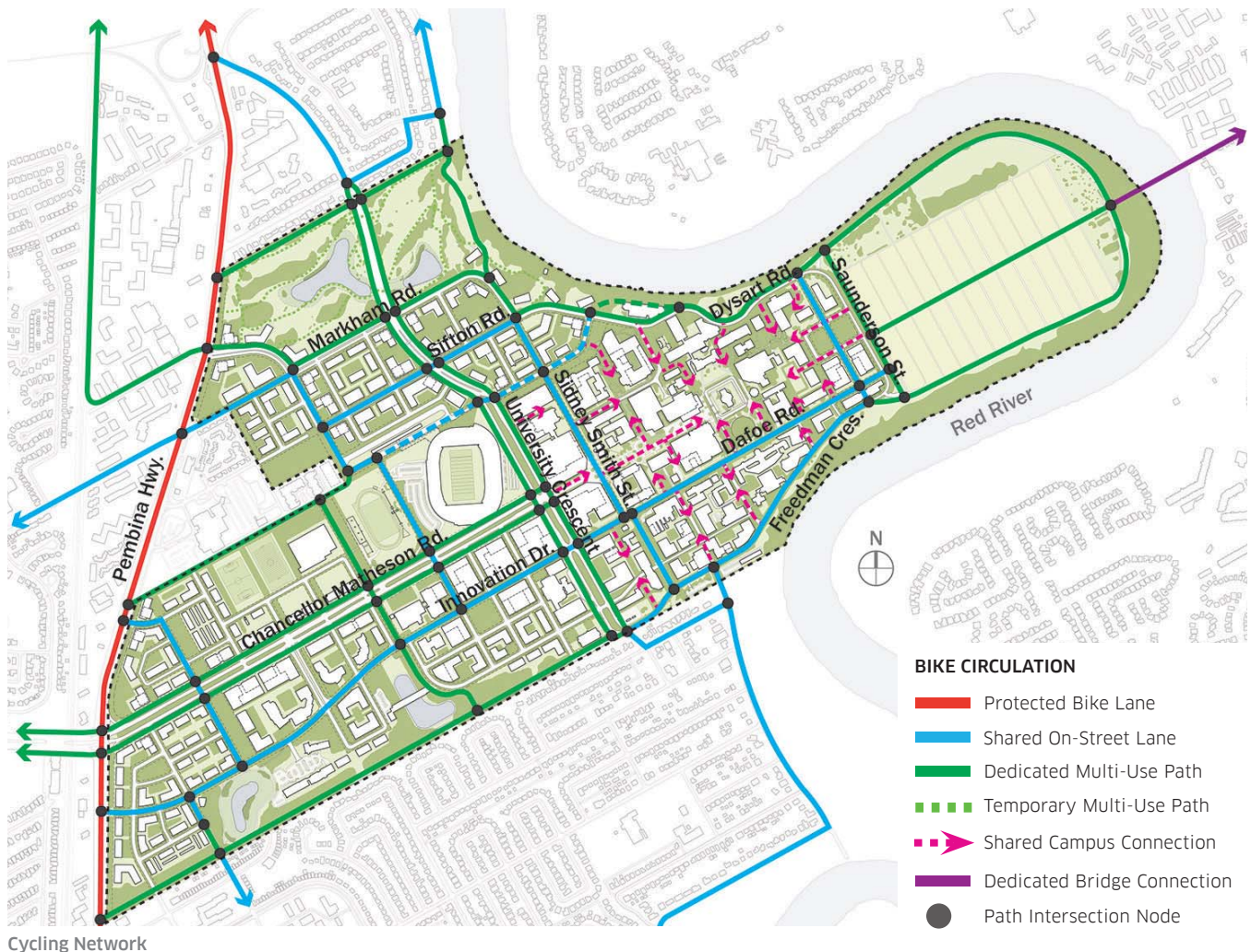
Shared on-street lane: Cyclists travel on existing roadways in mixed traffic. Shared on-street lanes use painted sharrows on the road surface and signage to indicate the street is to be shared equally by vehicles and cyclists. Shared on-street lanes are used on collector streets, where motor vehicle speeds are low.

Dedicated multi-use path: Pedestrians and cyclists share a wide, paved surface outside vehicle right of ways.

Dedicated multi-use paths do not require co-location with roadways and can serve as recreational amenities.

Shared campus connection: Pedestrians and cyclists share space in slow unstructured environments without designed separation of users. Pedestrians have priority on shared campus connections. These areas require thoughtful interaction and communication between pedestrians and cyclists.

Temporary multi-use path: A legacy of the former Southwood golf course, these limestone cart paths will remain a community amenity prior to development of the Southwood Lands. Temporary multi-use paths primarily serve a recreational purpose and are maintained as resources allow.



Dedicated bridge connection: The City of Winnipeg has confirmed ownership of land on the east bank of the Red River, across from the Point Lands. This location has been identified as the potential location for a pedestrian/cycling bridge. The construction of a bridge at this location would be led by the City and is considered a long-term initiative. Alternate bridge locations to the campus are also under consideration by the City.

Path intersection node: These nodes represent areas where cycling facilities intersect, creating potential for conflict. Careful attention will be given to these nodes to ensure a seamless transition between cycling routes.

4.3.6 Parking Strategy

The University of Manitoba expects the proportional parking needs to decline with time as the modal split

increases, allowing for the gradual development of existing surface parking areas to meet the density and walkability goals of the Plan. The structure of the built form is such that parking will be located either below grade or in above grade structures for new building development. In addition, the design of streets will accommodate on-street parking on the majority of roads throughout the Plan.

An above-grade parking structure is located at the north end of Sidney Smith Street and is also a key component of the blocks in the Entertainment District. The design of above-grade structured parking lots will include commercial or office frontages to animate the facility at-grade. Some small pockets of surface parking adjacent to buildings will remain within the Core Campus area for accessible parking.

During early development phases, existing temporary interim lots will allow for the relocation of affected



Protected bike lane



Dedicated multi-use paths



Shared on-street lanes



Enhanced parking Facilities

spaces. By the time new development begins, parking needs are expected to have experienced a decrease so that minimal relocation will be required to meet demand. All new development shall be required to integrate structured parking (below and above grade) to meet its individual requirements.

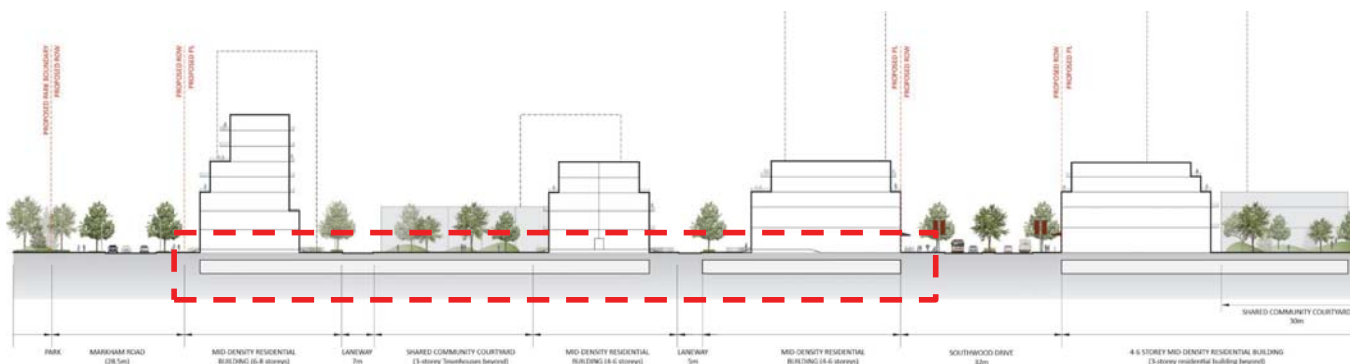
Short-Term Recommendations:

- Reallocation of lost spaces to underutilized lots.
- Paid on-street parking on certain campus streets – a revenue opportunity making use of existing infrastructure.
- Parkade development – when it becomes necessary.
- Explore opportunities for parking in the stadium bus staging area outside of event times.
- Transportation Demand Management campaigns – introduce car and bike share options, implement bike parking strategy, make walkability and cycling improvements, and create new tools to support carpooling.

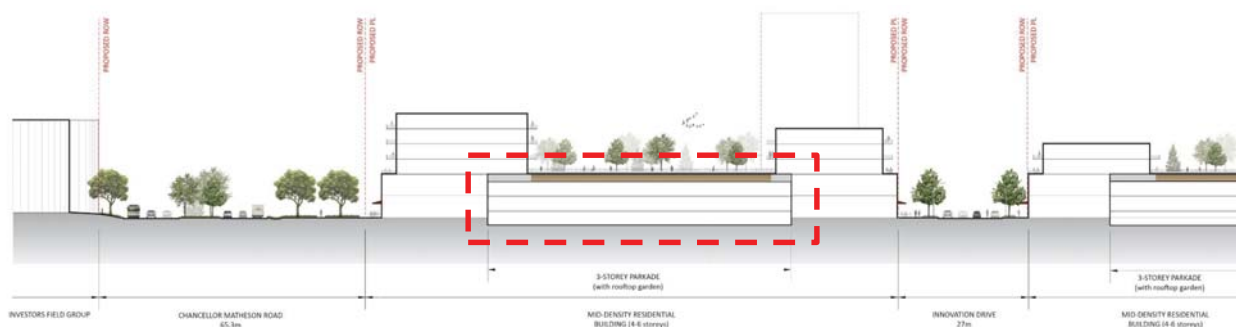
- Focus on delivering multi-modal mobility options to all new development.
- Design new buildings with features for active transit commuters such as bicycle storage, and change rooms.

Long-Term Recommendations:

- Explore off-site strategies for parking in collaboration with Winnipeg Transit or other external partners such as on-street or park-and-rides.
- Manage eligibility for parking permits for first-year students based on proximity to campus.
- Optimize class scheduling to avoid peak hour parking and vehicle congestion, in parallel with class utilization improvements leading to more efficient permit options.
- Advance trip elimination strategies – enhanced distance learning, compressed work week, etc.
- Improve shuttle efficiency, frequency, and infrastructure.



Below Grade Parking per building or per parcel



Above-Grade Structured Parking internal to development

4.3.7 Transportation Demand Management (TDM)

Transportation Demand Management is defined as a series of measures and strategies to decrease vehicular use and increase the proportion of trips made by transit, walking, and cycling. The Master Plan proposes the following TDM strategies to reduce car dependency and shift the modal split:

- An extensive bicycle network with a diversity of on and off road cycling opportunities.
- An expanded and enhanced transit network.
- Compact development.
- An extensive connected network of pathways and trails.
- Car pooling opportunities.
- Community-oriented services and amenities within a five minute walking distance.
- New student residences in the Core Campus.
- “Live where you work” complete community opportunities.
- Managing parking supply and pricing.



Structured parking integrated with development



Parking garages with animated at-grade frontages

Building a Walkable Community

The benefits of walkability in communities include higher market appeal, improved physical and mental health, and increased community-scale economic viability. A primary goal of the Transportation Framework is to support the Plan’s vision for a pedestrian-oriented Fort Garry campus. The Plan prioritizes walking first and recognizes single occupancy vehicles as the least sustainable mode of transportation.

The Plan creates a comprehensive circulation network that provide numerous route options through a permeable built form framework, making walking in the environment an attractive option. Services and amenities, pedestrian nodes and hubs are all within a ten-minute walking distance from the Core Campus, the business areas, and the new neighbourhoods.



Small “pocket” parking lots



Transportation Demand Management (TDM)

The streets follow an interconnected grid pattern to promote connectedness, safety, and comfort. The road network includes wide sidewalks, multi-use pathways, dedicated on-street bicycle lanes, and transit. Laneways will function not only to provide parking access, but also a greater level of permeability for walkers. Safe crosswalks, median refuge areas on the wider right-of-ways, on-street parking as a buffer to moving traffic, and signalized intersections work together to create a safe environment for all, regardless of mode of transport.

Shifting the Modal Split

A modal split is the percentage of travelers using a particular type of transportation. With the City's initiatives to increase transit within the area, and the Master Plan's compact and walkable design, the Fort Garry campus is well-situated to reduce its reliance on the car and promote non-auto trips.

Building a Sustainable Community

Enhancing the variety of and accessibility to transportation, including walking, cycling, public transit, and car pooling is an important element of the Plan's approach to sustainability. The Transportation Framework's bicycle and pedestrian network, and accessible transit route with multiple stops creates a fully integrated multi-modal transportation network, with opportunities to use alternate modes of transportation, encourage a stronger sense of community, and contribute to fewer greenhouse gas emissions.

4.4 HERITAGE CONSERVATION

Why Does Heritage Matter?

This Master Plan is based on the idea that heritage includes a broad range of building types, structures, uses and time periods, and that it includes landscapes, streetscapes, and structural design elements. The Master Plan integrates all aspects in the design frameworks which support the Planning Principles as well as the more detailed Indigenous Design and Planning Principles. From the broad context of what constitutes heritage, this Plan incorporates the elements of built heritage, and cultural heritage landscapes that have a significance relative to their history, design and context.

Heritage conservation is not only about saving old buildings, it is also fundamentally about enhancing the meaning and quality of life, by maintaining a unique sense of place, as well as supporting the



Built heritage



Natural cultural heritage

cultural and economic vitality that accompanies areas with strong conservation. This is particularly significant for lands that are part of an Indigenous context. Areas of cities that have embraced heritage as part of contemporary urban life thrive, becoming cherished places for residents to live and work, and are rewarding destinations for visitors. The Master Plan reflects the University's commitment to acknowledge and celebrate the Indigenous heritage of the campus in many aspects: the sense of identity and character; memory and sense of history; and quality environments.

Heritage conservation for both landscapes and structures is extremely important in preserving the character of place. Local and Indigenous community values can be preserved through heritage resources and attributes, ensuring that treasured elements within the community are protected over the long term. The University, and the municipality itself all stand to enjoy economic, social, and cultural benefits from the preservation of a significant Indigenous place, whose unique cultural value attracts additional investment and visitors to the area.

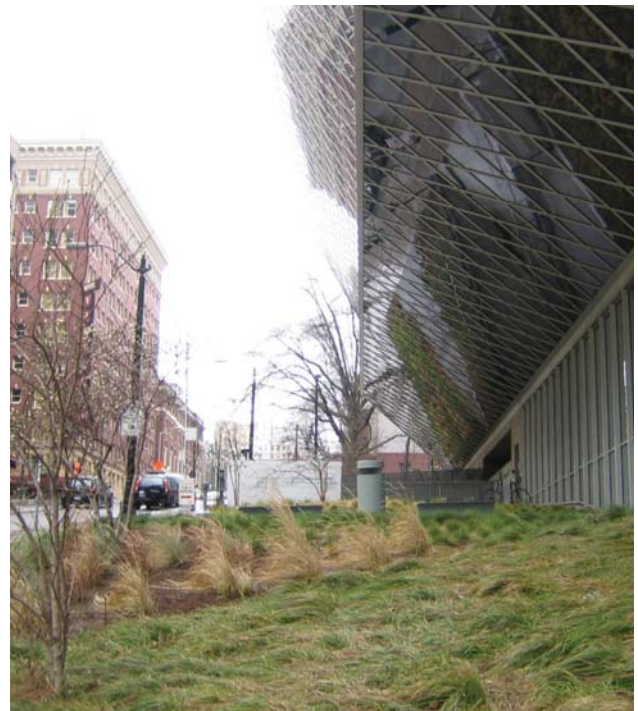
4.5 ENERGY MANAGEMENT

As an innovative, creative, and thoughtful campus community, the University of Manitoba continually seeks appropriate and respectful use of energy that is consistent with its self-concept of an ethical and equitable presence in this world. The University simultaneously pursues environmental, social, and economic sustainability. Its approach supports regeneration, participation, and resource efficiency, and its present actions aim to grow greater opportunities for many future generations.

Energy contributes to academic excellence. Physical and mental prowess, physical comfort, reliable

power and water supply systems and cost effective consumption are necessary to realize academic excellence. This excellence will set and entrench societal, cultural and behavioral change for real actions toward the respectful use of energy by all peoples, consistent with the University's mission. Investments in energy infrastructure balance affordability to users, lifecycle costs, and transformative opportunities. Energy conservation strategies will contribute to innovation, transformation, and a community identity that supports a transition to carbon neutrality as part of the University's action on climate change, all while fostering education and research to evolve knowledge.

Energy innovation and excellence shall be celebrated through integrated energy systems within the Plan. Detailed energy conservation and generation strategies are laid out in an Energy Plan document produced as part of the Visionary (re)Generation process.



Sustainable Design Features: Rain gardens and rainwater capture; permeable landscaping; and, photovoltaic cells on buildings

4.6 SUSTAINABLE WATER MANAGEMENT

During the past four decades, there has been an evolution in the field of Stormwater Management (SWM) in an effort to address the impacts of urbanization. Today, with improvements in watershed management and our understanding of the watersheds themselves, SWM now addresses a broad suite of issues including stream morphology and the protection of groundwater resources, fish habitat, terrestrial habitat, and climate change adaptation.

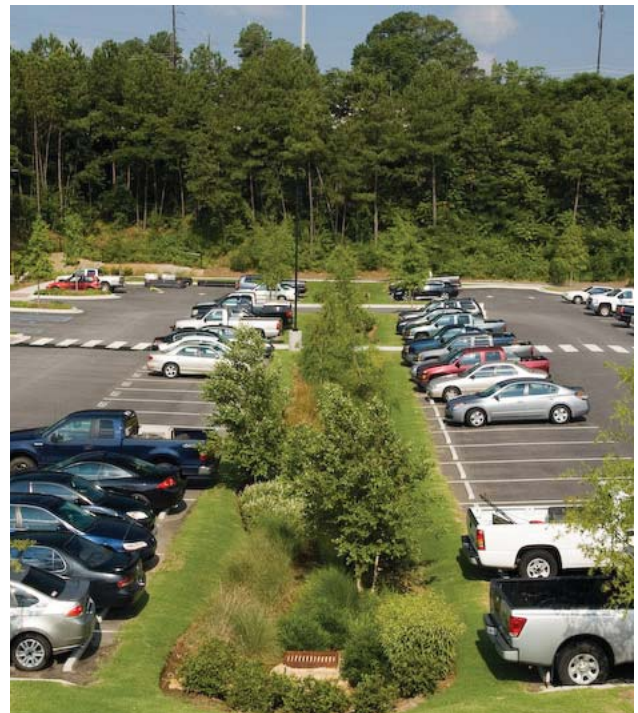
Low Impact Development (LID) is a green infrastructure approach to SWM that uses simple, distributed, and cost-effective engineered landscaped features and other techniques to infiltrate, store, evaporate, and detain rainfall where it falls. The principles of LID are part of the evolution of SWM whereby rainwater is managed as a resource.

LID techniques mimic natural systems as rain travels from runoff source to the stream by applying a series of practices across the entire subwatershed, development area, and/or site before discharge to a receiving water body. Real-world LID designs typically incorporate a series of Best Management Practices (BMPs) to provide integrated treatment of runoff from any and all sites. LID practices, together with traditional BMPs can be applied to achieve overall SWM systems which provide better performance, are more cost effective, have lower maintenance burdens, and are less susceptible to failure during extreme storms than conventional stormwater practices alone.

Water management innovation and excellence shall be celebrated through integrated SWM systems within the Plan. Detailed water conservation strategies are laid out in the Stormwater Management Plan produced as part of the Visionary (re)Generation process.



Rain gardens stormwater management



Parking lot bioswales



Part 3: Implementation



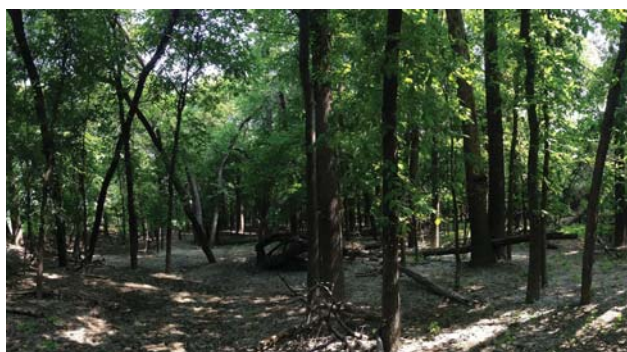
5.0 Plan Implementation

The Visionary (re)Generation Master Plan is intended to be a living document, written and structured to provide the University with a flexible decision-making framework, to accommodate specific opportunities and needs as they emerge, and to guide development and growth over the long term.

5.1 A LIVING DOCUMENT

Continued engagement with the University community and surrounding neighbourhoods will be an important part of the Plan's evolution over time. Community engagement and collaboration will help ensure the Plan's vision and implementation continue to reflect the University's mission and values, as well as the needs and priorities of students, staff, faculty, and visitors at the Fort Garry campus. The Plan therefore, will continue to evolve, like the Fort Garry campus, while remaining true to its vision.

Some aspects of the Plan that may evolve include: the specific use, height, and architecture of individual buildings; their integration with the surrounding environment; and the configuration of outdoor spaces.



5.2 DEVELOPMENT PHASING

5.2.1 Phasing Strategy

The Visionary (re)Generation Master Plan will be implemented in a series of phases dependent on growth pressures, University needs, City influences, and funding resources. Development will begin in the Core Campus, moving outward to the west and north to include the North Community Transition lands and a portion of the South Community west of University Crescent.

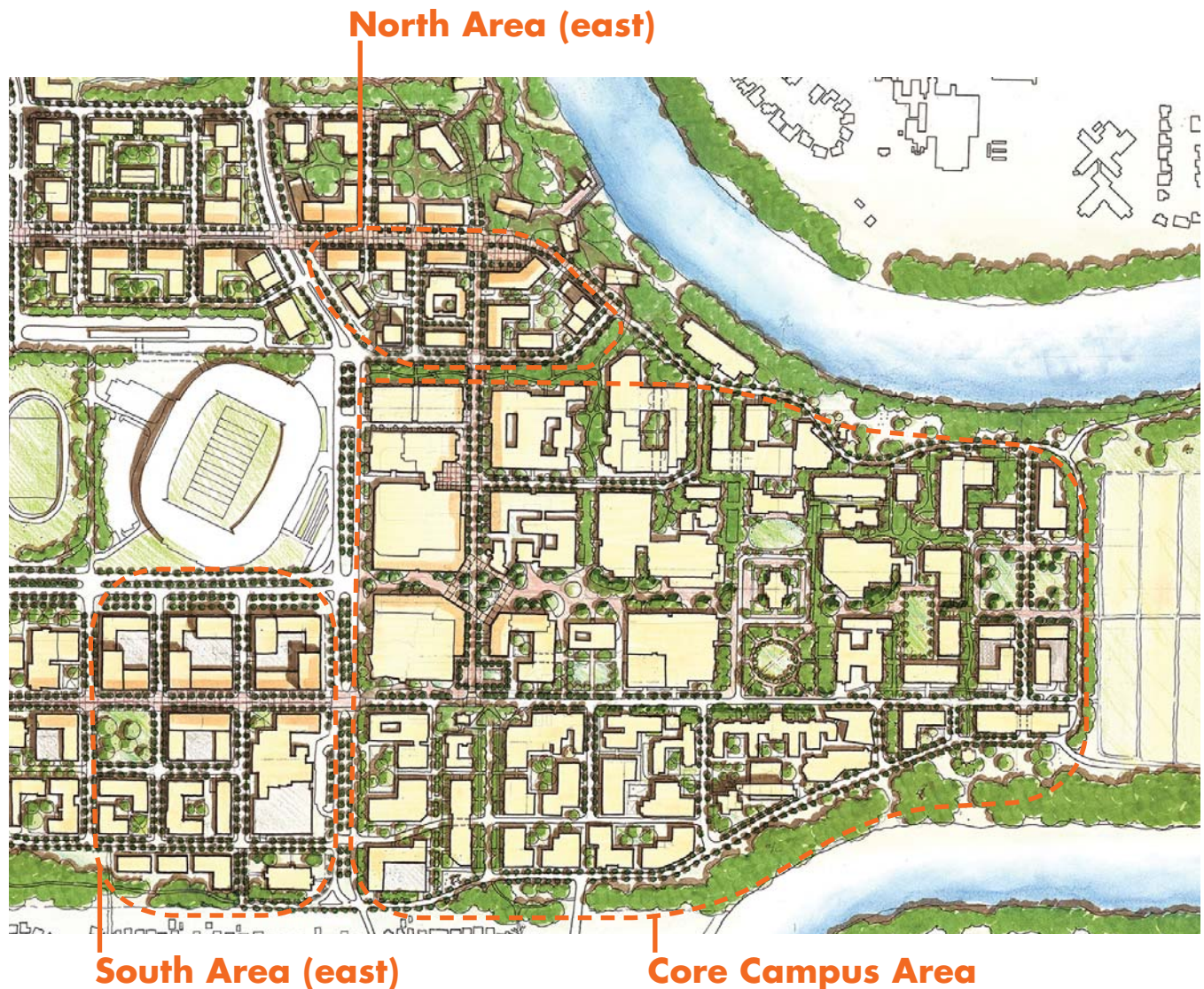
5.2.2 Short-Term Phasing Strategy

Short-term build-out of the Master Plan focuses development close to campus, capitalizing on the existing activity and density of the Core Campus. Phase One priority areas include blocks north of campus to Sifton Road, and west of University Crescent on Parking Lot U. The rationale for starting with these areas is to respond to short term campus growth needs with new campus buildings and open spaces, and to define two new animated destinations for the area, which include: the new hub for the core campus community along Sidney Smith and the new mixed-use High Street along Innovation Drive. Both

initiatives are intended to spur development of the north and south communities.

Specific development initiatives include:

- Building development and streetscape enhancement along Dafoe Road and Sidney Smith Street.
- Academic building expansion in the Core.
- The enhancement of the "Indigenous heart" and of Dafoe Road landscape.
- Creation of new hearts - the North Community Transition market plaza and the Migizii Agamik Plaza.
- Redesign of the Curry Place Pedway (the pedestrian mall).
- the development of the Sidney Smith Hub.
- development of new student residences that define two new easterly quad open spaces.
- the enhancement of the north-south green corridors.
- residential and mixed commercial/residential development in the North Area.
- the Innovation Drive High Street blocks - the Entertainment District.



5.2.2.1 Quick Wins

In the very short term, the Master Plan identifies several “quick wins” as an opportunity to generate momentum, provide tangible evidence of progress, and to spur opportunities for future investment and project development. These can include public realm improvements such as:

- Street tree and general tree planting particularly along Dafoe Road and Sidney Smith Street.
- The creation of new paths, trails and view corridors especially to the river.
- The enhancement of programming and events.

5.2.2.2 Additional Initiatives

- Furthering the conversation around the Truth and Reconciliation Centre.
- Furthering the conversation around the location for the next Student Residence (on Dafoe Road or Sidney Smith Street).
- A hotel and conference centre in Smartpark.
- A gateway landscape initiative at the south Pembina entrance as a means of signaling a University presence.
- Use the transit connection process and investments to create a northern gateway along Pembina north.
- Continue to work with the City to build on the momentum of the Chancellor Matheson bike path initiative to extend the network further.
- The Quad and Pedway - look at opportunities to implement the Indigenous “footprint” - start to develop the Migizii Agamik Plaza.
- Implement the Master Plan’s campus cycling network in the near-term.
- Review any current or near-term building initiative to include public realm enhancements that can contribute to the creation of new spaces, or enhance existing spaces so they are better utilized.

- Collaborate with the Office of Sustainability to coordinate planning initiatives.

The Land Trust and University (Campus Planning Office) should continue to develop a list of initiatives that can be undertaken in the short to mid term horizon.

5.3 PLAN GOVERNANCE AND JURISDICTION

Development of campus lands within the Visionary (re)Generation Master Plan area (excluding the former Southwood golf course) will be undertaken and administered by the University.

Due to restrictions placed on the University as a registered charity under the Income Tax Act (Canada), the development of the University’s Southwood Lands cannot be undertaken directly by the University. Therefore, the development of a complete community in the Southwood Lands through the Local Area Plan will be undertaken by a land trust established by the University, and of which the University will be a beneficiary. In other campus areas where new development is not deemed to be directly supportive of the University’s core academic mission, the land trust, rather than the University, may potentially take on that development.

An appropriate degree of collaboration between the University and the land trust will be beneficial to ensure continuity across the boundaries of the two plans.

5.4 ADMINISTERING AND MONITORING THE PLAN

The Master Plan plays an important role in shaping the evolution of the campus. Along with the Strategic Plan, Capital Plan, and Sustainability Strategy, it serves as a long-term decision-making framework to guide the physical evolution of the Fort Garry campus.

As such, the Plan will figure prominently in the University's planning processes. It will be referred to at the outset of, and during all, development planning and design processes so that it can effectively influence the evolution of the design of the project. All decisions regarding the physical form and ongoing management of the campus will be consistent with, and make reference to, the Master Plan. The Plan will also be widely distributed amongst members of the Board, staff, faculty, potential development partners, students and members of the broader University of Manitoba community.

More specifically, procedures will be established to ensure that the plan is followed, is effective, and regularly monitored. Annual reporting on the Plan's progress will occur, and metrics or indicators established to measure its success. A comprehensive review of the Plan will be conducted every ten years. The Plan, and its principles and frameworks, will be part of the evaluation process for all new campus projects related to physical development and design. The Plan also functions in concert with other important University documents such as the Strategic Plan, the Multi-Year Capital Plan, and the Sustainability Strategy. The connections between these key documents should be clearly understood and communicated. In particular, many of the performance metrics outlined in the Sustainability Strategy will be applied to the Master Plan to measure its progress, and the success of its principles and frameworks.

5.4.1 Amending the Plan

Periodic review of the Master Plan is recommended (approximately every ten years), to ensure that it continues to reflect and be consistent with the broader goals of the University.

If, and when, amendments of substance to the Plan are required, these should be undertaken in a manner that recognizes the imperative of engaging the broader University of Manitoba community. Once edits are agreed upon, these should be approved by the Board of Governors, and by any other regulatory bodies, as required.

5.5 PARTNERSHIP OPPORTUNITIES

The Master Plan anticipates that some aspects may be delivered in part, or in whole, through partnership opportunities with other entities. These may range from tenancy agreements with small retail businesses, to more significant partnerships with post-secondary institutions or other developers to undertake the construction, maintenance and/or tenancy of a future building on campus. All partnership opportunities are subject to the Plan's vision and policies, as well as to approval by the Board of Governors.





REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B (*Addendum*)

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 one new offer (that was not included in the report of the same date), that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B (Addendum)* (dated December 7, 2015).

Recommendation

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

Janette Soutar Memorial Bursary

In memory of Janette Soutar, Dr. Nancy Hansen and Peter Tonge will make an annual contribution of \$1,000 for a five year term, to offer a bursary for graduate students in the Interdisciplinary Master's Program in Disability Studies at the University of Manitoba. Each year, beginning in 2015-2016 and ending in 2019-2020, one bursary of \$1,000 will be offered to a graduate student who:

- (1) is registered full-time or part-time in the Faculty of Graduate Studies, in the Interdisciplinary Master's Program in Disability Studies;
- (2) has achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (3) has self-declared as a person living with a disability on a supplemental University of Manitoba bursary application;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by the Director of Disability Studies (or designate) and will include the Coordinator of Student Accessibility Services (or designate) and one representative from the Financial Aid and Awards office.

The donor will notify the Financial Aid and Awards office by March 31 in any year this award will not be offered as scheduled above.

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)



UNIVERSITY
OF MANITOBA

Student Advocacy and Accessibility
Student Support

Student Accessibility Services

155 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
204-474-6213 (voice)
204-474-9790 (TTY)
204-261-7732 (fax)
<http://umanitoba.ca/student/saa/accessibility>

January 8, 2016

Dr. Phil Hultin
Chair, Senate Committee on Awards
c/o Ms. Mandy Laing
Awards Establishment Coordinator
Financial Aid and Awards / Advancement Services
417 University Centre

Dear Dr. Hultin,

Please accept this letter as formal support for the Janette Soutar Memorial Scholarship. This scholarship would be used to support students with disabilities who are enrolled at the University of Manitoba.

In the 2014-2015 academic year there were 1100 students registered with Student Accessibility Services. The number of students registered at Student Accessibility Services has increased from 228 to 1100 in the last 15 years. I have included a table to show the percentage of students registered with SAS in relation to the overall student population at the University of Manitoba in the last three years. However there would be more students with disabilities at the UM, who may not request services¹.

Year	UM student population ²	SAS students
2014-2015	29657	1100
2013-2014	29759	1047
2012-2013	29181	994

¹ http://umanitoba.ca/student/media/U_of_M_Campus_Mental_Health_Strategy_-_full.pdf

² http://umanitoba.ca/admin/oia/media/Selected_Statistics_F14.pdf

SAS staff report that students discuss the limited financial resources available to students with disabilities when pursuing their academic studies. In addition, the National Educational Association of Disabled Students, (NEADS), states that,

*"...throughout the working years (15-64 years of age) people with disabilities remain about twice as likely as those without disabilities to live with low income. People with disabilities are much less likely than people without to have jobs. Even where employed, people with disabilities are 1.5 times more likely than people without to live with low income."*³

This scholarship would assist in providing financial resources to students with disabilities. I feel that the Janette Soutar Memorial Scholarship will assist in demonstrating the University of Manitoba's commitment to supporting students with disabilities.

Sincerely,



Carolyn Christie

Coordinator

Student Accessibility Services

³ <http://www.neads.ca/en/about/media/index.php?id=277>

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 January 12, 2016, the Senate Committee on Awards reviewed one amended offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 12, 2016).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 12, 2016). 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, March 2, 2016

SENATE COMMITTEE ON AWARDS

Appendix A January 12, 2016

1. AMENDMENT

Enterprise Rent-A-Car Foundation Scholarship

The following amendments have been made to the terms of reference for the Enterprise Rent-A-Car Foundation Scholarship:

- The title of the award was revised to: *Enterprise Rent-A-Car Foundation Scholarships*
- The opening paragraph was revised to state the following:
The Enterprise Rent-A-Car Foundation has established an endowment fund of \$25,000 at The University of Manitoba to provide two scholarships to students in the I.H. Asper School of Business. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The first scholarship, valued at one half of the available annual interest, will be offered annually to the undergraduate student who:
- The selection criteria for the first award has been revised to the following:
 - (1) *is Indigenous (Status, Non-Status, Métis, Inuit);*
 - (2) *has received advanced entry into, and is enrolled full-time (minimum 80% course load) in their first year of study in the Bachelor of Commerce (Honours) degree program in the I.H. Asper School of Business;*
 - (3) *has achieved a minimum degree grade point average of 3.0;*
 - (4) *has expressed their intent to major in Aboriginal Business Studies, Marketing, Entrepreneurship/Small Business, or as a Generalist;*
 - (5) *has demonstrated leadership in activities within the community.*
- The following paragraphs were added:
To demonstrate how they meet criteria (4) and (5), students will be required to submit an application which will include a written statement (maximum 250 words) outlining how they have shown leadership in activities within the community.
Students who have received direct entry into the I.H. Asper School of Business from high school are not eligible for this award.
- The following paragraph was removed:
Final selection from this pool of candidates will be at the discretion of the selection committee.
- The award terms were modified to allow for a second award to be provided. The selection criteria for this second award are as follows:
The second scholarship, valued at one half of the available annual interest, will be offered annually to the undergraduate student who:
 - (1) *is enrolled full-time (minimum 80% course load) in the Bachelor of Commerce (Honours) degree program in the I.H. Asper School of Business;*
 - (2) *has completed at least 51 credit hours toward the Bachelor of Commerce (Honours) degree;*
 - (3) *has achieved a minimum degree grade point average of 3.0;*
 - (4) *has expressed their intent to major in Marketing, Entrepreneurship/Small Business, or as a Generalist;*

(5) has demonstrated leadership in activities within the community.

To demonstrate how they meet criteria (4) and (5), students will be required to submit an application which will include a written statement (maximum 250 words) outlining how they have shown leadership in activities within the community.

- The selection committee statement was revised to:

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

(Attachment I)



UNIVERSITY
OF MANITOBA

Asper School of Business

December 22, 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: Enterprise Rent-A-Car Foundation Scholarships

Dear Dr. Hultin,

The I.H. Asper School of Business supports the amendment of the Enterprise Rent-A-Car Foundation Scholarships.

In the Fall Term of 2015, the I.H. Asper School of Business' self-declared undergraduate Indigenous student population was 4.1% of total enrolment, compared to the University of Manitoba undergraduate Indigenous student population average of 7.8%.

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
2015	71	1753	4.1%
2014	63	1753	3.6%
2013	55	1752	3.1%
2012	59	1742	3.4%
2011	62	1698	3.7%

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 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, December 22, 2015

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 February 23, 2016, the Senate Committee on Awards reviewed four new offers 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 February 23, 2016).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve four new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated February 23, 2016). 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 February 23, 2016

1. NEW OFFERS

John H.A. Pearson Engineering Scholarship

In memory of John H.A. Pearson, John D. and Beth Pearson with a match from Hatch Ltd., established an endowment fund at the University of Manitoba with an initial gift of \$100,000 in 2015. The Manitoba Scholarship and Bursary Initiative made a matching contribution to the fund. The purpose of the fund is to recognize the academic achievement of undergraduate students pursuing studies in electrical engineering in the Faculty of Engineering. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer two scholarships to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in their third year of study in the Department of Electrical Engineering in the Faculty of Engineering;
- (2) have achieved a minimum degree grade point average of 3.5;
- (3) have demonstrated volunteerism and involvement in the community or student government.

Preference in selection will be given to Canadian Indigenous students.

Candidates will be required to submit a statement (maximum 500 words) detailing their volunteer experience and community or student government involvement.

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

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

(Attachment I)

RBC Awards in Indigenous Business Education – Undergraduate Bursary

With a total gift of \$25,000, RBC Financial has established the annually funded RBC Awards in Indigenous Business Education to recognize and support Canadian Indigenous students in the I.H. Asper School of Business. The awards total \$5,000 annually, for a period of five years, and consist of a graduate entrance scholarship, an undergraduate scholarship, and an undergraduate bursary.

Each year, beginning in 2016-2017 and ending in 2020-2021, one bursary of \$1,000 will be offered to an undergraduate student who:

- (1) is a member of the Aboriginal Business Education Partners (ABEP) program;
- (2) is enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business;
- (3) has achieved a minimum degree grade point average of 2.0;
- (4) has demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

If there are no candidates that meet all of the criteria, the funds for this award will be redirected to one of the other RBC Awards in Indigenous Business Education, as determined by the Coordinator of the ABEP program (or designate).

The Coordinator of the Aboriginal Business Education Partners program (or designate) will name the selection committee for this award.

The donor will notify the Financial Aid and Awards Office by no later than March 31 in any year this award will not be offered as scheduled.

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 establishing the award.

(Attachment II)

RBC Awards in Indigenous Business Education – MBA Entrance Scholarship

With a total gift of \$25,000, RBC Financial has established the annually funded RBC Awards in Indigenous Business Education to recognize and support Canadian Indigenous students in the I.H. Asper School of Business. The awards total \$5,000 annually, for a period of five years, and consist of a graduate entrance scholarship, an undergraduate scholarship, and an undergraduate bursary.

Each year, beginning in 2016-2017 and ending in 2020-2021, one scholarship of \$2,500 will be offered to a graduate student who:

- (1) is a member of the Aboriginal Business Education Partners (ABEP) program;
- (2) has entered, and is currently enrolled in, their first year of full-time or part-time study in the Faculty of Graduate Studies in the M.B.A. program, delivered by the I.H. Asper School of Business;
- (3) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (4) of the students that meet criteria (1) through (3), has achieved the highest grade point average based on the previous 60 credit hours (or equivalent) of study.

If there are no candidates that meet all of the criteria, the funds for this award will be redirected to one of the other RBC Awards in Indigenous Business Education, as determined by the Coordinator of the ABEP program (or designate).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the I.H. Asper School of Business (or designate) to name the selection committee for this award, which will include the Director of the MBA program (or designate) and the Coordinator of the Aboriginal Business Education Partners program (or designate).

The donor will notify the Financial Aid and Awards Office by no later than March 31 in any year this award will not be offered as scheduled.

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 establishing the award.

(Attachments II and III)

RBC Awards in Indigenous Business Education – Undergraduate Scholarship

With a total gift of \$25,000, RBC Financial has established the annually funded RBC Awards in Indigenous Business Education to recognize and support Canadian Indigenous students in the I.H. Asper School of Business. The awards total \$5,000 annually, for a period of five years, and consist of a graduate entrance scholarship, an undergraduate scholarship, and an undergraduate bursary.

Each year, beginning in 2016-2017 and ending in 2020-2021, one scholarship of \$1,500 will be offered to an undergraduate student who:

- (1) is a member of the Aboriginal Business Education Partners (ABEP) program;
- (2) is enrolled full-time (minimum 80% course load) in the I.H. Asper School of Business;

- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has achieved the highest degree grade point average of all the students who meet the above criteria.

If there are no candidates that meet all of the criteria, the funds for this award will be redirected to one of the other RBC Awards in Indigenous Business Education, as determined by the Coordinator of the ABEP program (or designate).

The Coordinator of the Aboriginal Business Education Partners program (or designate) will name the selection committee for this award.

The donor will notify the Financial Aid and Awards Office by no later than March 31 in any year this award will not be offered as scheduled.

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 establishing the award.

(Attachment II)



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

December 10, 2015

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

RE: John H.A. Pearson Engineering Scholarship

Dear Dr. Hultin,

The Faculty of Engineering supports the establishment of the John H.A. Pearson Engineering 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".

Dr. Jonathan Beddoes
Dean
Faculty of Engineering



UNIVERSITY
OF MANITOBA

Asper School of Business

February 8, 2016

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
420 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: RBC Awards in Indigenous Business Education

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment of the RBC Awards in Indigenous Business Education.

In the Fall Term of 2015, the School's self-declared Indigenous student population was 4.1% of total enrolment, compared to the University of Manitoba Indigenous student population average of 7.3%

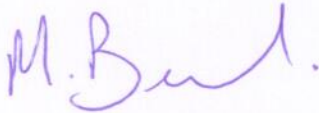
Indigenous student enrolment data for the past five years in the I.H. Asper School of Business is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2015	71	1753	4.1
2014	63	1753	3.6
2013	55	1752	3.1
2012	59	1742	3.4
2011	62	1698	3.7



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 and 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,

A handwritten signature in purple ink, appearing to read "M. Benarroch". The signature is fluid and cursive, with a prominent "M" and a long, sweeping underline.

Michael Benarroch



UNIVERSITY
OF MANITOBA

Faculty of Graduate Studies

500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-9377
Fax 204-474-7553

February 8, 2016

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

RE: RBC Awards in Indigenous Business Education – MBA Entrance Scholarship

Dear Dr. Hultin,

The Faculty of Graduate Studies supports the establishment of the RBC Awards in Indigenous Business Education – MBA Entrance Scholarship.

In the Fall Term of 2015, the Faculty's self-declared Indigenous student population was 4.8% 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 Faculty of Graduate Studies is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2015	183	3,800	4.8
2014	158	3,719	4.2
2013	158	3,748	4.2
2012	147	3,580	4.1
2011	139	3,501	4.0

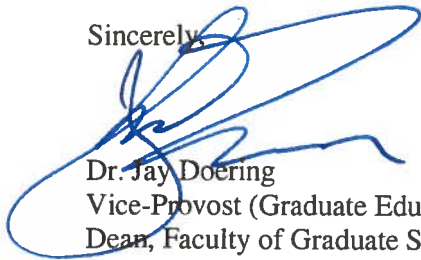
AWARDS OFFICE

FEB 11 2016

**UNIVERSITY OF
MANITOBA**

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 Faculty of Graduate Studies 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,



Dr. Jay Doering
Vice-Provost (Graduate Education)
Dean, Faculty of Graduate Studies

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

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 12, 2016 to consider a proposal from the Dept. of Animal Science.

Observations:

The **Dept. of Animal Science** proposes the reduction of credit hours (CH) for students in the M.Sc. and Ph.D. programs.

M.Sc. by course work and thesis (Program A):

- Minimum CHs reduced from 12 CHs to 9 CHs, in addition to ANSC 7140 (Animal Science Seminar)

M.Sc. by coursework and comprehensive exam (Program B):

- Unchanged: A minimum of 30 CH in course work, in addition to ANSC 7140 (Animal Science Seminar)

Ph.D. (if already holding M.Sc.):

- Minimum CHs reduced from 12 CHs to 6 CHs in addition to ANSC 7140 (Animal Science Seminar)

Direct entry Ph.D. or for students transferring in first 18 months from M.Sc.:

- Unchanged: Minimum of 12 CHs

Once the changes are implemented, the program requirements will be:

M.Sc. by course work and thesis (Program A):

- A minimum of 9 CHs of course work at the 7000 level, in addition to ANSC 7140 (Animal Science Seminar)
- Of these 9 CH, a minimum of 3 CHs of course work at the 7000 level in the major subject
- Thesis and oral examination

M.Sc. by coursework and comprehensive exam (Program B):

- A minimum of 30 CHs in course work, in addition to ANSC 7140 (Animal Science Seminar)
 - 12-18 CHs in the major subject at the 7000 level
 - 6-12 CHs in an ancillary subject(s)
- Comprehensive examination

Ph.D. (if already holding M.Sc.):

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

- A minimum of 6 CHs at the 7000 level in addition to ANSC 7390 (Advanced Animal Science Seminar)
- The remainder of the requirements will be as described in the Graduate Studies Regulation Section of the University of Manitoba Graduate Calendar.

Direct entry into Ph.D. or for students transferring in the first 18 months from M.Sc.:

- A minimum of 12 CHs of course work at the 7000 level in addition to ANSC 7390 (Advanced Animal Science Seminar)
- The remainder of the requirements are as described in the Faculty of Graduate Studies Academic Guide
(http://www.umanitoba.ca/faculties/graduate_studies/publications)

Rationale:

The proposed reduction in course requirements will enhance the graduate experience by tailoring graduate programs in animal science to better fit the needs of the individual student. For students with a strong background in animal science the reduction in course requirements will allow them more time to focus on designing experiments and conducting their research. This will ultimately allow them to produce and publish their results in refereed journals more quickly and reduce their times to completion. There would be more time available for students to make use of opportunities to attend and present research at conferences and more time for them to receive specialized training in other laboratories if they are not as burdened by the need to attend regular lectures for course work. As a result they will be more competitive when applying for positions and funding to further their careers. It should be noted that students with gaps in their background expertise will still be required to take additional courses to achieve the disciplinary expertise required to function as an animal scientist. In all cases, the advisory committee and department head will be responsible for ensuring that each student has the appropriate course work needed to be appropriately trained in the discipline of animal science.

Students in both the M.Sc. and Ph.D. programs typically begin designing and implementing their research projects immediately upon entering the program and before any course work is completed. In summary, Points in support of the program are:

1. Students who enter the graduate program with an excellent background in the discipline do not require as much course work to reach the level of competence required to excel in their discipline.
2. Currently students who switch from a M.Sc. to a Ph.D. program are required to take 24 credit hours to complete their degree. For students who have already taken appropriate graduate level courses during their MSc and have a strong background in the discipline it means they may have to take courses that are not necessary in order to meet a CH requirement. By reducing the CH requirement their time could be better spent working on their research and receiving specialized training that is not available through traditional course delivery.

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

3. The ability to spend more time on research and writing and less time on course work will help to reduce the time to completion of graduate students. Time to completion was a concern raised by the Department of Animal Science Graduate Program Review Committee in their February 2014 report (Review Report for the Department of Animal Science Graduate Program, University of Manitoba February 5, 2014) report and addressed in their first recommendation for improvement - "Work at reduction in times to completion in both PhD and MSc programs."
4. A survey of related graduate programs at universities in Canada showed most other programs at the M.Sc. & Ph.D. levels require fewer than 12 credit hours of course work. The change proposed here would bring our programs more in line with the expectations of most other programs at research intensive universities in Canada.

University	Minimum CHs for MSc in Animal Science (thesis) ¹	Minimum CHS for PhD in Animal Science
UBC	12 plus seminars	0, course requirements depend upon the student's academic background
UofA	9 plus seminars	9 plus seminars
UofS	9 plus seminars	6 plus seminars
U of Guelph	9 plus seminars	0 plus seminars
McGill	9 plus seminars	0 plus seminars
Laval	9 plus seminars	9 plus seminars
Dalhousie	9 plus seminars	not available
¹ a regular one term course + 3 CH		

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

Dept. of Animal Science

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/py

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

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

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 12, 2016 to consider a proposal from the College of Nursing.

Observations:

1. The **College of Nursing** proposes a change in the number of credit hours that can be taken at the 3000/4000 level for the Master of Nursing (MN) program. Based on recent changes to the MN Program, MN students in both the thesis and comprehensive examination routes could currently take a total of 9 credit hours of electives at the 3000/4000 level. The College of Nursing Council has passed the recommendation that a maximum of 6 credit hours of the required coursework may be taken at the 3000 or 4000 level.

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

College of Nursing

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/py

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 12, 2016 to consider a proposal from the College of Nursing.

Observations:

The **College of Nursing** proposes the introduction of the Capstone Project option which will replace the Comprehensive Exam option in the Master of Nursing (M.N.) program. The Faculty is also introducing one new course.

Rationale:

The Master of Nursing (MN) Program in the College of Nursing currently offers students two options/alternatives at the culmination of their coursework: the thesis or the course-based/comprehensive exam. The comprehensive exam option was originally developed to provide students with an alternative to a thesis research project. The purpose of the comprehensive exam is to assess the student's ability to analyze and synthesize knowledge and demonstrate mastery of the major areas of study in his/her program. This option includes a written exam, as well as an oral defense. Like the thesis, the comprehensive exam process includes a committee of two college of nursing faculty (chair & internal) and an external committee member.

The MN Program was reviewed by external reviewers in 2012. Based on the Reviewer's Report and feedback from graduate faculty members and students, a faculty working group explored alternatives and recommended that the Capstone Project option replace the comprehensive exam option.

The Capstone Project will provide MN students with the more diverse opportunities to demonstrate the ability to analyze, interpret, apply, and communicate knowledge acquired throughout their MN Program. The Capstone Project will be offered as a thesis alternative for MN students in the clinical, administration, and education streams of the MN Program (note: this does not include the NP stream). This option will require students to complete 27 credit hours of coursework plus the Capstone Project.

This recommendation has been approved by the College of Nursing Graduate Programs Curriculum Governance and Quality Assurance Committee, the College of Nursing Executive Committee, and the College of Nursing Council.

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

Course Introduction

NURS 7100 Capstone Project

+0

The course based option in the Master of Nursing Program culminates in the Capstone Project. The Capstone Project provides students with the opportunity to demonstrate the ability to analyze, interpret, apply, and communicate knowledge acquired throughout their MN program. Course graded pass/fail.

NET CREDIT HOUR CHANGE

0

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

College of Nursing

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/py

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 12, 2016 to consider a proposal from the Dept. of Food Science.

Observations:

The **Dept. of Food Science** proposes the reduction of credit hours (CH) at the Ph.D. level from 12 CH to 9 CH.

Rationale:

- i. The Graduate Program Review of the Department of Food Science took place on January 21 and 22, 2014. Among the six main review recommendations was one related to course requirements for PhD students. The Review Committee recommended that the course load for PhD students be reduced from 12 credit hours to be consistent with comparable programs across Canada.
- ii. The Food Science Department Council re-examined the number of required graduate Food Science courses for the PhD program. A unanimous decision was reached to reduce the number of credit hours to 9 including Food Science Seminar as a requirement.
- iii. This request is supported by the Food Science Department Council Minutes of Meeting held May 2, 2014; the FAFS Dean's response to the Graduate Program Review of the Department of Food Science; FGS Associate Dean's response to the Graduate Program Review of the Department of Food Science; and Report of the Graduate Program Review Committee, Food Science, Feb. 2014; documents of which can be made available upon request.

Included below is a table showing coursework requirements for similar Food Science PhD programs at other Canadian universities (British Columbia, Alberta, Guelph).

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

Table comparison of the current regulations and proposed regulations in terms of required courses for PhD programme in Food Science at the University of Manitoba (see also appendix)

UM	Food Science			
	Current regulations		Proposed regulations	
	Required courses	Credit hours	Required courses	Credit hours
	12 credit hours of courses required at the 7000 level, 6 credit hours are to be selected from courses (each valued at 3 credit hours) in the Department of Food Science (see appendix).	12	6 credit hours of courses required at the 7000 level, 3 credit hours are to be selected from courses (each valued at 3 credit hours) in the Department of Food Science (see appendix)	6
			Food Science Seminar	3
	TOTAL	12	TOTAL	9
UBC	Food Science			
	FOOD 600 (Ph.D. Seminar)	3		
	≥ 6 credits of Food Science courses at the Graduate level (see appendix). Food Science graduate courses completed during an M.Sc. program may satisfy this requirement.	6		
	TOTAL	9		
UG	Food Science			
	No specific course requirements (see appendix)	0		
	TOTAL	0		
UA	Food Science			
	3 graduate level courses (500 level or higher; minimum 9 credits)	9		
	AFNS 601 Seminar (presentation of 2 seminars and 75%+ attendance)			
	TOTAL	9		

UM = University of Manitoba; UBC = University of British Columbia; UG = University of Guelph; UA = University of Alberta

Notes: If a student transfers from the M.Sc. program to the Ph.D. program, the additional credit hour requirement will be 9 CH. No changes are being proposed to the current Master in Food Science program.

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

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

Dept. of Food Science

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/py

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

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

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 12, 2016 to consider a proposal from the Dept. of Human Anatomy and Cell Science.

Observations:

The **Dept. of Human Anatomy and Cell Science** proposes the reduction of credit hours (CH) for students transferring from the M.Sc. program to the Ph.D. program from 15 CH to 12 CH.

Existing students who transfer from the M.Sc. program to the Ph.D. program are required to complete 9 CH in the M.Sc. program and 6 CH in the Ph.D. program. Students would now be required to complete 6 CH in the M.Sc. program and 6 CH in the Ph.D. program.

Rationale:

- i. When the current credit hour requirement was approved in April 2014, the time allotted for M.Sc. students to transfer into the Ph.D. program was 24 months. This time period has been decreased to 18 months. As a result, the balance between coursework and research has been significantly altered with a relatively greater emphasis on coursework relative to research (i.e., same amount of coursework must be completed in a shorter time period). The Department believes that in deciding whether a student is granted a transfer into the Ph.D. program, the student's progress in their research project and their demonstrated aptitude for research are important elements in forming that decision. Decreasing the course requirement to 6 CH within the first 18 months of the graduate program allows a student to maintain an appropriate proportion of their focus on their research project.
- ii. The credit hours for Ph.D. students are comparable to other "Anatomy and Cell Science" programs in the country.

Credit hour requirements for graduate programs in Anatomy or more commonly, former Depts. of Anatomy that have undergone a name change:

UBC: Cell & Developmental Biology (formed in part from the Dept. of Anatomy)

M.Sc. Students: 12 credit hrs.

Ph.D. Students: No course work required if MSc is in related discipline.

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

U Saskatchewan (Anatomy & Cell Biology)

M.Sc. Students: 9 credit hrs.

Ph.D. Students: 3 credit hrs. if M.Sc. completed; otherwise 12 credit hours.

UWO (Anatomy & Cell Biology)

M.Sc. Students: 6 credit hrs.

Ph.D. Students: 6 credit hrs.

Queen's: Biomedical & Molecular Sciences (includes Anatomy & Cell Biology)

M.Sc. Students: 12 credit hrs.

Ph.D. Students: 0 credit hrs. if M.Sc. completed.

U Ottawa (Cellular & Molecular Medicine)

M.Sc. Students: 6 credit hrs (plus seminar course: presentation and regular attendance)

Ph.D. Students: 6 credit hrs. (plus seminar course: presentation and regular attendance)

McGill (Anatomy & Cell Biology)

M.Sc. Students: 9 credit hrs. (plus a seminar course; 3 terms).

Ph.D. Students: 6 credit hrs. (plus a seminar course; 3 terms).

Dalhousie: Medical Neuroscience (formerly Anatomy & Neurobiology)

M.Sc. Students: 12 credit hrs.

Ph.D. Students: 0 credit hrs. unless they have not taken an Anatomy course

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

Dept. of Human Anatomy and Cell Science

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/py

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Report of the University Discipline Committee regarding revisions to the Student Discipline Bylaw and related procedures

Preamble:

1. The Student Discipline Bylaw and Procedures are found on the website at:
http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html
2. At its meeting on March 3, 2016, the Committee considered a proposal from the behavioural policies working group regarding revisions to the Student Discipline Bylaw and related procedures.
3. As per 2.13.4 of the Student Discipline Procedure, it is the responsibility of the University Discipline Committee to “review the Student Discipline Bylaw and related Procedures periodically and, if necessary, to recommend changes to it.”

Observations:

1. Revisions to the Student Discipline Bylaw and procedures were made as part of a review of the University’s behavioural policies. The intent of the review was to address the following concerns:
 - (a) A need to ensure compliance with The Human Rights Code (Manitoba) and The Workplace Safety and Health Regulation (Manitoba);
 - (b) A desire to more clearly outline and streamline the University’s response to sexual assault on campus;
 - (c) A need for clarity with students and employees about behavioural expectations;
 - (d) A need to respond to a changing environment including the growing use of social media; and
 - (e) A need for consistency in addressing student misconduct and concerning behaviour across the University.
2. The working group responsible for the review included the following members: Susan Gottheil, Vice-Provost (Students), Jeff Leclerc, University Secretary; Jay Doering, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies; Greg Juliano, Associate Vice-President (Human Resources); Naomi Andrew, General Counsel and Director, Fair Practices and Legal Affairs; Alan Scott, Chief Risk Officer; Jackie Gruber, Human Rights and Conflict Management Officer; Brandy Usick, Director, Student Advocacy and Accessibility; Maria Versace, Legal Counsel; and Marcia Yoshida, Student Appeals Officer

3. On November 19, 2015 a presentation was made to the Committee by representatives of the working group regarding proposed revisions to the Student Discipline Bylaw and Procedure, as well as other University behavioural policies and procedures, and the Committee was given an opportunity to ask questions and provide feedback. This presentation was made as part of a University wide consultation which included a total of 17 presentations, as well as opportunity to provide feedback online and by email.
4. Ms. Maria Versace (Office of Legal Counsel) has provided a summary document of the feedback received and a response to the feedback, which is attached to this report.
5. Some changes to note are:
 - (a) The Procedure has been separated into three separate procedures:
 - (i) Student Academic Misconduct Procedure
 - (ii) Student Non-Academic Misconduct and Concerning Behaviour Procedure
 - (iii) Student Discipline Appeal Procedure
 - (b) The Student Academic Misconduct Procedure and Student Non-Academic Misconduct and Concerning Behaviour Procedure include an Investigation Procedure.
 - (c) The Student Academic Misconduct Procedure and Student Non-Academic Misconduct and Concerning Behaviour Procedure each include a decision section which outlines the information which should be included in a decision letter.
 - (d) Detailed descriptions of Academic Misconduct and Non-Academic Misconduct.
 - (e) The Student Non-Academic Misconduct and Concerning Behaviour Procedure includes a definition of Concerning Behaviour and outlines steps to take in situations involving Concerning Behaviour.
6. The Committee will monitor the implementation of the revised bylaw and procedures and make appropriate recommendations as required.

Recommendation:

The University Discipline Committee recommends:

THAT the revisions to the Student Discipline Bylaw and related procedures be approved.

Respectfully submitted,
Dr. Donald Fuchs, Chair
University Discipline Committee

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



MEMORANDUM

TO: Jeff Leclerc, University Secretary

cc. Susan Gottheil, Vice-Provost (Students)
Jay Doering, Vice-Provost (Graduate Education) and Dean, Graduate Studies

FROM: Maria Versace, Legal Counsel

DATE: March 9, 2016

Re: **Student Discipline Bylaw – policy revision**



On December 2, 2015, I presented to Senate on the proposed changes to the University's behavioural policies, including the *Respectful Work and Learning Environment (RWLE) Policy*, the *Violent or Threatening Behaviour Policy*, the *Inappropriate or Disruptive Student Behaviour Policy*, and the *Student Discipline Bylaw*. The community consultations on these policies have now been completed and we are in the process of reviewing and incorporating (where appropriate) the comments received on each of the policies.

The majority of comments focused on the *RWLE Policy*, the proposed *Sexual Assault Protocol*, and the *Violent and Threatening Behaviour Policy*. As a result, the review of these policies is ongoing and these policies will be submitted for review and approval at a subsequent date.

With respect to the *Student Discipline Bylaw* and related procedures, the comments received were both constructive and useful, and most of the comments were incorporated into the documents. The documents were reviewed and approved by the University Discipline Committee on March 3, 2016, and are now ready for submission to Senate Executive and Senate.

For reference, I have provided an overview of the revision process, the comments received, and the changes made to the Bylaw and procedures from the version sent out for consultation. I ask that you submit these documents for review by Senate Executive and by Senate on their next agendas. Ms. Susan Gottheil, Vice-Provost (Students), and Dr. Jay Doering, Vice-Provost (Graduate Education) and Dean of Graduate Students, will be available to speak to the policies at Senate on April 6, 2016. I will also be available if required to provide additional information regarding the revisions.

PURPOSE OF REVISION TO STUDENT DISCIPLINE BYLAW

The review of the *Student Discipline Bylaw* and related procedures was guided by three main concerns:

- A need to clarify behavioural expectations for students;
- A need to be responsive to a changing environment (including the growing use of social media); and
- A need to be consistent in addressing student misconduct and concerning behaviour across the university.

With these concerns in mind, the main purpose of the revision was to clearly define the University's jurisdiction in reviewing student conduct, to clearly distinguish between student academic misconduct and student non-academic misconduct, to give guidance on how to conduct an investigation under the Bylaw, and to outline a protocol for dealing with students who exhibit concerning behaviour.

OVERVIEW OF MAIN REVISIONS TO STUDENT DISCIPLINE BYLAW

As identified during the consultation process and previous presentation to Senate, the *Student Discipline Bylaw* has been separated out into three distinct procedures:

- Student Academic Misconduct Procedure;
- Student Non-Academic Misconduct and Concerning Behaviour Procedure; and
- Student Discipline Appeal Procedure.

The draft "Student Academic Misconduct" and "Student Non-Academic Misconduct and Concerning Behaviour" procedures cover jurisdiction, investigation, consultation, decisions, and confidentiality. They also provide definitions for "Academic Misconduct" and "Non-Academic Misconduct", and the Bylaw separates the jurisdiction of disciplinary authority for each into separate tables. The layout of the tables has been improved for easier navigation. In addition, the provisions regarding Suspension, Expulsion and Reprimand have been reorganized for better flow.

With respect to the draft *Student Non-Academic Misconduct and Concerning Behaviour* procedure:

- The former *Inappropriate and Disruptive Student Behaviour Policy* will be replaced with the draft section on "concerning behaviour" in the *Student Non-Academic Misconduct and Concerning Behaviour* procedure. This section now reflects a clear reporting protocol, and also outlines the role of STATIS (which is referred to simply as a "staff conference" under 2.1.3(c) of the current *Inappropriate and Disruptive Student Behaviour Policy*) and of UMSS.

- Currently, the Vice-Provost (Students) acts only under the delegated jurisdiction of the President or Vice-President (Administration). In the draft procedure, the Vice-Provost (Students) will be the disciplinary authority for matters of Student Non-Academic Misconduct and Concerning Behaviour affecting the University generally.
- Behaviour identified as "Non-Academic Misconduct" are cross-referenced, where appropriate, with related policies such as the RWLE policy, the Violent or Threatening Behaviour policy, the proposed Sexual Assault Policy (which will be submitted for approval in the coming weeks), the Use of Computer Facilities policy, the Campus Alcohol policy, and the Residence Contract.

With respect to the draft *Student Academic Misconduct* procedure, behaviours identified as "Academic Misconduct" are reflective of definitions created by the Academic Integrity Working Group and the Associate Deans (Undergraduate). The purpose of this revision is to work towards consistent definitions and understandings of academic misconduct across the University.

Finally, with respect to the *Appeal Procedure*, the content has been reorganized for better flow and consistency in terminology. There has also been clarification of the role of the parties at each stage and the representation allowed for the Appellant and the Respondent at each level of appeal.

CONSULTATION PROCESS

In total, 17 presentations on the behavioural policies were made between the months of October and December, including the presentation to Senate, presentations to each union (UMFA, AESES, UNIFOR, CUPE and CUPE Engineering), presentations to the Associate Deans (Undergraduate), to the Student Experience Committee, to staff members within Student Support, to the Sexual Assault Working Group (SAWG), to the UMSU senior sticks and to UMSU Council, to the University Discipline Committee, and to the broader community at both Fort Garry Campus and Bannatyne Campus. In addition, the behavioural policies were sent to all LASH committees and to the OSHA committee for review. Approximately 24 emails with feedback were received, 10 of which came through the consultation website. The remaining emails were sent by individuals and by groups in response to the presentations.

FEEDBACK RECEIVED AND ADDITIONAL REVISIONS MADE

With respect to the *Student Discipline Bylaw* and related procedures, the working group reviewed the feedback and incorporated changes to the drafts sent for consultation where appropriate. Representatives from UMSU and the GSA were also given an opportunity to comment on the proposed revisions before submission to the University Discipline Committee. I have included a summary of the specific feedback received, as well as the working group's response to that feedback. This information was submitted to the University Discipline Committee for review and approval on March 3, 2016.

APPROVAL BY UNIVERSITY DISCIPLINE COMMITTEE

On March 3, 2016, the University Discipline Committee reviewed the feedback received on the *Student Discipline Bylaw* and approved the revised drafts, subject to 2 additional revisions:

1. **2.5 (c)** of the Student Academic Misconduct Procedure should be changed to:

Inappropriate collaboration – when a Student and any other person work together on assignments, projects, tests, labs or other work unless otherwise authorized by the course instructor.

2. **2.5 (d)** of the Student Non-Academic Misconduct and Concerning Behaviour Procedure should be changed to remove the words “or disrespect for”.

These changes have been made to the documents and, on this basis, I ask that you forward the Bylaw and related procedures to Senate Executive, Senate, and the Board of Governors for review and approval.

Please let me know if you require any additional information regarding the *Student Discipline Bylaw* and related procedures.

S:\Legal\University Secretary\2013\1033 - Student Discipline Bylaw\Memo to University Secretary re Student Discipline Bylaw - March 9 2016.docx

STUDENT DISCIPLINE BYLAW

Feedback Received	Response to Feedback
2.5: <i>remove 'academic history' . When the change of grade paper work is submitted to the Registrar's office, the "Grade Change Reason" often says "Discipline" but this is not on the transcript.</i>	➤ <i>This suggestion was not incorporated because there are things on the transcript that are not grade-related</i>
2.23 <i>This is unclear – it sounds like an Disciplinary Authority can “indefinitely suspend” and students do not have right to appeal?</i>	➤ <i>This was addressed by clarifying that only the <u>discretionary decision to lift</u> a suspension or expulsion is not appealable. The original decision to impose a suspension or expulsion remains appealable.</i>
2.28 <i>The University Secretary's office does not currently maintain records of disciplinary actions. It merely maintains the summaries that are provided for the annual report.</i>	➤ <i>This section was deleted.</i>

In addition to the above, the following changes were made to the Bylaw:

- 2.1(s)** *"University Librarian" was added to the definition of "Unit Head".*
- 2.1(v)** *The section referenced in the definition of UDC changed from "2.54" to "2.53" due to the deletion of section 2.41 in the Appeal Procedure.*
- 2.5(a)** *The cross-reference to Table 3 was incorrect in the draft for consultation and has been modified to reflect the section referenced in the current Bylaw.*
- 2.6** *Revised to be consistent with other sections.*
- 2.11** *Language was added for clarification purposes.*
- 2.15** *The section was divided into 2 subsections to clarify the different procedure for undergraduate versus graduate students.*
- 2.26** *Revised to be consistent with other sections.*
- 7.1** *The cross-references were modified to reflect the fact that the "Sexual Assault Protocol" is being revised to be a stand-alone "Sexual Assault Policy", with the "Respectful Work and Learning Environment Procedure" being renamed as the "RWLE and Sexual Assault Procedure".*

STUDENT ACADEMIC MISCONDUCT PROCEDURE

Feedback Received	Response to Feedback
2.5(b) <i>The words "purposeful" and "unintentional" are contradictory. Remove word "purposeful".</i>	➤ <i>The word "purposeful" was deleted.</i>
2.14 <i>Is what is meant here the hold comes off after a decision is made by the disciplinary authority?</i>	➤ <i>Yes.</i>
2.15-2.19 <i>General comment: What would be helpful here is to add the procedural guidelines that are currently provided on the AI site. (e.g. outline the steps to follow, when consultation with other AD takes place and if invited to investigative meeting (which is current process), need to address departments/faculties practice of having instructor present at these meetings.)</i>	➤ <i>Supporting documents on the AI site and Fair Investigation workshop would address this. No change to procedure is needed.</i>
2.17 <i>Wonder if should explain what is meant by "essential nature of the allegations".</i>	➤ <i>Not necessary to explain.</i>
2.17 <i>How would the disciplinary authority determine when to give access to documentary and other evidence. Students would always prefer to see the evidence ahead of time.</i>	➤ <i>Determination as to whether access is required to fulfil procedural fairness requirements is often case-specific and the University is providing additional guidance on these issues through LOD sessions on Fair Investigations and Fair Hearings. No change to language needed.</i>
2.18 <i>The use of the word "may": does this cover instances when the student responds to the allegations in writing versus meeting face to face, for example one course and large number of allegations has necessitated process that allows for written responses</i>	➤ <i>Yes.</i>

In addition to the above, the following changes were made to the Student Academic Misconduct procedure:

- 2.1(p)** *"University Librarian" was added to the definition of "Unit Head";*
- 2.3(a)(vi)** *Language was added to the definition of "University Matter" with respect to student and/or employee exchanges to clarify that the exchange must have been arranged in connection with the University.*
- 2.3(b)(ii)** *Reference to "a representative of the University Community" under the definition of "University Matter" was unclear and has been deleted.*
- 2.3(b)(iii)** *Section on writings, photographs, etc. under the definition of "University Matter" has been revised to include specific reference to social media.*
- 2.25** *Reference to a "Breach" was included in the original draft in error. This term has been removed and replaced with "an incidence of Academic Misconduct".*

STUDENT NON-ACADEMIC MISCONDUCT PROCEDURE

Feedback Received	Response to Feedback
<p>2.1(y) <i>Include a specific reference to the Sexual Assault Protocol in the definition of violence.</i></p>	<p>➤ <i>Not necessary. The term "Violence" as defined could include sexual assault without specific reference, and the definition of "Non-Academic Misconduct" under section 2.5 includes both "Sexual Assault" and "Violence".</i></p>
<p>2.3 <i>The definition of "University Matter" should include social media groups and publications that have some connection to a university population, such as a student group or a specific faculty.</i></p>	<p>➤ <i>Section on writings, photographs, etc. under the definition of "University Matter" has been revised to include specific reference to social media.</i></p>
<p>2.26(a) <i>Clarify "self-harm" as follows: "Self-harm involving significant bodily injury (e.g., deep cuts, serious burns, broken bones), neglect (e.g., voluntary restriction of food intake), expressions of suicidal intent (e.g., student threatens to act on suicidal thoughts), or potentially dangerous behaviour (e.g., acute intoxication)."</i></p>	<p>➤ <i>No change made. This clarification is better to be in a guideline or educational document.</i></p>
<p>2.26(b) <i>Add "apparent detachment from reality" to section.</i></p>	<p>➤ <i>Language added as recommended.</i></p>
<p>2.31(b) <i>Replace this section with more general wording similar to the following: "The Executive Director of Student Support may consult with colleagues to determine whether or not an involuntary psychiatric assessment is advisable according to mental health legislation and regulations and provide information to the Unit Head regarding how to proceed."</i></p>	<p>➤ <i>Language added as recommended, minus the reference to "provide information to the Unit Head regarding how to proceed".</i></p>

<p>2.32 Clarify what “corrective action” means, possibly including definition of “risk to the community”.</p>	<p>➤ No change made. The language proposed is in accordance with the Workplace Safety and Health Regulation for dealing with Violence and Harassment, and has been included here for consistency between the policies.</p>
<p>2.33 Include a qualifying statement regarding limitations to reporting for regulated health service providers (where it does not conflict with professional ethics or regulatory obligations to preserve confidentiality, as in the case of regulated health service providers).</p>	<p>➤ No change made. Qualifying statement is not needed.</p>

In addition to the above, the following changes were made to the Student Non-Academic Misconduct and Concerning Behaviour procedure:

- 2.1(g)** Cross-reference to the "Respectful Work and Learning Environment procedure" has been revised to refer to the "RWLE and Sexual Assault Procedure", as this will now be a common procedure under 2 policies.
- 2.1(h)** "Disrespectful Conduct" will no longer be a defined term under the RWLE policy, so this definition has been deleted.
- 2.1(i)** Cross-reference to the "Respectful Work and Learning Environment procedure" has been revised to refer to the "RWLE and Sexual Assault Procedure", as this will now be a common procedure under 2 policies.
- 2.1(m)** Cross-reference to the "Sexual Assault Protocol" has been revised to refer to a "Sexual Assault Policy", as this will now be a stand-alone policy.
- 2.1(u)** "University Librarian" was added to the definition of "Unit Head";
- 2.1(y)** "Violence" was revised to remove "any threatening statement or behaviour that may cause emotional trauma" as part of the definition, as this subsection is going to be removed from the Violent or Threatening Behaviour (VTB) policy. While this language is found within the current VTB policy, it goes beyond the definition of "violence" within The Workplace Safety and Health Regulation and would be covered under the remainder of the definition, which includes "any threatening statement or behaviour that gives a person reasonable cause to believe that physical force will be used against the person".

- 2.3(a)(vi)** *Language was added to the definition of "University Matter" with respect to student and/or employee exchanges to clarify that the exchange must have been arranged in connection with the University.*
- 2.3(b)(ii)** *Reference to "a representative of the University Community" under the definition of "University Matter" was unclear and has been deleted.*
- 2.5(c)** *"Disrespectful Conduct" will no longer be a defined term under the RWLE policy, so this term has been deleted from the definition of "Non-Academic Misconduct".*
- 2.6** *Cross-reference to the "Respectful Work and Learning Environment policy and procedure" has been revised to refer to the "Sexual Assault Policy" and the "RWLE and Sexual Assault Procedure", as there will now be 2 stand-alone policies and a common procedure. Reference to "Disrespectful Conduct" has also been removed from 2.6(a), as this will no longer be a defined term under the RWLE policy.*
- 2.33** *Reference to a "Breach" was included in the original draft in error. This term has been removed and replaced with "an incidence of Non-Academic Misconduct or Concerning Behaviour".*
- 6.1** *The cross-references were modified to reflect the fact that the "Sexual Assault Protocol" that was sent for community consultation is being revised to be a stand-alone "Sexual Assault Policy", with the "Respectful Work and Learning Environment Procedure" being renamed as the "RWLE and Sexual Assault Procedure".*

TABLES

Table 1: Jurisdiction for Student Academic Misconduct

s.5: Reference to "Faculties/Schools" changed to "Faculties/Colleges/Schools".

Table 2: Jurisdiction for Student Non-Academic Misconduct and Concerning Behaviour

s.9: Reference made to "Sexual Assault Policy", as this will now be a stand-alone policy.

Table 3: Disciplinary Actions

No changes.

STUDENT DISCIPLINE – APPEAL PROCEDURE

Feedback Received	Response to Feedback
2.5 <i>Is there a need to define what is “reasonable”?</i>	➤ <i>Not necessary.</i>
2.11 <i>Add St. John's and St. Andrews Colleges?</i>	➤ <i>No, they are separate institutions with their own policies and contracts for student residence.</i>
2.33 <i>Add in sentence that parties provided with names of panel members in advance and/or cross reference with 2.44 as typically this information is part of the appeals package</i>	➤ <i>Language added to s.2.43 (formerly 2.44) that the names of members of the LDC hearing panel must be disclosed with the hearing package.</i>
2.41 <i>Does 2.41 create situation where student may feel strongly compelled to retain legal counsel?</i>	➤ <i>Section 2.41 was deleted and language added to s.2.40 to make rules regarding representation equal for both the appellant and respondent.</i>

In addition to the above, the following changes were made to the Student Discipline - Appeal Procedure:

- 2.1(p)** *Cross-reference to the "Respectful Work and Learning Environment policy, procedure, and Sexual Assault Protocol" has been revised to refer to the "Sexual Assault Policy", as this will now be a stand-alone policy.*
- 2.1(u)** *"University Librarian" was added to the definition of "Unit Head";*
- 2.7** *Cross-reference was added to the LDC and UDC sections on lawyers.*
- 2.8** *Cross-reference was added to the sections on the Appellant's right to not testify.*
- 2.38** *Reference added to the "Sexual Assault policy", as this will now be a stand-alone policy.*
- 2.85** *Reference added to the "Sexual Assault policy", as this will now be a stand-alone policy.*

UNIVERSITY OF MANITOBA BYLAW

BYLAW:	STUDENT DISCIPLINE
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	<i>The University of Manitoba Act, s.16(1)(d)</i>
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Bylaw

- 1.1 The reason for this Bylaw is to outline the Disciplinary Actions available to Disciplinary Authorities and the subsequent appeal process available to Students for findings of Academic Misconduct and Non-Academic Misconduct.

Part II Policy Content

Definitions

- 2.1 The following terms are defined for the purpose of this Bylaw:
- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Academic Misconduct Procedure.
 - (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes

a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.

- (c) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (d) **"Bylaw"** means the Student Discipline Bylaw.
- (e) **"College"** means a Professional College as defined under the Definitions of Academic Units Policy.
- (f) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3: Disciplinary Actions and Disciplinary Authorities.
- (g) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline under:
 - (i) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct; or
 - (ii) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct.
- (h) **"Expulsion"** has the same meaning as defined under section 2.16 of this Bylaw.
- (i) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units Policy.
- (j) **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
- (k) **"Reprimand"** has the same meaning as defined under section 2.6 of this Bylaw.
- (l) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units Policy.
- (m) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;
 - (ii) **Admitted** – an individual who has accepted an offer of admission to the University;

- (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving Suspension due to academic or discipline;
- (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (n) **"Suspension"** has the same meaning as defined in section 2.8 of this Bylaw.
- (o) **"Table 1"** refers to Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct, which follows the Bylaw.
- (p) **"Table 2"** refers to Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct, which follows the Bylaw.
- (q) **"Table 3"** refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (r) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Bylaw.
- (s) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (t) **"University"** means The University of Manitoba.
- (u) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.
- (v) **"UDC"** means the University Discipline Committee composed under section 2.53 of the Appeal Procedure.

Disciplinary Actions

- 2.2 Students will be subject to Disciplinary Action under this Bylaw for acts of Academic Misconduct and for acts of Non-Academic Misconduct.

- 2.3 The Disciplinary Actions available to a Disciplinary Authority are set out in Table 3.
- 2.4 Once a Disciplinary Action has been implemented, no further Disciplinary Action may be imposed for the same matter except as a result of an appeal by the Student.

Student Academic History/Transcript with regard to Disciplinary Actions

- 2.5 Disciplinary Actions implemented shall not ordinarily be recorded on the Student's academic history / transcript except in the following:
- (a) if the Student receives Suspension or Expulsion under sections 16, 17, 20 or 26 of Table 3; or
 - (b) a Reprimand has been ordered recorded on a Student's academic history / transcript under section 2 of Table 3.

Reprimand

- 2.6 **"Reprimand"** means an action intended to convey stern disapproval to a Student by means of recording their Academic Misconduct or Non-Academic Misconduct on their Student's academic history / transcript.
- 2.7 Where a Reprimand has been ordered to be recorded on the Student's academic history / transcript (see section 2 of Table 3), the Reprimand shall be removed:
- (a) Following the elapse of the specified period of time, upon the written request of the Student to the Registrar; or
 - (b) Earlier, upon a written order from the Disciplinary Authority that implemented the Disciplinary Action.

Suspensions

- 2.8 **"Suspension"** means any withdrawal of one or more rights or privileges for a definite or indefinite period of time.
- 2.9 A Student may receive Suspension from the following:
- (a) a particular course or courses;
 - (b) a department;
 - (c) a Faculty/College/School;
 - (d) the University; or
 - (e) a Residence.

- 2.10 Students who have been suspended for a definite period of time shall, upon the lifting of the Suspension, have the rights or privileges that were suspended automatically reinstated, subject to any conditions attached to the Disciplinary Action proscribing future conduct.
- 2.11 Suspension for an indefinite period of time shall be dealt with as follows:
- (a) In the case of Suspension for an indefinite time by the Executive Director of Enrolment Services, the Suspension may be lifted by the Executive Director of Enrolment Services upon consideration at the written request of the Student, after consultation with the Unit Head(s) of the Unit(s) concerned.
 - (b) In the case of Suspension for an indefinite period of time by a Disciplinary Authority other than the Executive Director of Enrolment Services, the Student may apply to the Disciplinary Authority that imposed the final penalty for a lifting of the Suspension. If the Suspension is lifted, the Student will have the rights or privileges that were suspended automatically reinstated, subject to any conditions attached to the Disciplinary Action proscribing future conduct.
- 2.12 Where a Student has received a Suspension pursuant to sections 2.9(c) or 2.9(d) of this Bylaw, any academic credits earned by the Student at the University or at any academic institution during the period of Suspension shall not be counted as credit toward any degree or program offered by the University, unless at the time of the imposition of the Suspension, the Disciplinary Authority stipulates otherwise.
- 2.13 Where the Student has received Suspension from a Faculty/College/School of the University, any other Faculty/College/School may refuse to register the Student for any course or courses or refuse to accept the Student into their programs, provided that prior to such refusal, the other Faculty/College/School has:
- (a) obtained and considered a written report from the Disciplinary Authority that implemented the Suspension, outlining the circumstances surrounding the Disciplinary Action;
 - (b) provided the Student a copy of the report; and
 - (c) given the Student an opportunity to respond to the report.
- 2.14 A Suspension will appear on the Student's academic history / transcript until such time as the Suspension period has elapsed, when it shall be removed upon the written request of the Student to the Registrar.

- 2.15 In the case of Suspension for supplying false or misleading information in connection with an application for admission (see sections 23 and 24 of Table 3), any notation on the Student's academic history / transcript may only be removed:
- (a) For undergraduate students, by the Registrar upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.
 - (b) For graduate students, by the Registrar in consultation with the Dean, Faculty of Graduate Studies, upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.

Expulsions

- 2.16 **"Expulsion"** means a withdrawal of all rights or privileges available to Students for either a definite or indefinite period of time.
- 2.17 A Student may receive Expulsion from the following:
- (a) a particular course or courses;
 - (b) a department;
 - (c) a Faculty/College/School;
 - (d) the University; or
 - (e) a Residence.
- 2.18 In the case of an Expulsion for a definite period of time, upon expiration of such time, in order to be readmitted, the Student must reapply for admission through normal channels to the appropriate authority having jurisdiction over admission.
- 2.19 In the case of an Expulsion for an indefinite period of time the Student may apply to the Disciplinary Authority that imposed the final penalty for a lifting of the Expulsion. If the Expulsion is lifted, the Student, in order to be readmitted, must reapply for admission through normal channels to the authority having jurisdiction over admission.
- 2.20 Where a Student has received an Expulsion pursuant to sections 2.17(c) or 2.17(d) of this Bylaw, any academic credits earned by the Student at the University or at any academic institution during the period of Expulsion shall not be counted as credit toward any degree or program offered by the University, unless at the time of the imposition of the Expulsion, the Disciplinary Authority stipulates otherwise.
- 2.21 Where the Student has received Expulsion from a Faculty/College/School of the University, any other Faculty/College/School may refuse to register the Student

for any course or courses or refuse to accept the Student into their programs, provided that prior to such refusal, the other Faculty/College/School has:

- (a) obtained and considered a written report from the Disciplinary Authority that implemented the Expulsion, outlining the circumstances surrounding the Disciplinary Action;
- (b) provided the Student a copy of the report; and
- (c) given the Student an opportunity to respond to the report.

2.22 An Expulsion shall appear on the Student's academic history / transcript and may only be removed by the Registrar upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.

Appeals

2.23 Students have a right to appeal decisions made by a Disciplinary Authority, excluding the following decisions which are final:

- (a) Any decision of the UDC.
- (b) The discretionary decision of a Disciplinary Authority to lift a suspension or an expulsion under section 2.11 or section 2.19 of this Bylaw;
- (c) The decision of a Faculty/College/School to refuse a Student under section 2.21.

2.24 Appeals shall be conducted in accordance with the Appeal Procedure.

2.25 Subject to section 2.26 of this Bylaw, no Disciplinary Action shall be implemented and Students shall be permitted to continue in their courses or program until the time for appeal has elapsed or until the Student has waived in writing the right to appeal, whichever occurs first. The Disciplinary Authority must ensure that the Student's work continues to be graded normally and is unaffected until the appeal period has lapsed or the appeal process is complete.

2.26 Section 2.25 of this Bylaw does not apply in the following circumstances:

- (a) Where the Disciplinary Action would be entered on the academic history / transcript of the Student, the Registrar shall be notified by the Disciplinary Authority implementing such Disciplinary Action, and shall not issue any academic transcripts until the appeal period has elapsed or the appeal process is complete;
- (b) Where the Disciplinary Action relating to academic dishonesty or academic fraud may result in a change to the Student's transcript, the Registrar shall be notified by the Disciplinary Authority implementing such

Disciplinary Action, and shall not issue any transcripts until the appeal period has elapsed or the appeal process is complete;

- (c) Where changes in the Student's courses and/or program are directly related to the matter under disciplinary consideration, such changes shall not be permitted; and
- (d) Where if the Disciplinary Action were not implemented, the safety of members of the University Community would be compromised.

Confidentiality

- 2.27 All matters relating to student discipline or appeal must be kept confidential in accordance with applicable University policies and procedures, and The Freedom of Information and Protection of Privacy Act and The Personal Health Information Act.

Annual Reports

- 2.28 The Annual Report of the UDC will contain all the disciplinary matters that have occurred on campus from September 1 to the following August 31 of each Calendar year.
- 2.29 Academic Staff and department heads who have dealt with a disciplinary matter shall report to the Dean/Director of the Faculty/College/School to which each Student belongs, setting out the nature of the offence and particulars of the penalty and the Student's identification number if applicable. The Student's identification number is only used for administrative purposes to reduce the possibilities of errors in duplicate reporting and will not be included in the Annual Report.
- 2.30 Disciplinary Authorities, except members of the Academic Staff and department heads, shall report all disciplinary matters considered by or reported to them to the Chair of the UDC by October 1 of each year. The report shall contain the number of disciplinary matters referred to such person or body, the nature of the offences and particulars of the dispositions, and such further matters as may be required by the UDC.
- 2.31 The recording secretary of the UDC shall prepare and the Chair shall submit a report to the University President by December 1 in each year setting out both a summary of the reports submitted to the Chair of the UDC as well as particulars of the number, nature and disposition of cases appealed to the UDC.
- 2.32 Members of the University Community, shall be kept informed of the nature and disposition of cases dealt with under this Bylaw as the Annual Report shall be presented to the both the Senate and the Board of Governors annually. The names of Students disciplined shall not normally be made public.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Policy is required.
- 3.2 The President is responsible for the implementation, administration and review of this Policy.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Policy.

Part IV Secondary Documents

- 4.1 The President or Approving Body may approve Regulations, Policies and Procedures which are secondary to and comply with this Bylaw.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Bylaw is .
- 5.2 In the interim, this Bylaw may be revised or repealed if:
 - (a) The President or Approving Body deems it necessary or desirable to do so;
 - (b) The Bylaw is no longer legislatively or statutorily compliant; and/or
 - (c) The Bylaw is now in conflict with another Governing Document.
- 5.3 If this Bylaw is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
 - (a) comply with the revised Bylaw; or
 - (b) are, in turn, rescinded.

Part VI Effect on Previous Statements

- 6.1 This Bylaw supersedes:
 - (a) Student Discipline Bylaw, dated January 1, 2009;

- (b) all previous Board/Senate Bylaws, Regulations, Rules, Policies and Procedures, and resolutions on the subject matter contained herein; and
- (c) the previous Faculty/College/School Council Bylaw, Regulations, Procedures, and resolutions on the subject matter contained herein.

Part VII Cross References

7.1 Cross referenced to:

- (a) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
- (b) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
- (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
- (d) Student Discipline – Appeal Procedure;
- (e) Student Academic Misconduct Procedure;
- (f) Student Non-Academic Misconduct and Concerning Behaviour Procedure;
- (g) Definitions of Academic Units Policy.
- (h) Final Examinations and Final Grades Policy and Procedures;
- (i) Respectful Work and Learning Environment Policy;
- (j) Sexual Assault Policy;
- (k) RWLE and Sexual Assault Procedure;
- (l) Use of Computer Facilities Policy and Procedure;
- (m) Violent or Threatening Behaviour Policy and Procedure;
- (n) *The Freedom of Information and Protection of Privacy Act*, C.C.S.M. c. F175;
- (o) *The Personal Health Information Act*, C.C.S.M. c. P33.5.

UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT ACADEMIC MISCONDUCT
Parent Policy:	Student Discipline Bylaw
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedure

- 1.1 The University of Manitoba emphasizes the importance of academic integrity and works diligently to uphold a rigorous and ethical academic environment.
- 1.2 The reason for this Procedure is to:
 - (a) Articulate the University's expectation that all Students maintain the highest standards of integrity;
 - (b) Outline the jurisdiction for each Disciplinary Authority dealing with the Academic Misconduct of Students; and
 - (c) Provide a fair and thorough investigation process into allegations of Academic Misconduct.

Part II Procedure Content

Definitions

2.1 The following terms are defined for the purpose of this Procedure:

- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of this Procedure.
- (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.
- (c) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (d) **"Bylaw"** means the Student Discipline Bylaw.
- (e) **"College"** means a Professional College as defined under the Definitions of Academic Units policy.
- (f) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3.
- (g) **"Disciplinary Authority"** means the disciplinary authority designated to determine a matter of student discipline for Academic Misconduct under Table 1.
- (h) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.
- (i) **"Procedure"** means this Student Academic Misconduct procedure.
- (j) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (k) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;

- (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
 - (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension;
 - (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (l) **"Student Advocate"** is a member of the University's Student Advocacy Office who provides Students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.
 - (m) **"Table 1"** refers to Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct, which follows the Bylaw.
 - (n) **"Table 3"** refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
 - (o) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Procedure.
 - (p) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
 - (q) **"University"** refers to the University of Manitoba.
 - (r) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.
 - (s) **"UMSS"** means the University of Manitoba Security Services.

Scope

- 2.2 This Procedure applies to Student's academic conduct in relation to any University Matter.

2.3 **"University Matter"** means any activity, event, or undertaking in which a member of the University Community participates which has a substantial connection to the University, such as:

- (a) University-related activities or events, including but not limited to:
 - (i) Any activity or event on property owned or controlled by the University;
 - (ii) The leasing of space, including student residence rooms, on property owned or controlled by the University;
 - (iii) The offering of any service by the University, including educational services;
 - (iv) Student placements, practica, or clinical training;
 - (v) University research activities, whether on or off campus;
 - (vi) Student and/or employee exchanges arranged in connection with the University;
 - (vii) Social events or networking, where matters regarding the University or members of the University Community are a significant focus of the activity;
 - (viii) University field trips, travel-study tours, service-learning activities, and similar activities;
- (b) Activities or events involving members of the University Community, where the actions of those members of the University Community may reasonably reflect upon or affect the University, including but not limited to:
 - (i) Any aspect of the employment or engagement of employees and contractors for roles and projects substantially connected to the University;
 - (ii) Participation on a committee or board as a representative of the University;
 - (iii) Writings, photographs, artwork, audio or video recordings, and/or electronic communications, including communications through social media, where matters regarding the University or members of the University Community are a significant focus of the communication;

- (iv) Matters related to The University of Manitoba Students' Union, the Graduate Students' Association, and their affiliated student groups to the extent that it affects the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments; or
- (v) Matters of off-campus conduct that have, or might reasonably be seen to have an adverse effect on the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments.

Academic Misconduct

- 2.4 As members of the University Community, Students have an obligation to act with academic integrity. Any Student who engages in Academic Misconduct in relation to a University Matter will be subject to discipline.
- 2.5 **"Academic Misconduct"** means any conduct that has, or might reasonably be seen to have, an adverse effect on the academic integrity of the University, including but not limited to:
- (a) **Plagiarism** – the presentation or use of information, ideas, sentences, findings, etc. as one's own without appropriate citation in a written assignment, test or final examination.
 - (b) **Cheating on Quizzes, Tests or Final Examinations** – the circumventing of fair testing procedures or contravention of exam regulations. Such acts may be premeditated/planned or may be unintentional or opportunistic.
 - (c) **Inappropriate collaboration** – when a Student and any other person work together on assignments, projects, tests, labs or other work unless authorized by the course instructor.
 - (d) **Duplicate Submission** – cheating where a Student submits a paper/assignment/test in full or in part, for more than one course without the permission of the course instructor.
 - (e) **Personation** – writing an assignment, lab, test, or examination for another Student, or the unauthorized use of another person's signature or identification in order to impersonate someone else. Personation includes both the personator and the person initiating the personation.
 - (f) **Academic Fraud** – falsification of data or official documents as well as the falsification of medical or compassionate circumstances/documentation to gain accommodations to complete assignments, tests or examinations.
- 2.6 Students will be subject to Disciplinary Action for any instance of Academic Misconduct, regardless of whether such behaviour is covered by other

University policies, procedures or bylaws. Matters relating to certain Academic Misconduct may also be subject to additional policies, such as the Responsible Conduct of Research policy and related procedures.

Jurisdiction of Disciplinary Authority

- 2.7 The specific jurisdiction of each Disciplinary Authority designated to determine an allegation of Academic Misconduct is set out in Table 1.
- 2.8 For matters involving the Academic Misconduct of an undergraduate Student, the Disciplinary Authority with the closest connection to the particular alleged Academic Misconduct has jurisdiction over the matter, subject to section 2.10 of this Procedure. However, the Disciplinary Authority must inform the Unit Head of the Student's home Faculty/College/School prior to any investigation.
- 2.9 Matters involving Academic Misconduct of a graduate Student must be referred directly to the Dean of the Faculty of Graduate Studies who shall, in turn, inform the department head or Unit Head of the Student's home department or Unit prior to any investigation and Disciplinary Action.
- 2.10 When the alleged Academic Misconduct, if proven on a balance of probabilities, would:
- (a) Constitute a second instance of Academic Misconduct by the Student; or
 - (b) Be of such severity as to warrant a Disciplinary Action that is not available to the Disciplinary Authority with the closest connection to the matter under Table 1 (e.g. Department Head);
- the matter shall be referred to the next appropriate Disciplinary Authority under Table 1 (e.g. Dean/Director) for investigation and decision.
- 2.11 If a question arises as to which Disciplinary Authority should hear a particular case, the question must be referred to the President for resolution.
- 2.12 If the Academic Misconduct relates to a criminal offence, the Disciplinary Authority must provide relevant information to UMSS for potential follow-up by the appropriate policing authority.

Notice to the Student

- 2.13 If the Disciplinary Authority determines that there is sufficient evidence to initiate an investigation into the allegation of Academic Misconduct, the Student who is the subject of a disciplinary matter will be informed in writing by the Disciplinary Authority (with a copy to the University's Registrar) that:
- (a) An investigation is proceeding in accordance with this Procedure, the nature of the matter being investigated, that the Student may be subject to Disciplinary Action and that a hold will be placed on the Student's record

in accordance with section 2.14 of this Procedure until the allegation is investigated;

- (b) The Student will be given an opportunity to respond to the allegation and, if a meeting is scheduled, notice will be provided as to who will be present on behalf of the University at the meeting;
- (c) The Student may seek advice and representation from a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Student's immediate family or other support person as may be appropriate. It is the sole responsibility of the Student to determine the adequacy of the Student's representation;
- (d) Failure to respond by a specified date will result in the matter being considered without the Student's response;
- (e) The Student may obtain a copy of this Procedure, the Bylaw and related procedures. These documents are available online or from the Office of the University Secretary or the Student Advocacy office;
- (f) The Student has a right to appeal in accordance with the Bylaw and Appeal Procedure.

Student Records

- 2.14 The Disciplinary Authority will request that the Registrar place a hold on the Student's record to prevent the issuance of transcripts, transfers between Faculty/College/School and changes in registrations until the alleged Academic Misconduct is investigated. Until a decision has been made and any appeal process available under the Bylaw has concluded, the Student shall be permitted to continue in the course or program until the case is heard and the Disciplinary Authority must ensure the Student's work continues to be graded normally and is unaffected by the allegation of Academic Misconduct, subject to sections 2.25 and 2.26 of the Bylaw.

Investigation Procedure

- 2.15 Subject to section 2.16 of this Procedure, the Disciplinary Authority will, either personally or through a designate, conduct an investigation into the allegations of Academic Misconduct in any manner that he or she deems appropriate to the nature of the circumstances and the seriousness of the issues involved and any admissions made during the investigation. This may include some or all of:
- (a) Interviewing witnesses;
 - (b) Reviewing documents and records (both paper and electronic);

- (c) Reviewing photographs, audio, and video recordings;
 - (d) Examining physical evidence;
 - (e) Arranging for testing of physical evidence;
 - (f) With the consent of participants, arranging for medical or psychological evaluations; and/or
 - (g) Submitting a Third Party Data Access Request Form to IST regarding accessing electronic systems and consulting with Access & Privacy Office as required to facilitate the request.
- 2.16 The Disciplinary Authority may choose not to personally investigate where the issue has been or may be investigated pursuant to another University policy, procedure or bylaw.
- 2.17 The Disciplinary Authority will conduct the investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Disciplinary Authority will consider that:
- (a) The Student must be informed of the essential nature of the allegations against him or her, including where necessary, having access to documentary and other evidence, and in some cases (subject to the provisions of confidentiality found in this Procedure) the identity of the complainant;
 - (b) The Student must be provided an opportunity to respond to the allegations;
 - (c) While strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and
 - (d) Witnesses may wish to consult with or respond through an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).
- 2.18 The Disciplinary Authority (or designate) may meet with the Student to present the facts/evidence concerning the allegation and to give the Student an opportunity to respond to the allegation and present his/her explanation of the matter. The Disciplinary Authority will give notice to the Student as to who will be present on behalf of the University at such a meeting.
- 2.19 The Disciplinary Authority will inform the Student that a written decision letter will be sent normally within five (5) working days of receiving the Student's response. If the Student does not respond within a reasonable time, the Disciplinary Authority will consider the matter and make a decision in the absence of the Student's response and based on the information that is available.

Decision

- 2.20 At the conclusion of the investigation, the Disciplinary Authority will inform the Student of his or her decision in writing and will include, at minimum, the following:
- (a) A summary of the allegation of Academic Misconduct;
 - (b) A summary of the process and key timelines in the investigation;
 - (c) A summary of the key evidence obtained through the investigation, including the response of the Student to the allegation;
 - (d) An indication of which key evidence was considered credible and reliable;
 - (e) A conclusion as to whether, on a balance of probabilities, the Academic Misconduct occurred;
 - (f) A summary of the reasons for the conclusion;
 - (g) A summary of any Disciplinary Action instituted in accordance with the Bylaw and section 2.21 of this Procedure; and
 - (h) If Disciplinary Action is taken, information about the right to appeal, the time period for appeal, and the person and contact information for the submission of an appeal, in accordance with the Bylaw.
- 2.21 Where there is a finding of Academic Misconduct, the Disciplinary Authority will consider any previous findings of Academic Misconduct before determining the appropriate Disciplinary Action under the Bylaw. In the case where the Disciplinary Authority is not the Unit Head of the Faculty/College/School in which the Student is registered, the Disciplinary Authority will determine the appropriate Disciplinary Action in consultation with the Unit Head of that Faculty/College/School.
- 2.22 The Disciplinary Authority will send a copy of their decision to the Registrar and to the Unit Head of the Faculty/College/School in which the Student is registered.

Appeals

- 2.23 Students have a right to appeal Disciplinary Actions in accordance with the Bylaw and Appeal Procedure.

Obligations of Confidentiality by the University

- 2.24 In respect of an incidence of Academic Misconduct, the University will not disclose the name of the complainant, the Student, or the circumstances related to the complaint to any person, other than where the disclosure is:

- (a) Necessary to investigate the complaint or take corrective action with respect to the complaint; or
 - (b) Required by law.
- 2.25 Personal information that is disclosed under section 2.24 above in respect of an incidence of Academic Misconduct will be the minimum amount necessary for the purpose.

Obligations of Confidentiality by the Disciplinary Authority

- 2.26 The Disciplinary Authority, in conducting the investigation, will exercise discretion to ensure that individuals participating in the investigation are only provided with such information as they may reasonably need to know to be effective witnesses, or in the case of an accused Student, to address the allegations against them in accordance with the principles of procedural fairness and natural justice. Individuals participating in the investigation may not necessarily be provided with all information, documentation, the names of complainants or other witnesses.
- 2.27 The Disciplinary Authority will advise all persons involved with an investigation as to their obligations regarding confidentiality, and the protections available to them under this Procedure.

Obligations of Confidentiality by the Others

- 2.28 All persons involved in an investigation of an incident of Non-Academic Misconduct or Concerning Behaviour, whether as a witness or retrieving relevant information or documents, must keep confidential:
 - (a) The existence and nature of the investigation; and
 - (b) Any information or documentation obtained as a result of the investigation;which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Access & Privacy Office.
- 2.29 Notwithstanding section 2.28, the Complainant, the Respondent, and witnesses involved in the investigation may:
 - (a) Obtain confidential advice (including advice from a Student Advocate or lawyer, as may be appropriate);
 - (b) Disclose information to others only to the extent reasonably necessary to gather evidence and, in the case of an accused Student, to make full answer and defense to the allegations; and
 - (c) Use information obtained independent of the investigation in any other forum.

Records Management

- 2.30 The Disciplinary Authority will maintain files with respect to each complaint in accordance with the Records Management policy and procedure.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Procedure is required.
- 3.2 The President is responsible for the implementation, administration and review of this Procedure.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Procedure may be revised or repealed if:
- (a) the President or the Approving Body deems it necessary or desirable to do so;
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) the Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Procedure supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VI

Cross References

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Student Discipline Bylaw;
 - (b) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
 - (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
 - (d) Student Discipline - Appeal Procedure;
 - (e) Definitions of Academic Units Policy;
 - (f) Responsible Conduct of Research Policy and Procedures;
 - (g) Records Management Policy and Procedure;
 - (h) Use of Computer Facilities Policy and Procedure;
 - (i) Third Party Data Access Request Form;
 - (j) Student Advocacy Office Policy.

UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR
Parent Policy:	Student Discipline Bylaw
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedure

1.1 The reason for this Procedure is to:

- (a) Articulate the University's expectation that all Students act in a fair and reasonable manner toward their peers, the faculty, staff, administration and the physical property of the University;
- (b) Outline the jurisdiction for each Disciplinary Authority dealing with the Non-Academic Misconduct of Students;
- (c) Provide a fair and thorough investigation process for allegations of Non-Academic Misconduct;
- (d) Coordinate an action plan for Students exhibiting Concerning Behaviour that includes supports and a clear referral mechanism for members of the University Community.

Part II Procedure Content

Definitions

2.1 The following terms are defined for the purpose of this Procedure:

- (a) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.
- (b) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (c) **"Bylaw"** means the Student Discipline Bylaw.
- (d) **"College"** means a Professional College as defined under the Definitions of Academic Units policy.
- (e) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3.
- (f) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline for Non-Academic Misconduct under Table 2.
- (g) **"Discrimination"** has the same meaning as defined in section 2.3 of the RWLE and Sexual Assault procedure.
- (h) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units policy.
- (i) **"Harassment"** refers to Personal Harassment, Human Rights Based Harassment, and/or Sexual Harassment as defined in section 2.10 of the RWLE and Sexual Assault procedure.
- (j) **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of this Procedure.
- (k) **"Procedure"** means this Student Non-Academic Misconduct and Concerning Behaviour procedure.

- (l) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.
- (m) **"Sexual Assault"** has the same meaning as defined in section 2.1 of the Sexual Assault Policy.
- (n) **"STATIS"** means the Student/Staff Threat Assessment Triage Intervention Support team established pursuant to section 2.11 of the Violent or Threatening Behaviour procedure.
- (o) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;
 - (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
 - (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension;
 - (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (p) **"Student Advocate"** is a member of the University's Student Advocacy Office who provides Students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.
- (q) **"Table 2"** refers to Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct, which follows the Bylaw.
- (r) **"Table 3"** refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (s) **"UMSS"** means the University of Manitoba's Security Services.
- (t) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Procedure.
- (u) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President,

Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.

- (v) **"University"** refers to the University of Manitoba.
- (w) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.
- (x) **"University Matter"** has the same meaning as defined in section 2.3 of this Procedure.
- (y) **"Violence"** means:
 - (i) The attempted or actual exercise of physical force against a person; or
 - (ii) Any threatening statement or behaviour that gives a person reasonable cause to believe that physical force will be used against the person.

SCOPE

2.2 This Procedure applies to a Student's non-academic conduct in relation to any University Matter.

2.3 **"University Matter"** means any activity, event, or undertaking in which a member of the University Community participates which has a substantial connection to the University, such as:

- (a) University-related activities or events, including but not limited to:
 - (i) Any activity or event on property owned or controlled by the University;
 - (ii) The leasing of space, including student residence rooms, on property owned or controlled by the University;
 - (iii) The offering of any service by the University, including educational services;
 - (iv) Student placements, practica, or clinical training;
 - (v) University research activities, whether on or off campus;
 - (vi) Student and/or employee exchanges arranged in connection with the University;

- (vii) Social events or networking, where matters regarding the University or members of the University Community are a significant focus of the activity;
 - (viii) University field trips, travel-study tours, service-learning activities, and similar activities;
- (b) Activities or events involving members of the University Community, where the actions of those members of the University Community may reasonably reflect upon or affect the University, including but not limited to:
 - (i) Any aspect of the employment or engagement of employees and contractors for roles and projects substantially connected to the University;
 - (ii) Participation on a committee or board as a representative of the University;
 - (iii) Writings, photographs, artwork, audio or video recordings, and/or electronic communications, including communications through social media, where matters regarding the University or members of the University Community are a significant focus of the communication;
 - (iv) Matters related to The University of Manitoba Students' Union, the Graduate Students' Association, and their affiliated student groups to the extent that it affects the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments; or
 - (v) Matters of off-campus conduct that have, or might reasonably be seen to have an adverse effect on the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments.

NON-ACADEMIC MISCONDUCT

- 2.4 Any Student who engages in Non-Academic Misconduct in relation to a University Matter will be subject to discipline.
- 2.5 **"Non-Academic Misconduct"** means any conduct that has, or might reasonably be seen to have, an adverse effect on the integrity or proper functioning of the University or the health, safety, rights or property of the University or members of the University Community, such as:
- (a) Threats of harm or actual harm by any means (including electronic means) to another person, including but not limited to:

- (i) Discrimination;
- (ii) Hazing;
- (iii) Harassment;
- (iv) Possession or use of dangerous objects, in violation of any applicable law;
- (v) Sexual Assault;
- (vi) Stalking behaviour, including repetitive behaviour directed at a specific person which reasonably causes that person alarm, distress, fear or a change of normal behavior;
- (vii) Violence;
- (b) Property-related misconduct, including but not limited to:
 - (i) Theft;
 - (ii) Threats to or damage of University property;
 - (iii) Vandalism;
- (c) Inappropriate or disruptive behavior, including but not limited to:
 - (i) Actions which habitually interfere with the learning environment or requires the inordinate time and attention of faculty and staff;
 - (ii) Alcohol or substance abuse;
 - (iii) Disorderly behaviour;
 - (iv) Indecent exposure;
 - (v) Unprofessional conduct;
- (d) Abuse of the process of University policies, procedures or regulations, including but not limited to:
 - (i) Abuse of computer privileges;
 - (ii) Breach of student residence rules or regulations;
 - (iii) Failure to comply with a previously imposed Disciplinary Action;
 - (iv) Frivolous or vexatious complaints or appeals.

- 2.6 Students will be subject to Disciplinary Action for any instance of Non-Academic Misconduct, regardless of whether such behaviour is covered by other University policies, procedures or bylaws. Matters relating to certain Non-Academic Misconduct may also be subject to additional policies, such as:
- (a) The Respectful Work and Learning Environment Policy and the RWLE and Sexual Assault Procedure when the matter relates to Discrimination, or Harassment;
 - (b) The Sexual Assault Policy and the RWLE and Sexual Assault Procedure when the matter relates to Sexual Assault;
 - (c) The Violent or Threatening Behaviour Policy and Procedure when the matter relates to Violence, hazing, stalking behaviour, or the possession or use of dangerous objects in violation of any applicable law;
 - (d) The Use of Computer Facilities Policy and Procedure when the matter relates to abuse of computer privileges;
 - (e) The Campus Alcohol Policy and Procedure when the matter relates to alcohol or substance abuse;
 - (f) The student Residence Contract when the matter relates to a breach of student residence rules or regulations.

Jurisdiction of Disciplinary Authority

- 2.7 The specific jurisdiction of each Disciplinary Authority designated to determine an allegation of Non-Academic Misconduct is set out in Table 2.
- 2.8 For matters involving the Non-Academic Misconduct of an undergraduate Student, the Disciplinary Authority with the closest connection to the particular alleged Non-Academic Misconduct has jurisdiction over the matter, subject to section 2.10 of this Procedure. However, the Disciplinary Authority must inform the Unit Head of the Student's home Faculty/College/School, and the Vice-Provost (Students), prior to any investigation.
- 2.9 Matters involving Non-Academic Misconduct of a graduate Student must be referred directly to the Dean of the Faculty of Graduate Studies who shall, in turn, inform the department head of the Student's home department, and the Vice-Provost (Students), prior to any investigation.
- 2.10 When the alleged Non-Academic Misconduct, if proven on a balance of probabilities, would:
- (a) Constitute a second instance of Non-Academic Misconduct by the Student; or

- (b) Be of such severity as to warrant a Disciplinary Action that is not available to the Disciplinary Authority with the closest connection to the matter under Table 2 (e.g. Department Head);

the matter shall be referred to the next appropriate Disciplinary Authority under Table 2 (e.g. Dean/Director) for investigation and decision.

- 2.11 If a question arises as to which Disciplinary Authority should hear a particular case, the question must be referred to the President for resolution.
- 2.12 If the Non-Academic Misconduct relates to a criminal offence, the Disciplinary Authority must provide relevant information to UMSS for potential follow-up by the appropriate policing authority.

Notice to Vice-Provost (Students)

- 2.13 Before initiating an investigation, the Disciplinary Authority will advise the Vice-Provost (Students) of the following:
 - (a) An allegation of Non-Academic Misconduct has been received;
 - (b) The nature of the Non-Academic Misconduct;
 - (c) The name of the Student alleged to have committed the Non-Academic Misconduct; and
 - (d) The intention of the Disciplinary Authority to initiate an investigation in accordance with this Procedure.
- 2.14 The Vice-Provost (Students) will review this information and advise the Disciplinary Authority if he or she feels the matter should be referred to STATIS before the investigation is conducted.

Notice to the Student

- 2.15 After consultation with the Vice-Provost (Students), the Student who is the subject of a disciplinary matter will be informed in writing by the Disciplinary Authority (with a copy to the University's Registrar) that:
 - (a) An investigation is proceeding in accordance with this Procedure, the nature of the matter being investigated, that the Student may be subject to Disciplinary Action, and that a hold will be placed on the Student's record in accordance with section 2.16 of this Procedure until the allegation is investigated;
 - (b) The Student will be given an opportunity to respond to the allegation and, if a meeting is scheduled, notice will be provided as to who will be present on behalf of the University at the meeting;

- (c) The Student may seek advice and representation from a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Student's immediate family, or other support person as may be appropriate. It is the sole responsibility of the Student to determine the adequacy of the Student's representation;
- (d) Failure to respond by a specified date will result in the matter being considered without the Student's response;
- (e) The Student may obtain a copy of this Procedure, the Bylaw and related procedures. These documents are available online or from the Office of the University Secretary or the Student Advocacy office;
- (f) The Student has a right to appeal in accordance with the Bylaw and Appeal Procedure.

Student Records

- 2.16 The Disciplinary Authority will request that the Registrar place a hold on the Student's record to prevent the issuance of transcripts, transfers between Faculty/College/School and changes in registrations until the alleged Non-Academic Misconduct is investigated. Until a decision has been made and any appeal process available under the Bylaw has concluded, the Student shall be permitted to continue in the course or program and the Disciplinary Authority must ensure the Student's work continues to be graded normally and is unaffected by the allegation of Non-Academic Misconduct, subject to sections 2.25 and 2.26 of the Bylaw.

Investigation Procedure

- 2.17 Subject to section 2.18 of this Procedure, the Disciplinary Authority will, either personally or through a designate, conduct an investigation into the allegations of Non-Academic Misconduct in any manner that he or she deems appropriate to the nature of the alleged Non-Academic Misconduct, the seriousness of the issues involved, and any admissions made during the investigation. This may include some or all of:
- (a) Interviewing witnesses;
 - (b) Reviewing documents and records (both paper and electronic);
 - (c) Reviewing photographs, audio, and video recordings;
 - (d) Examining physical evidence;
 - (e) Arranging for testing of physical evidence;

- (f) With the consent of participants, arranging for medical or psychological evaluations; and/or
 - (g) Submitting a Third Party Data Access Request Form to IST regarding accessing electronic systems and consulting with Access & Privacy Office as required to facilitate the request.
- 2.18 The Disciplinary Authority may choose not to personally investigate where the issue has been or may be investigated pursuant to another University policy, procedure or bylaw.
- 2.19 The Disciplinary Authority will conduct the investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Disciplinary Authority will consider that:
- (a) The Student must be informed of the essential nature of the allegations against him or her, including, where necessary, having access to documentary and other evidence, and in some cases (subject to the provisions of confidentiality found in this Procedure) the identity of the complainant;
 - (b) The Student must be provided an opportunity to respond to the allegations;
 - (c) While strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and
 - (d) Witnesses may wish to consult with or respond through an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).
- 2.20 The Disciplinary Authority (or designate) may meet with the Student to present the facts/evidence concerning the allegation and to give the Student an opportunity to respond to the allegation and present his/her explanation of the matter. The Disciplinary Authority will give notice to the Student as to who will be present on behalf of the University at such a meeting.
- 2.21 The Disciplinary Authority will inform the Student that a written decision letter will be sent normally within five (5) working days of receiving the Student's response. If the Student does not respond within a reasonable time, the Disciplinary Authority will consider the matter and make a decision in the absence of the Student's response and based on the information that is available.

Decision

- 2.22 At the conclusion of the investigation, the Disciplinary Authority will inform the Student of his or her decision in writing and will include, at minimum, the following:

- (a) A summary of the allegation of Non-Academic Misconduct;
 - (b) A summary of the process and key timelines in the investigation;
 - (c) A summary of the key evidence obtained through the investigation, including the response of the Student to the allegation;
 - (d) An indication of which key evidence was considered credible and reliable;
 - (e) A conclusion as to whether, on a balance of probabilities, the Non-Academic Misconduct occurred;
 - (f) A summary of the reasons for the conclusion;
 - (g) A summary of any Disciplinary Action instituted in accordance with the Bylaw and section 2.23 of this Procedure; and
 - (h) If Disciplinary Action is taken, information about the right to appeal, the time period for appeal, and the person and contact information for the submission of an appeal, in accordance with the Bylaw.
- 2.23 Where there is a finding of Non-Academic Misconduct, the Disciplinary Authority will consider any previous findings of Non-Academic Misconduct before determining the appropriate Disciplinary Action under the Bylaw. In the case where the Disciplinary Authority is not the Unit Head of the Faculty/College/School in which the Student is registered, the Disciplinary Authority will determine the appropriate Disciplinary Action in consultation with the Unit Head of that Faculty/College/School.
- 2.24 The Disciplinary Authority will send a copy of their decision to the Registrar, to the Vice-Provost (Students), and to the Unit Head of the Faculty/College/School in which the Student is registered.

Appeals

- 2.25 Students have a right to appeal Disciplinary Actions in accordance with the Bylaw and the Appeal Procedure.

CONCERNING BEHAVIOUR

- 2.26 **"Concerning Behaviour"** means any behaviour that, while not indicative of a clear immediate threat, gives rise to a reasonable apprehension that the Student may engage in conduct harmful to him- or herself or to others, including but not limited to:
- (a) Threats of self-harm;

- (b) Worrisome behavioral changes in an individual, such as changes in appearance, social withdrawal or isolation, apparent detachment from reality, or inordinate interest in or discussion of violent themes or events.
- 2.27 Where a Student is exhibiting Concerning Behaviour, members of the University Community must report such behaviour to their Unit Head, a member of STATIS, and/or UMSS. The Unit Head of the Student's Faculty/College/School of registration must be consulted and that Unit Head should, where appropriate:
 - (a) Ensure the Student receives timely voluntary counselling referrals through existing support services at the University, such as the Student Support Case Manager, Student Counselling Centre, University Health Services, and/or the Faculty Counselling Services (College of Medicine);
 - (b) Use this Procedure, the Student Discipline Bylaw and other policies, procedures and bylaws as appropriate where additional action is necessary to deal with Concerning Behaviour.
- 2.28 Members of the University Community must report incidents of Concerning Behaviour to UMSS and STATIS where a Student's Concerning Behaviour is affecting the various services and administration offices of the University, or where the Concerning Behaviour is of a nature or quality that likely will result in:
 - (a) Serious harm to the Student or substantial deterioration of the Student's health; or
 - (b) Serious harm to another person or property;
- 2.29 When reporting concerns to STATIS or UMSS, individuals should attempt to provide the following information:
 - (a) Description of the Concerning Behaviour;
 - (b) Name of the Student exhibiting the Concerning Behaviour; and
 - (c) Indication of what action has been taken to date (if applicable), including a description of any meetings with the Student and any assistance provided, including referrals.
- 2.30 Information regarding Concerning Behaviour that is received during the Student application process must be referred to the Executive Director of Enrolment Services or the Dean of Graduate Studies, as appropriate. If the information is of serious concern to the respective Executive Director of Enrolment Services or the Dean of Graduate Studies, he/she may seek the advice of the University Legal Counsel and may initiate a staff conference of STATIS.

- 2.31 If a Student does not accept personal responsibility for their Concerning Behaviour or will not accept appropriate referral for voluntary counselling, the Unit Head should proceed as follows:
- (a) Advise the Student to seek professional help; and
 - (b) Contact the Executive Director of Student Support if the Student refuses to voluntarily seek professional help. The Executive Director of Student Support may consult with colleagues to determine whether or not an involuntary psychiatric assessment is advisable according to mental health legislation and regulations.

CONFIDENTIALITY

Obligations of Confidentiality by the University

- 2.32 In respect of an incidence of Non-Academic Misconduct or Concerning Behaviour, the University will not disclose the name of the complainant, the Student, or the circumstances related to the complaint to any person, other than where the disclosure is:
- (a) Necessary to investigate the complaint or take corrective action with respect to the complaint;
 - (b) Necessary to coordinate an action plan for a Student exhibiting Concerning Behaviour that includes supports and a clear referral mechanism for the Student; or
 - (c) Required by law.
- 2.33 Personal information that is disclosed under section 2.32 above in respect of an incidence of Non-Academic Misconduct or Concerning Behaviour will be the minimum amount necessary for the purpose.

Obligations of Confidentiality by the Disciplinary Authority

- 2.34 The Disciplinary Authority, in conducting the investigation, will exercise discretion to ensure that individuals participating in the investigation are only provided with such information as they may reasonably need to know to be effective witnesses, or in the case of an accused Student, to address the allegations against them in accordance with the principles of procedural fairness and natural justice. Individuals participating in the investigation may not necessarily be provided with all information, documentation, the names of complainants or other witnesses.
- 2.35 The Disciplinary Authority will advise all persons involved with an investigation as to their obligations regarding confidentiality, and the protections available to them under this Procedure.

Obligations of Confidentiality by the Others

2.36 All persons involved in an investigation of an incident of Non-Academic Misconduct or Concerning Behaviour, whether as a witness or retrieving relevant information or documents, must keep confidential:

- (a) The existence and nature of the investigation; and
- (b) Any information or documentation obtained as a result of the investigation;

which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Access & Privacy Office.

2.37 Notwithstanding section 2.36, the Complainant, the Respondent, and witnesses involved in the investigation may:

- (a) Obtain confidential advice (including advice from a Student Advocate or lawyer, as may be appropriate);
- (b) Disclose information to others only to the extent reasonably necessary to gather evidence and, in the case of an accused Student, to make full answer and defense to the allegations; and
- (c) Use information obtained independent of the investigation in any other forum.

Records Management

2.38 The Disciplinary Authority will maintain files with respect to each complaint in accordance with the Records Management policy and procedure.

Part III Accountability

3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Procedure is required.

3.2 The President is responsible for the implementation, administration and review of this Procedure.

3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Procedure may be revised or repealed if:
- (a) the President or the Approving Body deems it necessary or desirable to do so;
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) the Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Procedure supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VI Cross References

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Student Discipline Bylaw;
 - (b) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
 - (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
 - (d) Student Discipline - Appeal Procedure;
 - (e) Respectful Work and Learning Environment Policy;
 - (f) Sexual Assault Policy;

- (g) RWLE and Sexual Assault Procedure;
- (h) Residence Contract;
- (i) Violent or Threatening Behaviour Policy and Procedure;
- (j) Campus Alcohol Policy and Procedure;
- (k) Definitions of Academic Units Policy;
- (l) Records Management Policy and Procedure;
- (m) Use of Computer Facilities Policy and Procedure;
- (n) Third Party Data Access Request Form;
- (o) Student Advocacy Office Policy.

**TABLE 1: JURISDICTION OF DISCIPLINARY AUTHORITIES
FOR STUDENT ACADEMIC MISCONDUCT**

For the purpose of this Table 1, all capitalized terms have the meaning ascribed to them in the Student Discipline Bylaw (the "Bylaw") and/or in the Student Academic Misconduct procedure (the "Procedure"). References to Faculty/College/School will include University 1, and references to Dean/Director will include the Executive Director of Student Academic Success.

DISCIPLINARY AUTHORITY	JURISDICTION	
1. Academic Staff	Undergraduate Level	At the Undergraduate level, Academic Staff have no disciplinary authority and must refer the matter directly to the Department Head or, in the case of non-departmental units, to the Dean/Director or designate of the Faculty/College/School.
	Graduate Level	At the Graduate level, Academic Staff have no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.
2. Department Head	Undergraduate Level	<p>The Department Head has jurisdiction over a breach of departmental bylaws or regulations; student disciplinary matters uniquely affecting the department; and matters involving undergraduate students relating to course work.</p> <p>At the Undergraduate level, the Department Head may dispose of the matter, or may refer the matter to the Dean or Director in accordance with section 2.10 of the Procedure.</p>
	Graduate Level	At the Graduate level, the Department Head has no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.

DISCIPLINARY AUTHORITY	JURISDICTION	
3. Dean / Directors	Undergraduate Level	<p>The Dean/Director has jurisdiction over a breach of Faculty/College/School bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty/College/School that do not affect the University generally.</p> <p>If the disciplinary matter relates to a course other than a course offered by the Faculty/College/School in which the Student is registered, the Dean/Director must act in accordance with sections 2.8 and 2.21 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Dean or Director must refer the matter directly to the jurisdiction of the Dean of Graduate Studies, or designate.</p>
4. Dean of Graduate Studies	<p>The Dean of Graduate Studies has jurisdiction over a breach of Faculty of Graduate Studies bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty of Graduate Studies that do not affect the University generally.</p> <p>The Dean of the Faculty of Graduate Studies will consult with the Registrar over all disciplinary matters involving false or misleading information supplied in connection with applications for admission to the Faculty of Graduate Studies.</p>	

DISCIPLINARY AUTHORITY	JURISDICTION	
5. Executive Director of Enrolment Services	<p>The Executive Director has jurisdiction over all disciplinary matters involving false or misleading information supplied in connection with applications for admission to Faculties/Colleges/Schools, except the Faculty of Graduate Studies.</p> <p>The Executive Director of Enrolment Services may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Executive Director's jurisdiction.</p>	
6. Registrar	Undergraduate Level	At the Undergraduate level, the Registrar has jurisdiction over all disciplinary matters involving false or misleading information supplied in connection with registration with any unit of the University, or a Student's academic history/record, including but not limited to; letters of permission, transfer of credits and transcript matters.
	Graduate Level	At the Graduate level, the Registrar has jurisdiction and will consult with the Dean of Graduate Studies regarding disciplinary matters involving false or misleading information supplied in connection with registration with any unit of the University, or student's academic history/record, including but not limited to; letters of permission, transfer of credits and transcript matters.
7. President	<p>The President has jurisdiction over all disciplinary matters not specifically subject to the control of another Disciplinary Authority under the Procedure or this Table 1.</p> <p>The President may delegate jurisdiction to a person or to an ad hoc committee to hear and determine any disciplinary matter within the President's jurisdiction.</p>	

**TABLE 2: JURISDICTION OF DISCIPLINARY AUTHORITIES
FOR STUDENT NON-ACADEMIC MISCONDUCT**

For the purpose of this Table 2, all capitalized terms have the meaning ascribed to them in the Student Discipline Bylaw (the "Bylaw") and/or in the Student Non-Academic Misconduct and Concerning Behaviour procedure (the "Procedure"). References to Faculty/College/School will include University 1, and references to Dean/Director will include the Executive Director of Student Academic Success.

DISCIPLINARY AUTHORITY	JURISDICTION	
1. Academic Staff	Undergraduate Level	At the Undergraduate level, Academic Staff have jurisdiction over a disruption of an instructional or evaluative activity occurring in their class. Academic Staff may refer the matter directly to the Department Head or, in the case of non-departmental units, to the Dean/Director or designate of the Faculty/College/School.
	Graduate Level	At the Graduate level, Academic Staff have jurisdiction over a disruption of an instructional or evaluative activity occurring in their class. Academic Staff must refer all other disciplinary matters directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.

DISCIPLINARY AUTHORITY	JURISDICTION	
2. Department Head	Undergraduate Level	<p>The Department Head has jurisdiction over a breach of departmental bylaws or regulations and student disciplinary matters uniquely affecting the department.</p> <p>At the Undergraduate level, the Department Head may dispose of the matter, or may refer the matter to the Dean or Director in accordance with section 2.10 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Department Head has no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.</p>
3. Dean / Director	Undergraduate Level	<p>The Dean/Director has jurisdiction over a breach of Faculty/College/School bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty/College/School that do not affect the University generally.</p> <p>If the disciplinary matter relates to a course other than a course offered by the Faculty/College/School in which the Student is registered, the Dean/Director must act in accordance with section 2.8 and 2.23 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Dean or Director must refer the matter directly to the jurisdiction of the Dean of Graduate Studies, or designate.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
4. Dean of Graduate Studies	<p>The Dean of Graduate Studies has jurisdiction over a breach of Faculty of Graduate Studies bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty that do not affect the University generally, in accordance with section 2.9 of the Procedure.</p>
5. University Librarian	<p>The University Librarian has jurisdiction over a breach of library regulations and all other disciplinary matters occurring in and uniquely affecting a library that do not affect the University generally.</p> <p>The University Librarian may delegate jurisdiction to a library administrative officer in any library within the University and/or establish an ad hoc committee to hear and determine any disciplinary matter within the Director's jurisdiction or the jurisdiction of the administrative officer.</p> <p>In situations involving mutilation or theft of library materials, the University Librarian may refer the case to the President. If in this case the President requests the University Librarian to act in the name of the President, the University Librarian shall act with the President's authority.</p>
6. Director of Student Residences	<p>The Director of Student Residences has jurisdiction over a breach of University residence rules or the Residence Contract, and all other disciplinary matters which uniquely affect the proper administration of a University residence, whether committed by residents, visitors or others, and which do not affect the University generally.</p> <p>The Director may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Director's jurisdiction.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
7. Associate Vice-President (Admin)	<p>The Associate Vice-President (Administration) has jurisdiction over all disciplinary matters occurring in and uniquely affecting the University Centre building, which do not affect the University generally.</p> <p>The Associate Vice-President (Administration) may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Associate Vice-President (Administration)'s jurisdiction.</p>
8. CIO, IST	<p>The CIO of Information Services and Technology has the delegated jurisdiction of the Vice-President (Administration) over abuses of computer privileges under the Use of Computer Facilities policy.</p>
9. Vice-President (Admin)	<p>The Vice-President (Administration) has jurisdiction over disciplinary matters relating to a breach of the following policies:</p> <ul style="list-style-type: none"> (a) Respectful Work and Learning Environment policy; (b) Sexual Assault policy; (c) Use of Computer Facilities policy; (d) Violent or Threatening Behaviour policy <p>The Vice-President (Administration) may delegate jurisdiction in whole or in part, absolutely or conditionally, to the Vice-Provost (Students) to hear and determine any disciplinary matter within the Vice-President (Administration)'s jurisdiction.</p> <p>The Vice-President (Administration) may delegate jurisdiction to the CIO, where appropriate, with respect to a breach of the Use of Computer Facilities policy.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
10. Vice-Provost (Students)	<p>The Vice-Provost (Students) has jurisdiction over disciplinary matters affecting more than one Faculty/College/School or disciplinary matters affecting the University generally.</p> <p>The Vice-Provost (Students) also has jurisdiction over disciplinary matters which have been referred to the Vice-Provost (Students) from the following:</p> <p>(a) President;</p> <p>(b) Vice-President (Administration).</p>
11. President	<p>The President has jurisdiction over all disciplinary matters not specifically subject to the control of another Disciplinary Authority under the Procedure or this Table 2.</p> <p>The President may delegate jurisdiction in whole or in part, absolutely or conditionally, to the Vice-Provost (Students) to hear and determine any disciplinary matter within the President's jurisdiction.</p>

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
1	Issuing a reprimand.	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Ordering that a reprimand be recorded on the Student's academic history/transcript for a period of up to 5 years.		X	X		X	X				X	X	X	X
3	Imposing developmental disciplinary actions including community services within the University Community.		X	X							X	X	X	X
4	Imposing developmental disciplinary actions including the participation in educational activities.		X	X							X	X	X	X
5	Attaching conditions to any of the authorized actions prescribing future conduct.	X	X	X	X	X		X	X	X	X	X	X	X
6	Requiring that a written apology and/or retraction be made.	X	X	X	X	X		X		X	X	X	X	X
7	Suspending the assessment or enforcement of a penalty subject to conditions.	X	X	X	X	X		X		X	X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
8	Ordering restitution to be made.		X	X	X			X		X	X	X	X	X
9	Levying a fine.				X			X [8]	X		X	X	X	X
10	Suspension from further attendance at classes in a particular course.	X [7]	X	X							X	X	X	X
11	Suspension from attendance for the balance of one meeting of instructional activity.	X	X								X	X	X	X
12	Giving a particular grade on a course, paper, test, examination or other evaluative process because of academic dishonesty or academic fraud.		X	X [3]							X	X	X	X
13	Suspension or withdrawal of privileges in whole or in part.		X	X	X	X		X		X	X	X	X	X
14	Restricting or prohibiting access to University property.			X [3]	X [5]			X [4]		X [2]	X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
15	Suspension from attendance at all or certain classes in a particular department.		X	X							X	X	X	X
16	Suspension or expulsion from a particular course.		X	X							X	X	X	X
17	Suspension or expulsion from all or certain courses in a particular department.		X	X							X	X	X	X
18	Suspension from attendance at all or certain classes in a particular faculty or school.			X							X	X	X	X
19	Suspension from attendance at all or certain classes in the University.			X							X	X	X	X
20	Suspension or expulsion from a faculty or school or from all or certain courses therein.			X							X	X	X	X
21	Suspending and restricting use of computer privileges provided by the University.								X		X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
22	Suspension or expulsion from a University Residence.				X						X	X	X	X
23	Suspension of the right to submit a future application for admission for a definite or indefinite period.					X					X	X	X	X
24	Suspension of the processing of an application for admission in the year of application.			X [9]		X					X	X	X	X
25	Suspension or expulsion from University College.										X	X	X	X
26	Suspension or expulsion from the University.										X	X	X	X

^[1] The UDC may, after finding that Disciplinary Action is warranted, implement any one or more Disciplinary Actions as set out in this Schedule "A".

^[2] Only with respect to University Centre.

^[3] Only with respect to facilities under their jurisdiction.

^[4] Only with respect to the Libraries.

^[5] Only with respect to University Residences.

^[6] Only with respect to University College.

^[7] This Disciplinary Action will not be for more than a week's balance of that particular instructional activity.

^[8] Only as to overdue books in accordance with a pre-published scale of fines.

^[9] The Dean of the Faculty of Graduate Studies with respect to admission fraud or misconduct of a graduate student application for admission.

UNIVERSITY OF MANITOBA PROCEDURE

PROCEDURES:	STUDENT DISCIPLINE – APPEAL PROCEDURE
Parent Policy:	Student Discipline Bylaw
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedures

- 1.1 These Appeal Procedures are secondary to the Student Discipline Bylaw and are intended to establish a process for appeals to be heard, and to provide guidance to the members of appeal panels, to the student and to the Faculty/College/School representatives in relation to appeal hearings.

Part II Procedures

Definitions

- 2.1 The following terms are defined for the purpose of this Bylaw and related Procedures:
- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Academic Misconduct Procedure.
 - (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This

includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.

- (c) **"Appeal Body"** means the appropriate persons or bodies as identified in sections 2.9 to 2.14.
- (d) **"Appeal Procedure"** means this Student Discipline – Appeal Procedure.
- (e) **"Appellant"** means the Student appealing a Disciplinary Action taken against him or her.
- (f) **"Bylaw"** means the Student Discipline Bylaw.
- (g) **"College"** means a Professional College as defined under the Definitions of Academic Units Policy.
- (h) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3 of this Bylaw.
- (i) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline for Academic Misconduct or Non-Academic Misconduct.
- (j) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units Policy.
- (k) **"Local Disciplinary Committee"** or **"LDC"** means the standing or, from time to time, ad hoc committee appointed to hear and determine disciplinary matters under section 2.24 of this Appeal Procedure.
- (l) **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Non-Academic Misconduct and Concerning Behaviour Procedure.
- (m) **"Notice of Appeal"** means the appeal documentation that must be filed by the Student under section 2.16.
- (n) **"Respondent"** means the Disciplinary Authority whose decision is being appealed.
- (o) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units Policy.

- (p) **"Sexual Assault"** has the same meaning as defined under the Sexual Assault Policy.
- (q) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;
 - (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
 - (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension due to academic or discipline;
 - (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (r) **"Student Advocate"** is a member of the University's Student Advocacy Office who provides students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.
- (s) **"Table 3"** means Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (t) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a faculty or school is not a Unit as the term is used within this Procedure.
- (u) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (v) **"University"** means The University of Manitoba.
- (w) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, Students, volunteers, external parties, contractors and suppliers.
- (x) **"UDC"** means the University Discipline Committee composed under section 2.53 of this Appeal Procedure.

Appeals Generally

- 2.2 Students have a right to appeal Disciplinary Actions made by a Disciplinary Authority, subject to section 2.23 of the Bylaw.
- 2.3 Only the Student who has been the subject of a Disciplinary Action has the right to appeal.
- 2.4 An Appeal Body may dispose of the matter by instituting any Disciplinary Action authorized to it under Table 3. The resulting disposition may be the same, more severe or less severe than the original Disciplinary Action and the Appellant must be so informed of this possibility prior to the commencement of an appeal hearing.
- 2.5 When an appeal is heard by an Appeal Body, the Appellant must be invited to attend the hearing and, if in attendance, be permitted to ask questions and offer an explanation. Every reasonable attempt should be made to schedule the hearing at a time and place that permits the Appellant's participation.
- 2.6 If the Appellant, Respondent or their respective representatives are unable to attend the hearing in person, the use of a digital communication, such as audio or video conferencing, may be used with prior consent of the chair of the Appeal Body, provided that such means enable all parties to clearly communicate. A request for such a meeting must be made at least one week in advance of the hearing date.
- 2.7 Subject to sections 2.40 and 2.74 of this Appeal Procedure, the Appellant may appear in person and be represented by a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, or a member of the Appellant's immediate family. It is the Appellant's sole responsibility to determine the adequacy of their representation.
- 2.8 Subject to sections 2.40, 2.45, 2.76, and 2.83 of this Appeal Procedure, a representative designated in writing by the Appellant may:
 - (a) attend any disciplinary hearing; and
 - (b) participate in any disciplinary hearing to the extent of asking questions of anyone in attendance and making submissions to any Appeal Body.

Appeal Routes

- 2.9 If the Appellant wishes to appeal the Disciplinary Action of a member of the Academic Staff (except for suspension from attendance for the balance of the meeting of one class), or the decision of a department head, the Notice of Appeal must be delivered to the appropriate Unit Head in the Unit offering course(s) and

the Unit Head in the Unit in which the Appellant is registered, with a copy to the Academic Staff or department head, as the case may be.

- 2.10 If a Appellant is appealing within a Unit that does not have department heads, then the first level of decision will be the Unit Head of that respective Unit and the next level of appeal will be as set out in 2.11 of this Procedure.
- 2.11 If the Appellant wishes to appeal the Disciplinary Action of a Unit Head, or the Director of Student Residences, the Notice of Appeal must be delivered to the appropriate Local Disciplinary Committee in care of the respective Unit Head or Director of Student Residence.
- 2.12 If the Appellant wishes to appeal the Disciplinary Action of the University Librarian (other than as a delegate of the President), a delegate of the University Librarian, or an ad hoc committee appointed by the University Librarian, the Notice of Appeal must be delivered to the Chair of the Senate Committee on Libraries, with a copy to the person or ad hoc committee which made the initial disciplinary decision. Within ten (10) working days of receipt of the Notice of Appeal, the Chair of the Senate Committee on Libraries will appoint a Library Appeals Committee to hear the appeal.
- 2.13 If the Appellant wishes to appeal the disciplinary decision of any of the following Disciplinary Authorities, the Notice of Appeal must be delivered to the UDC in care of the Secretary of the UDC (University Secretary):
 - (a) the decision of an LDC or the Library Appeals Committee;
 - (b) the decision of the Executive Director of Enrolment Services;
 - (c) the decision of the Dean of the Faculty of Graduate Studies in relation to fraudulent documents submitted for admission to the Faculty;
 - (d) the decision of the Executive Director of Enrolment Services or the Associate Vice-President (Administration) or an ad hoc committee appointed by either of these persons;
 - (e) the decision of the CIO of Information Services & Technology (IST);
 - (f) the Registrar;
 - (g) the decision of the Vice-President (Administration);
 - (h) the decision of the Vice-Provost (Students); or
 - (i) the decision of the President or delegate.
- 2.14 If the disciplinary matter involved two or more Students and two or more Students appeal:

- (a) The Students must have separate hearings, but the members of the Appeal Body may be the same for each hearing, subject to sections 2.33 and 2.67 of this Procedure;
- (b) The Respondents may bring in relevant information on the other Student(s) as it pertains to each appeal; and
- (c) Every effort must be made to protect the identity of the other Student(s).

Filing an Appeal

- 2.15 The Appellant must deliver the Notice of Appeal to the appropriate Appeal Body within ten (10) working days as of the date on the letter notifying the Appellant of the Disciplinary Action from the lower body.
- 2.16 The Notice of Appeal must include:
 - (a) such appeal application form, with current mailing address and telephone numbers, as may be required by the Appeal Body;
 - (b) copies of such written materials as the Appellant wishes considered in connection with the appeal;
 - (c) copies of the letter indicating the lower level decision, if not a first level appeal;
 - (d) A letter clearly outlining the reason for the appeal and the remedy sought, including an indication of whether the Appellant is appealing the decision on:
 - (i) the finding of facts;
 - (ii) the Disciplinary Action imposed by the Disciplinary Authority; or
 - (iii) both the facts and the Disciplinary Action; and
 - (e) the name and contact information of any representative that the Appellant wishes to have present at the appeal hearing, subject to subject to sections 2.7, 2.39 and 2.74 of this Appeal Procedure.
 - (f) In the case of an appeal to the LDC or UDC, a listing of all resources or witnesses the Appellant wants in attendance at the hearing and their relevance. The scheduling of witnesses and resource people is the responsibility of the Appellant.
- 2.17 Subject to section 2.18, if an appeal is not received by the next level Appeal Body by the deadline set out in 2.15, the Disciplinary Action against the Student will be implemented.

- 2.18 The time for delivery of a Notice of Appeal may be extended by the Appeal Body, or by the chair of the Appeal Body where the Appeal Body is the LDC or the UDC.
- 2.19 The Disciplinary Action implemented may be put on hold if the Appeal Body receiving the next level of appeal deems the lateness acceptable and grants the Appellant permission to proceed with the appeal after deadline.
- 2.20 The Appellant and the designated representative of the Appellant must receive the same notices of hearings held by the LDC and the UDC as the Respondents.

Responsibilities of Respondents

- 2.21 The Respondent will be given ten (10) working days to respond to the Notice of Appeal.
- 2.22 Respondents must submit the following:
- (a) A written response to the Appellant's Notice of Appeal;
 - (b) All relevant documentation the Respondents will rely on as support for their position regarding the appeal; and
 - (c) In the case of an appeal to the LDC or UDC, a listing of all resource people or witnesses they want in attendance at the hearing and their relevance. The scheduling of witnesses and resource people is the responsibility of the Respondent.
 - (d) All the above documents must be filed within the time set out in section 2.21.
- 2.23 If no response is received from the Respondent by the date requested by the office coordinating the appeal, a hearing may be set. If the Respondent had not received permission for an extension, a written request must be submitted to the Appeal Body to determine whether the Respondent's submission will be accepted.

LOCAL DISCIPLINE COMMITTEE (LDC)

LDC Jurisdiction

- 2.24 Each Faculty/College/School, and the University Student Residences under the jurisdiction of the Office of Student Residences, must establish a standing or, from time to time, ad hoc committee to hear and determine disciplinary matters appealed to it by Students from a decision of the Dean/Director of that Faculty/College/School, or the Director of Student Residences for the University Residences under the Office of Student Residences' jurisdiction.

- 2.25 The LDC and the hearing panels thereof must exercise disciplinary authority on all Students that are appealing a decision from the Dean or Director of the Faculty/College/School or University Student Residence.
- 2.26 The Disciplinary Actions available to the LDC are set out in Table 3.

LDC Composition

- 2.27 In Faculties/Colleges/Schools, the LDC must be composed of an equal number of faculty members and students with a minimum of eight (8) members.
- 2.28 In the case of University Student Residences, the LDC must be composed of an equal number of residence staff and students with a minimum of eight (8) members. Members must be appointed by the Director of Student Residences with the advice of the appropriate Residence Students' Association.
- 2.29 The chair of the LDC must be elected by and from the membership of the LDC.
- 2.30 A quorum must be half the members, with a minimum of four (4) members, ensuring at least one (1) student and one (1) faculty member are present.
- 2.31 Where the Disciplinary Action relates to 2 or more Faculties, Colleges or Schools, the LDC hearing panel must contain at least one (1) student and one (1) faculty member from each Faculty/College/School.
- 2.32 The chair must only vote in the case of a tie.
- 2.33 The Appellant, or the Appellant's representative, if any, and Respondent must have the right to challenge for cause any member of the LDC, the validity of the challenge to be judged by the remainder of the LDC. Such cause may include current teacher-student relationship, bias, or any factor likely to prejudice a fair hearing. Any person, who was directly involved in the original Disciplinary Action, either as a principal in the case or as a Disciplinary Authority, must be automatically removed from any hearing panel regarding the appeal.

LDC Hearing Procedures

- 2.34 The Appellant must be presumed innocent until the evidence presented indicates that, on the balance of probabilities Disciplinary Action is warranted. The LDC, in weighing the balance of probabilities, must consider the severity of the alleged incident.
- 2.35 The hearing must be by way of a trial de novo unless the appeal has been made only in relation to the severity of the Disciplinary Action imposed.
- 2.36 Hearings must be closed unless the Appellant requests in writing at least 48 hours before the hearing that a hearing be open and there is no reasonable objection to an open hearing.

- 2.37 If the appeal hearing is in closed session, no observers may be present in the room. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.38 Regardless of section 2.36, hearings related to discipline under the Respectful Work and Learning Environment Policy and/or discipline under the Sexual Assault Policy must be closed.

Representatives at LDC Hearing

- 2.39 At the LDC hearing, the Appellant may appear in person and be represented by a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, or a member of the Student's immediate family. It is the Appellant's sole responsibility to determine the adequacy of their representation.
- 2.40 If the Appellant or the Respondent wishes to have a lawyer present, the lawyer(s) present may only be a non-participating observer(s) at hearings of the LDC, but may represent the Appellant or Respondent at hearings of the UDC.

Failure to Attend LDC Hearing

- 2.41 An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated representative, if any, and the verbal and written submissions made by the Respondent.
- 2.42 The Appellant shall be advised that the LDC has made a decision regarding the appeal and that the Appellant has ten (10) days to provide reasons for missing the hearing prior to the implementation of the decision. The LDC Chair will determine whether the hearing should be re-scheduled based on any submission from the Appellant. A reasonable attempt will be made to reconvene the same members should the hearing be re-scheduled.

Evidence at LDC Hearing

- 2.43 The Appellant and the Appellant's designated representative, if any, and the Respondent or the Respondent's representative, will receive in writing, at least five (5) working days before the date set for the hearing, the names of the members of the LDC hearing panel who will hear the appeal and the information that has been submitted to the LDC hearing panel by both relevant parties, in accordance with *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.
- 2.44 The Appellant, or the Appellant's designated representative, if any, and the Respondent, or the Respondent's representative, if any, may call witnesses and

submit other evidence. The Appellant, the Appellant's representative, if any, and the Respondent, or Respondent's representative, if any, are responsible for arranging their own witnesses. If witnesses are to be called, a witness list must be provided by the Appellant or the Appellant's representative, if any, in their original appeal package provided to the Chair and a witness list must be provided by the Respondent or the Respondent's representative, if any, with their response to the appeal.

- 2.45 The Appellant must not be required to testify, but if the Appellant elects to do so, then the Appellant may be cross-examined by the Respondent, or the Respondent's representative, if any.
- 2.46 The Appellant or the Appellant's designated representative, if any, and the Respondent, must have the right to cross-examine witnesses.
- 2.47 The LDC may consider confidential information from the University Health Service, Counselling Service, University Chaplains and other similar services which are submitted by these services to the LDC at the request of the Appellant. Such confidential information submitted to the LDC may only be used for the purpose of the appeal.

Adjournments of LDC Hearing

- 2.48 Requests for adjournment must be granted within reason.

Disposition of LDC Hearing

- 2.49 A decision to uphold or deny an appeal, in whole or in part, and a decision to take different Disciplinary Action, in whole or in part, requires a simple majority of LDC Committee members present and voting. The results of the hearing must be conveyed in writing, in a timely fashion, by the Chair of the LDC to the Appellant or the Appellant's designated representative, if any and to the Respondent or the Respondent's designated representative, as the case may be.
- 2.50 If, after hearing all the evidence, the LDC is satisfied on the evidence presented that the Appellant has committed Academic Misconduct or Non-Academic Misconduct, the LDC may dispose of the matter by instituting any Disciplinary Action set out in the column entitled "Deans, Directors or LDC" in Table 3.

UNIVERSITY DISCIPLINE COMMITTEE (UDC)

UDC Terms of Reference

- 2.51 The UDC must:
 - (a) Report annually to the President.
 - (b) Establish procedures, consistent with this Bylaw, for hearing panels.

- (c) Hear appeals, either as a committee of the whole or through a hearing panel, from decisions of Disciplinary Authorities.
- (d) Review the Bylaw and related procedures periodically and, if necessary, to recommend changes to them.

UDC Jurisdiction

2.52 The UDC and the hearing panels thereof shall exercise Disciplinary Authority on behalf of the Board of Governors on all Students that are appealing a decision from the Disciplinary Authorities that are set out in section 2.13 of this document.

UDC Composition

2.53 The UDC shall be composed of 19 members. The 19 shall include:

- (a) eight (8) faculty members nominated by the Senate Nominating Committee and appointed by the Board of Governors;
- (b) seven (7) students nominated by the Student Senate Caucus and appointed by the Board of Governors;
- (c) the President of the University of Manitoba (or designate), as an ex-officio member;
- (d) the President of the University of Manitoba Students' Union (or designate), as an ex-officio member;
- (e) the President of the University of Manitoba Graduate Students' Association (or designate), as an ex-officio member; and
- (f) the Chair appointed pursuant to section 2.57. The Chair must only vote in the event of a tie.

2.54 Positions for which no nomination had been received from the Student Senate Caucus by September 15th shall be nominated by the Senate Nominating Committee.

2.55 The terms of office shall be three years for academic staff, and one year for students, from June 1 to May 31 (academic staff) and October 14, to October 13 (students). A member whose term of office has expired in any year shall continue in office until a successor has been appointed and shall be eligible for reappointment.

2.56 A quorum must be nine (9) the members, where a minimum of one student and one academic are present.

2.57 A Chair will be appointed by the Board of Governors for a three year term.

- 2.58 The Vice-Chair shall be elected from and by the members of the UDC for a three year term.

UDC Hearing Panels

- 2.59 When a matter has been appealed to the UDC, the Chair must either convene the UDC or convene a hearing panel thereof to hear the appeal.
- 2.60 A quorum shall be a minimum of four (4) members, ensuring at least one student and one faculty member are present including the Chair.
- 2.61 The Chair may vote only if there is a tie.
- 2.62 UDC members who have a conflict of interest in a particular case, or have a temporary work conflict, or are otherwise unable to sit, may disqualify themselves from hearing an appeal.
- 2.63 Notwithstanding the foregoing, the Chair of the UDC may, in a particular case, require that a larger hearing panel be convened to consider the matter, provided that such a larger hearing panel maintains the proportional representation as set out in section 2.60.
- 2.64 The Chair of the UDC may use his/her discretion to reject an appeal if the appeal appears to be clearly outside the jurisdiction of the UDC, (for example, matters not dealing with discipline nor related Disciplinary Actions taken by a lower Appeal Body).
- 2.65 When an appeal is received based on a fine or the amount ordered, the only decision from which an appeal is taken is the amount levied by way of fine or the amount ordered to be paid by way of restitution; then, if such fine or restitution does not exceed \$500.00, the Chair may, at the Chair's discretion, personally decide the matter, or may convene a hearing panel to hear the appeal.
- 2.66 A staff member from the Office of the University Secretary, will serve as recording secretary for the hearings.
- 2.67 The Appellant, or the Appellant's representative, if any, and the Respondent must have the right to challenge for cause any member of the UDC hearing panel, the validity of the challenge to be judged by the remainder of the UDC hearing panel if such a challenge is made at this time. Such cause may include current teacher-student relationship, bias, or any other factor likely to prejudice a fair hearing. Any person who was directly involved in the original Disciplinary Action, either as a principal in the case or as a Disciplinary Authority, must be automatically removed from any hearing panel regarding the appeal. The Office of the University Secretary after consultation with the Chair will make every reasonable attempt to address any concerns made prior to the hearing date regarding bias by either the Appellant or the Respondent.

UDC Hearing Procedures

- 2.68 The Appellant must be presumed innocent until the evidence presented indicates that, on the balance of probabilities Disciplinary Action is warranted. The UDC, in weighing the balance of probabilities, must consider the severity of the alleged incident.
- 2.69 The hearing before the UDC hearing panel must be by way of a *trial de novo* unless the appeal has been made only in relation to the severity of the Disciplinary Action imposed.
- 2.70 After an appeal hearing has commenced, the appeal may be withdrawn by the Appellant only with leave of the UDC hearing panel.
- 2.71 Hearings must be closed unless the Appellant requests in writing at least 48 hours before the hearing that a hearing be open and there is no reasonable objection to an open hearing.
- 2.72 If the appeal hearing is in closed session, no observers may be present in the room. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.73 Regardless of section 2.71, hearings related to discipline under the Respectful Work and Learning Environment Policy and/or discipline relating to Sexual Assault must be closed.

Representatives at UDC Hearing

- 2.74 At the UDC hearing, the Appellant may appear in person and may be represented by a Student Advocate, a representative from the University of Manitoba Student's Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Appellant's immediate family, or a lawyer. It is the Appellant's sole responsibility to determine the adequacy of their representation.
- 2.75 At the UDC hearing, the Respondent may be represented by a lawyer from the University of Manitoba's Office of Legal Counsel.
- 2.76 If any party intends to have a lawyer present at the hearing, that party must notify the Chair of the UDC at least seven (7) working days prior to the hearing. In that event, the UDC hearing panel may also retain the services of legal counsel. A rescheduling of the hearing may be required for all parties to retain legal counsel.
- 2.77 Subject to the notice provision in section 2.76, a representative designated in writing by any party may:
 - (a) attend the disciplinary hearing; and

- (b) participate in any disciplinary hearing to the extent of asking questions of anyone in attendance and making submissions to the UDC.

2.78 The Appellant and the Appellant's designated representative, if any, and the Respondent and the Respondent's representative, if any, shall be entitled to receive in writing, at least five (5) working days before the date set for the hearing, the information that has been submitted to the previous Appeal Body by the parties in accordance with *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.

Failure to Attend UDC Hearing

2.79 An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated representative, if any, and the verbal and written submissions made by the Respondent.

2.80 The Appellant must be advised that the UDC has made a decision regarding the appeal and that the Appellant has ten (10) days to provide reasons for missing the hearing prior to the implementation of the decision. The Chair must determine whether the hearing should be re-scheduled based on any submission from the Appellant. A reasonable attempt will be made to reconvene the same members should the hearing be re-scheduled.

Evidence at UDC Hearing

2.81 The Appellant, or the Appellant's representative, if any, and the relevant Respondent, or the Respondent's representative, if any, may call witnesses and submit other evidence. The Appellant, or the Appellant's representative, if any, and the relevant Respondent, or the Respondent's representative, if any, are responsible for arranging their own witnesses. If witnesses are to be called, a witness list must be provided by the Appellant or the Appellant's representative, if any, in their original appeal submission provided to the Chair and a witness list must be provided by the relevant Respondent, or the Respondent's representative, if any, with their response to the appeal.

2.82 The Appellant or the Appellant's designated representative, if any, and the Respondent, or the Respondent's representative, if any, must have the right to cross-examine witnesses.

2.83 The Appellant must not be required to give testimony but if the Appellant elects to do so, the Appellant may be cross-examined.

2.84 The UDC may consider confidential information from the University Health Service, Counselling Service, University Chaplains and other similar services which are submitted by these services to the UDC at the request of the Appellant. Such confidential information submitted to the UDC may only be used

for the purpose of the appeal and will be treated as other documentation submitted for the appeal hearing as set out in 2.87.

- 2.85 Where the Appellant appeals the disposition of a finding under the Respectful Work and Learning Environment Policy or under the Sexual Assault Policy, and upon the written request of the Chair of the UDC, the Vice-President (Administration) shall forward to the UDC the report of the investigator for consideration in the disposition of the appeal. Such confidential information submitted to the UDC may only be used for the purpose of the appeal and will be treated as other documentation submitted for the appeal hearing as set out in 2.87.
- 2.86 Subject to paragraph 2.78, the Appellant, the Appellant's representative and the relevant Disciplinary Authority normally must have the right to receive a copy of any university document that the UDC or hearing panel considers in relation to the appeal. The Chair of the Committee must make the final determination on this matter.
- 2.87 All members of the UDC and/or hearing panel will keep all materials and information used for the appeal in strict confidence and surrender such materials to the recording secretary who will have the materials destroyed by way of confidential shredding.

Adjournments

- 2.88 Requests for adjournment shall be granted within reason.

Disposition

- 2.89 A decision to uphold or deny an appeal, in whole or in part, and a decision to take different Disciplinary Action, in whole or in part, requires a simple majority.
- 2.90 If, after hearing all the evidence, the UDC is satisfied on the evidence presented that the Appellant has committed Academic Misconduct or Non-Academic Misconduct, the UDC may dispose of the matter by instituting any Disciplinary Action set out in the column entitled "UDC" in Table 3.
- 2.91 The Chair of the UDC or hearing panel must, after a decision has been made, report the results of that decision in writing to:
- (a) the Appellant or the designated representative of the Appellant, if any;
 - (b) the Respondent, or the Respondent's representative, if any, from whose decision the appeal has been heard;
 - (c) the Dean/Director of the Faculty/College/School involved; or the Associate Vice-President (Administration), the Director of Student Residences, or the Chief Information Officer (CIO) of IST, as the case may be;

- (d) the Registrar;
- (e) the Vice-President (Administration);
- (f) the Vice-Provost (Students); or
- (g) any others as deemed relevant.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Appeal Procedure is required.
- 3.2 The President or his or her delegate is responsible for the implementation, administration and review of this Appeal Procedure.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Appeal Procedure.

Part IV Review

- 4.1 Governing Document reviews must be conducted every ten (10) years. The next scheduled review date for this Appeal Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Appeal Procedure may be revised or repealed if:
 - (a) the Approving Body deems it necessary or desirable to do so;
 - (b) the Appeal Procedure is no longer legislatively or statutorily compliant;
 - (c) the Appeal Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Appeal Procedure supersedes all of the following:
 - (a) Student Discipline Procedure, effective January 1, 2009, revised January 26, 2010.

- (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VI Cross References

6.1 This Appeal Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Student Discipline Bylaw;
- (b) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
- (c) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
- (d) Table 3: Disciplinary Actions and Disciplinary Authorities;
- (e) Student Academic Misconduct Procedure;
- (f) Student Non-Academic Misconduct and Concerning Behaviour Procedure;
- (g) Definitions of Academic Units Policy.
- (h) Final Examinations and Final Grades Policy and Procedures;
- (i) Respectful Work and Learning Environment Policy;
- (j) Sexual Assault Policy;
- (k) RWLE and Sexual Assault Procedure;
- (l) Use of Computer Facilities Policy and Procedure;
- (m) Violent or Threatening Behaviour Policy and Procedure.
- (n) *The Freedom of Information and Protection of Privacy Act*, C.C.S.M. c. F175;
- (o) *The Personal Health Information Act*, C.C.S.M. c. P33.5.

UNIVERSITY OF MANITOBA BYLAW

BYLAW:	STUDENT DISCIPLINE
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	<i>The University of Manitoba Act, s.16(1)(d)</i>
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Bylaw

- 1.1 The reason for this Bylaw is to outline the Disciplinary Actions available to Disciplinary Authorities and the subsequent appeal process available to Students for findings of Academic Misconduct and Non-Academic Misconduct.

Part II Policy Content

Definitions

- 2.1 The following terms are defined for the purpose of this Bylaw:
- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Academic Misconduct procedure.
 - (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes

a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.

- (c) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (d) **"Bylaw"** means the [Student Discipline](#) Bylaw.
- (e) **"College"** means a Professional College as defined under the [Definitions of Academic Units](#) policy.
- (f) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3: Disciplinary Actions and Disciplinary Authorities.
- (g) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline under:
 - (i) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct; or
 - (ii) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct.
- (h) **"Expulsion"** has the same meaning as defined under section 2.16 of this Bylaw.
- (i) **"Faculty"** means a Faculty as defined under the [Definitions of Academic Units](#) policy.
- (j) **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Non-Academic Misconduct and Concerning Behaviour procedure.
- (k) **"Reprimand"** has the same meaning as defined under section 2.6 of this Bylaw.
- (l) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the [Definitions of Academic Units](#) policy.
- (m) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;
 - (ii) **Admitted** – an individual who has accepted an offer of admission to the University;

- (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving Suspension due to academic or discipline;
- (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (n) **"Suspension"** has the same meaning as defined in section 2.8 of this Bylaw.
- (o) **"Table 1"** refers to Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct, which follows the Bylaw.
- (p) **"Table 2"** refers to Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct, which follows the Bylaw.
- (q) **"Table 3"** refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (r) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Bylaw.
- (s) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (t) **"University"** means The University of Manitoba.
- (u) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.
- (v) **"UDC"** means the University Discipline Committee composed under section 2.5453 of the Appeal Procedure.

Disciplinary Actions

- 2.2 Students will be subject to Disciplinary Action under this Bylaw for acts of Academic Misconduct and for acts of Non-Academic Misconduct.

- 2.3 The Disciplinary Actions available to a Disciplinary Authority are set out in Table 3.
- 2.4 Once a Disciplinary Action has been implemented, no further Disciplinary Action may be imposed for the same matter except as a result of an appeal by the Student.

Student Academic History/Transcript with regard to Disciplinary Actions

- 2.5 Disciplinary Actions implemented shall not ordinarily be recorded on the Student's academic history/l transcript except in the following:
- (a) if the Student receives Suspension or Expulsion under sections 16, 17, 20 or ~~22~~26 of Table 3; or
 - (b) a Reprimand has been ordered recorded on a Student's academic history/l transcript under section 2 of Table 3.

Reprimand

- 2.6 **"Reprimand"** means an action intended to convey stern disapproval to a Student by means of recording their Academic Misconduct or Non-Academic Misconduct on their ~~student record and~~Student's academic history / transcript.
- 2.7 Where a Reprimand has been ordered to be recorded on the Student's academic history/l transcript (see section 2 of Table 3), the Reprimand shall be removed:
- (a) Following the elapse of the specified period of time, upon the written request of the Student to the Registrar; or
 - (b) Earlier, upon a written order from the Disciplinary Authority that implemented the Disciplinary Action.

Suspensions

- 2.8 **"Suspension"** means any withdrawal of one or more rights or privileges for a definite or indefinite period of time.
- 2.9 A Student may receive Suspension from the following:
- (a) a particular course or courses;
 - (b) a department;
 - (c) a Faculty/College/School;
 - (d) the University; or
 - (e) a Residence.

- 2.10 Students who have been suspended for a definite period of time shall, upon the lifting of the Suspension, have the rights or privileges that were suspended automatically reinstated, subject to any conditions attached to the Disciplinary Action proscribing future conduct.
- 2.11 Suspension for an indefinite period of time shall be dealt with as follows:
- (a) In the case of Suspension for an indefinite time by the Executive Director of Enrolment Services, the Suspension may be lifted by the Executive Director of Enrolment Services upon consideration at the written request of the Student, after consultation with the Unit Head(s) of the Unit(s) concerned.
 - (b) In the case of Suspension for an indefinite period of time by a Disciplinary Authority other than the Executive Director of Enrolment Services, the Student may apply to the Disciplinary Authority that imposed the final penalty for a lifting of the Suspension. If the Suspension is lifted, the Student will have the rights or privileges that were suspended automatically reinstated, subject to any conditions attached to the Disciplinary Action proscribing future conduct.
- 2.12 Where a Student has received a Suspension pursuant to sections 2.9(c) or 2.9(d) of this Bylaw, any academic credits earned by the Student at the University or at any academic institution during the period of Suspension shall not be counted as credit toward any degree or program offered by the University, unless at the time of the imposition of the Suspension, the Disciplinary Authority stipulates otherwise.
- 2.13 Where the Student has received Suspension from a Faculty/College/School of the University, any other Faculty/College/School may refuse to register the Student for any course or courses or refuse to accept the Student into their programs, provided that prior to such refusal, the other Faculty/College/School has:
- (a) obtained and considered a written report from the Disciplinary Authority that implemented the Suspension, outlining the circumstances surrounding the Disciplinary Action;
 - (b) provided the Student a copy of the report; and
 - (c) given the Student an opportunity to respond to the report.
- 2.14 A Suspension will appear on the Student's academic history ~~/~~ transcript until such time as the Suspension period has elapsed, when it shall be removed upon the written request of the Student to the Registrar.
- 2.15 In the case of Suspension for supplying false or misleading information in connection with an application for admission (see sections 23 and 24 of Table 3),

any notation on the Student's academic history/~~transcript may only be removed by the Registrar for undergraduate students, and by the Registrar in consultation with the Dean, Faculty of Graduate Studies for graduate students, upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.~~ / transcript may only be removed:

- (a) For undergraduate students, by the Registrar upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.
- (b) For graduate students, by the Registrar in consultation with the Dean, Faculty of Graduate Studies, upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.

Expulsions

- 2.16 **"Expulsion"** means a withdrawal of all rights or privileges available to Students for either a definite or indefinite period of time.
- 2.17 A Student may receive Expulsion from the following:
 - (a) a particular course or courses;
 - (b) a department;
 - (c) a Faculty/College/School;
 - (d) the University; or
 - (e) a Residence.
- 2.18 In the case of an Expulsion for a definite period of time, upon expiration of such time, in order to be readmitted, the Student must reapply for admission through normal channels to the appropriate authority having jurisdiction over admission.
- 2.19 In the case of an Expulsion for an indefinite period of time the Student may apply to the Disciplinary Authority that imposed the final penalty for a lifting of the Expulsion. If the Expulsion is lifted, the Student, in order to be readmitted, must reapply for admission through normal channels to the authority having jurisdiction over admission.
- 2.20 Where a Student has received an Expulsion pursuant to sections 2.17(c) or 2.17(d) of this Bylaw, any academic credits earned by the Student at the University or at any academic institution during the period of Expulsion shall not be counted as credit toward any degree or program offered by the University, unless at the time of the imposition of the Expulsion, the Disciplinary Authority stipulates otherwise.

- 2.21 Where the Student has received Expulsion from a Faculty/College/School of the University, any other Faculty/College/School may refuse to register the Student for any course or courses or refuse to accept the Student into their programs, provided that prior to such refusal, the other Faculty/College/School has:
- (a) obtained and considered a written report from the Disciplinary Authority that implemented the Expulsion, outlining the circumstances surrounding the Disciplinary Action;
 - (b) provided the Student a copy of the report; and
 - (c) given the Student an opportunity to respond to the report.
- 2.22 An Expulsion shall appear on the Student's academic history / / transcript and may only be removed by the Registrar upon the written order of the Disciplinary Authority that implemented the Disciplinary Action.

Appeals

- 2.23 Students have a right to appeal decisions made by a Disciplinary Authority, excluding the following decisions which are final:
- (a) Any decision of the UDC.
 - (b) The discretionary decision of a Disciplinary Authority to lift a suspension or an expulsion under section 2.11 or section 2.19; of this Bylaw;
 - (c) The decision of a Faculty/College/School to refuse a Student under section 2.21.
- 2.24 Appeals shall be conducted in accordance with the Appeal Procedure.
- 2.25 Subject to section 2.26 of this Bylaw, no Disciplinary Action shall be implemented and Students shall be permitted to continue in their courses or program until the time for appeal has elapsed or until the Student has waived in writing the right to appeal, whichever occurs first. The Disciplinary Authority must ensure that the Student's work continues to be graded normally and is unaffected until the appeal period has lapsed or the appeal process is complete.
- 2.26 Section 2.25 of this Bylaw does not apply in the following circumstances:
- (a) Where the Disciplinary Action would be entered on the academic records history / transcript of the Student, the Registrar shall be notified by the Disciplinary Authority implementing such Disciplinary Action, and shall not issue any academic transcripts until the appeal has—been disposed period has elapsed or the appeal process is complete;

- (b) Where the Disciplinary Action relating to academic dishonesty or academic fraud may result in a change to the Student's transcript, the Registrar shall be notified by the Disciplinary Authority implementing such Disciplinary Action, and shall not issue any transcripts until the appeal ~~has been disposed~~ period has elapsed or the appeal process is complete;
- (c) Where changes in the Student's courses and/or program are directly related to the matter under disciplinary consideration, such changes shall not be permitted; and
- (d) Where if the Disciplinary Action were not implemented, the safety of members of the University Community would be compromised.

Confidentiality

2.27 All matters relating to student discipline or appeal must be kept confidential in accordance with applicable University policies and procedures, and [The Freedom of Information and Protection of Privacy Act](#) and [The Personal Health Information Act](#).

~~Records of Disciplinary Actions~~

~~2.28 A permanent record of Disciplinary Actions taken under the Bylaw shall be maintained in the Office of the University Secretary who may, at the request of an appropriate Disciplinary Authority, release the information to that authority for consideration when making a subsequent disciplinary decision.~~

Annual Reports

~~2.29~~ 2.28 The Annual Report of the UDC will contain all the disciplinary matters that have occurred on campus from September 1 to the following August 31 of each Calendar year.

~~2.30~~ 2.29 Academic Staff and department heads who have dealt with a disciplinary matter shall report to the Dean/Director of the Faculty/College/School to which each Student belongs, setting out the nature of the offence and particulars of the penalty and the Student's identification number if applicable. The Student's identification number is only used for administrative purposes to reduce the possibilities of errors in duplicate reporting and will not be included in the Annual Report.

~~2.31~~ 2.30 Disciplinary Authorities, except members of the Academic Staff and department heads, shall report all disciplinary matters considered by or reported to them to the Chair of the UDC by October 1 of each year. The report shall contain the number of disciplinary matters referred to such person or body, the nature of the offences and particulars of the dispositions, and such further matters as may be required by the UDC.

2.322.31 The recording secretary of the UDC shall prepare and the Chair shall submit a report to the University President by December 1 in each year setting out both a summary of the reports submitted to the Chair of the UDC as well as particulars of the number, nature and disposition of cases appealed to the UDC.

2.332.32 Members of the University Community, shall be kept informed of the nature and disposition of cases dealt with under this Bylaw as the Annual Report shall be presented to the both the Senate and the Board of Governors annually. The names of ~~students~~Students disciplined shall not normally be made public.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Policy is required.
- 3.2 The President is responsible for the implementation, administration and review of this Policy.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Policy.

Part IV Secondary Documents

- 4.1 The President or Approving Body may approve Regulations, Policies and Procedures which are secondary to and comply with this Bylaw.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Bylaw is .
- 5.2 In the interim, this Bylaw may be revised or repealed if:
 - (a) The President or Approving Body deems it necessary or desirable to do so;
 - (b) The Bylaw is no longer legislatively or statutorily compliant; and/or
 - (c) The Bylaw is now in conflict with another Governing Document.
- 5.3 If this Bylaw is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
 - (a) comply with the revised Bylaw; or

- (b) are, in turn, rescinded.

Part VI Effect on Previous Statements

6.1 This Bylaw ~~supercedessupersedes~~:

- (a) Student Discipline Bylaw, dated January 1, 2009;
- (b) all previous Board/Senate Bylaws, Regulations, Rules, Policies and Procedures, and resolutions on the subject matter contained herein; and
- (c) the previous Faculty/College/School Council Bylaw, Regulations, Procedures, and resolutions on the subject matter contained herein.

Part VII Cross References

7.1 Cross referenced to:

- (a) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
- (b) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
- (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
- (d) Student Discipline – Appeal Procedure;
- (e) Student Academic Misconduct procedure;
- (f) Student Non-Academic Misconduct and Concerning Behaviour procedure;
- (g) [Definitions of Academic Units](#) policy.
- (h) [Final Examinations and Final Grades](#) policy and procedures;
- (i) Respectful Work and Learning Environment policy ~~and procedure~~;
- ~~(j)~~ [Sexual Assault Protocol](#) ~~policy~~;
- ~~(j)~~(k) [RWLE and Sexual Assault procedure](#);
- ~~(k)~~(l) [Use of Computer Facilities](#) policy and procedure;
- ~~(l)~~(m) Violent or Threatening Behaviour policy and procedure;
- ~~(m)~~(n) [The Freedom of Information and Protection of Privacy Act](#), C.C.S.M. c. F175;

(n)(o) [The Personal Health Information Act](#), C.C.S.M. c. P33.5.

DRAFT FOR CONSULTATION

UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT ACADEMIC MISCONDUCT
Parent Policy:	Student Discipline Bylaw
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedure

- 1.1 The University of Manitoba emphasizes the importance of academic integrity and works diligently to uphold a rigorous and ethical academic environment.
- 1.2 The reason for this Procedure is to:
 - (a) Articulate the University's expectation that all Students maintain the highest standards of integrity;
 - (b) Outline the jurisdiction for each Disciplinary Authority dealing with the Academic Misconduct of Students; and
 - (c) Provide a fair and thorough investigation process into allegations of Academic Misconduct.

Part II Procedure Content

Definitions

2.1 The following terms are defined for the purpose of this Procedure:

- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of this Procedure.
- (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.
- (c) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (d) **"Bylaw"** means the [Student Discipline](#) Bylaw.
- (e) **"College"** means a Professional College as defined under the [Definitions of Academic Units](#) policy.
- (f) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3.
- (g) **"Disciplinary Authority"** means the disciplinary authority designated to determine a matter of student discipline for Academic Misconduct under Table 1.
- (h) **"Faculty"** means a Faculty as defined under the [Definitions of Academic Units](#) policy.
- (i) **"Procedure"** means this Student Academic Misconduct procedure.
- (j) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the [Definitions of Academic Units](#) policy.
- (k) **"Student"** means any of the following individuals:
 - (i) **Applicant** – an individual who has submitted application for admission to the University;

- (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
- (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension;
- (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (l) **"Student Advocate"** is a member of the University's Student Advocacy Office who provides Students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.
- (m) **"Table 1"** refers to Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct, which follows the Bylaw.
- (n) **"Table 3"** refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (o) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Procedure.
- (p) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (q) **"University"** refers to the University of Manitoba.
- (r) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.
- (s) **"UMSS"** means the University of Manitoba Security Services.

Scope

- 2.2 This Procedure applies to Student's academic conduct in relation to any University Matter.

2.3 **"University Matter"** means any activity, event, or undertaking in which a member of the University Community participates, which has a substantial connection to the University, such as:

- (a) University-related activities or events, including but not limited to:
 - (i) Any activity or event on property owned or controlled by the University;
 - (ii) The leasing of space, including student residence rooms, on property owned or controlled by the University;
 - (iii) The offering of any service by the University, including educational services;
 - (iv) Student placements, practica, or clinical training;
 - (v) University research activities, whether on or off campus;
 - (vi) Student and/or employee exchanges arranged in connection with the University;
 - (vii) Social events or networking, where matters regarding the University or members of the University Community are a significant focus of the activity;
 - (viii) University field trips, travel-study tours, service-learning activities, and similar activities;
- (b) Activities or events involving members of the University Community, where the actions of those members of the University Community may reasonably reflect upon or affect the University, including but not limited to:
 - (i) Any aspect of the employment or engagement of employees and contractors for roles and projects substantially connected to the University;
 - (ii) Participation on a committee or board as a representative of the University ~~or the University Community~~;
 - (iii) Writings, photographs, artwork, audio or video recordings, and/or electronic communications, including communications through social media, where matters regarding the University or members of the University Community are a significant focus of the communication;

- (iv) Matters related to The University of Manitoba Students' Union, the Graduate Students' Association, and their affiliated student groups to the extent that it affects the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments; or
- (v) Matters of off-campus conduct that have, or might reasonably be seen to have an adverse effect on the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments.

Academic Misconduct

2.4 As members of the University Community, Students have an obligation to act with academic integrity. Any Student who engages in Academic Misconduct in relation to a University Matter will be subject to discipline.

2.5 "**Academic Misconduct**" means any conduct that has, or might reasonably be seen to have, an adverse effect on the academic integrity of the University, including but not limited to:

- (a) **Plagiarism** – the presentation or use of information, ideas, sentences, findings, etc. as one's own without appropriate citation in a written assignment, test or final examination.
- (b) **Cheating on Quizzes, Tests or Final Examinations** – the ~~purposeful~~ circumventing of fair testing procedures or contravention of exam regulations. Such acts may be premeditated/planned or may be unintentional or opportunistic.
- (c) **Inappropriate collaboration** – when a Student and any other ~~unauthorized~~ person work together on assignments, projects, tests, labs or other work ~~intended to be individual~~ unless authorized by the course instructor.
- (d) **Duplicate Submission** – cheating where a Student submits a paper/assignment/test in full or in part, for more than one course without the permission of the course instructor.
- (e) **Personation** – writing an assignment, lab, test, or examination for another Student, or the unauthorized use of another person's signature or identification in order to impersonate someone else. Personation includes both the personator and the person initiating the personation.
- (f) **Academic Fraud** – falsification of data or official documents as well as the falsification of medical or compassionate circumstances/documentation to gain accommodations to complete assignments, tests or examinations.

- 2.6 Students will be subject to Disciplinary Action for any instance of Academic Misconduct, regardless of whether such behaviour is covered by other University policies, procedures or bylaws. Matters relating to certain Academic Misconduct may also be subject to additional policies, such as the [Responsible Conduct of Research](#) policy and related procedures.

Jurisdiction of Disciplinary Authority

- 2.7 The specific jurisdiction of each Disciplinary Authority designated to determine an allegation of Academic Misconduct is set out in Table 1.
- 2.8 For matters involving the Academic Misconduct of an undergraduate Student, the Disciplinary Authority with the closest connection to the particular alleged Academic Misconduct has jurisdiction over the matter, subject to section 2.10 of this Procedure. However, the Disciplinary Authority must inform the Unit Head of the Student's home Faculty/College/School prior to any investigation.
- 2.9 Matters involving Academic Misconduct of a graduate Student must be referred directly to the Dean of the Faculty of Graduate Studies who shall, in turn, inform the department head or Unit Head of the Student's home department or Unit prior to any investigation and Disciplinary Action.
- 2.10 When the alleged Academic Misconduct, if proven on a balance of probabilities, would:
- (a) Constitute a second instance of Academic Misconduct by the Student; or
 - (b) Be of such severity as to warrant a Disciplinary Action that is not available to the Disciplinary Authority with the closest connection to the matter under Table 1 (e.g. Department Head);
- the matter shall be referred to the next appropriate Disciplinary Authority under Table 1 (e.g. Dean/Director) for investigation and decision.
- 2.11 If a question arises as to which Disciplinary Authority should hear a particular case, the question must be referred to the President for resolution.
- 2.12 If the Academic Misconduct relates to a criminal offence, the Disciplinary Authority must provide relevant information to UMSS for potential follow-up by the appropriate policing authority.

Notice to the Student

- 2.13 If the Disciplinary Authority determines that there is sufficient evidence to initiate an investigation into the allegation of Academic Misconduct, the Student who is the subject of a disciplinary matter will be informed in writing by the Disciplinary Authority (with a copy to the University's Registrar) that:

- (a) An investigation is proceeding in accordance with this Procedure, the nature of the matter being investigated, that the Student may be subject to Disciplinary Action and that a hold will be placed on the Student's record in accordance with section 2.14 of this Procedure until the allegation is investigated;
- (b) The Student will be given an opportunity to respond to the allegation and, if a meeting is scheduled, notice will be provided as to who will be present on behalf of the University at the meeting;
- (c) The Student may seek advice and representation from a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Student's immediate family or other support person as may be appropriate. It is the sole responsibility of the Student to determine the adequacy of the Student's representation;
- (d) Failure to respond by a specified date will result in the matter being considered without the Student's response;
- (e) The Student may obtain a copy of this Procedure, the Bylaw and related procedures. These documents are available online or from the Office of the University Secretary or the Student Advocacy office;
- (f) The Student has a right to appeal in accordance with the Bylaw and Appeal Procedure.

Student Records

- 2.14 The Disciplinary Authority will request that the Registrar place a hold on the Student's record to prevent the issuance of transcripts, transfers between Faculty/College/School and changes in registrations until the alleged Academic Misconduct is investigated. Until a decision has been made and any appeal process available under the Bylaw has concluded, the Student shall be permitted to continue in the course or program until the case is heard and the Disciplinary Authority must ensure the Student's work continues to be graded normally and is unaffected by the allegation of Academic Misconduct, subject to sections 2.25 and 2.26 of the Bylaw.

Investigation Procedure

- 2.15 Subject to section 2.16 of this Procedure, the Disciplinary Authority will, either personally or through a designate, conduct an investigation into the allegations of Academic Misconduct in any manner that he or she deems appropriate to the nature of the circumstances and the seriousness of the issues involved and any admissions made during the investigation. This may include some or all of:

- (a) Interviewing witnesses;
 - (b) Reviewing documents and records (both paper and electronic);
 - (c) Reviewing photographs, audio, and video recordings;
 - (d) Examining physical evidence;
 - (e) Arranging for testing of physical evidence;
 - (f) With the consent of participants, arranging for medical or psychological evaluations; and/or
 - (g) Submitting a [Third Party Data Access Request Form](#) to IST regarding accessing electronic systems and consulting with Access & Privacy Office as required to facilitate the request.
- 2.16 The Disciplinary Authority may choose not to personally investigate where the issue has been or may be investigated pursuant to another University policy, procedure or bylaw.
- 2.17 The Disciplinary Authority will conduct the investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Disciplinary Authority will consider that:
- (a) The Student must be informed of the essential nature of the allegations against him or her, including where necessary, having access to documentary and other evidence, and in some cases (subject to the provisions of confidentiality found in this Procedure) the identity of the complainant;
 - (b) The Student must be provided an opportunity to respond to the allegations;
 - (c) While strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and
 - (d) Witnesses may wish to consult with or respond through an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).
- 2.18 The Disciplinary Authority (or designate) may meet with the Student to present the facts/evidence concerning the allegation and to give the Student an opportunity to respond to the allegation and present his/her explanation of the matter. The Disciplinary Authority will give notice to the Student as to who will be present on behalf of the University at such a meeting.

- 2.19 The Disciplinary Authority will inform the Student that a written decision letter will be sent normally within five (5) working days of receiving the Student's response. If the Student does not respond within a reasonable time, the Disciplinary Authority will consider the matter and make a decision in the absence of the Student's response and based on the information that is available.

Decision

- 2.20 At the conclusion of the investigation, the Disciplinary Authority will inform the Student of his or her decision in writing and will include, at minimum, the following:
- (a) A summary of the allegation of Academic Misconduct;
 - (b) A summary of the process and key timelines in the investigation;
 - (c) A summary of the key evidence obtained through the investigation, including the response of the Student to the allegation;
 - (d) An indication of which key evidence was considered credible and reliable;
 - (e) A conclusion as to whether, on a balance of probabilities, the Academic Misconduct occurred;
 - (f) A summary of the reasons for the conclusion;
 - (g) A summary of any Disciplinary Action instituted in accordance with the Bylaw and section 2.21 of this Procedure; and
 - (h) If Disciplinary Action is taken, information about the right to appeal, the time period for appeal, and the person and contact information for the submission of an appeal, in accordance with the Bylaw.
- 2.21 Where there is a finding of Academic Misconduct, the Disciplinary Authority will consider any previous findings of Academic Misconduct before determining the appropriate Disciplinary Action under the Bylaw. In the case where the Disciplinary Authority is not the Unit Head of the Faculty/College/School in which the Student is registered, the Disciplinary Authority will determine the appropriate Disciplinary Action in consultation with the Unit Head of that Faculty/College/School.
- 2.22 The Disciplinary Authority will send a copy of their decision to the Registrar and to the Unit Head of the Faculty/College/School in which the Student is registered.

Appeals

- 2.23 Students have a right to appeal Disciplinary Actions in accordance with the Bylaw and Appeal Procedure.

Obligations of Confidentiality by the University

- 2.24 In respect of an incidence of Academic Misconduct, the University will not disclose the name of the complainant, the Student, or the circumstances related to the complaint to any person, other than where the disclosure is:
- (a) Necessary to investigate the complaint or take corrective action with respect to the complaint; or
 - (b) Required by law.
- 2.25 Personal information that is disclosed under section 2.24 above in respect of an ~~alleged Breach or a finding~~ incidence of ~~Breach~~ Academic Misconduct will be the minimum amount necessary for the purpose.

Obligations of Confidentiality by the Disciplinary Authority

- 2.26 The Disciplinary Authority, in conducting the investigation, will exercise discretion to ensure that individuals participating in the investigation are only provided with such information as they may reasonably need to know to be effective witnesses, or in the case of an accused Student, to address the allegations against them in accordance with the principles of procedural fairness and natural justice. Individuals participating in the investigation may not necessarily be provided with all information, documentation, the names of complainants or other witnesses.
- 2.27 The Disciplinary Authority will advise all persons involved with an investigation as to their obligations regarding confidentiality, and the protections available to them under this Procedure.

Obligations of Confidentiality by the Others

- 2.28 All persons involved in an investigation of an incident of Non-Academic Misconduct or Concerning Behaviour, whether as a witness or retrieving relevant information or documents, must keep confidential:
- (a) The existence and nature of the investigation; and
 - (b) Any information or documentation obtained as a result of the investigation;
- which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Access & Privacy Office.
- 2.29 Notwithstanding section 2.28, the Complainant, the Respondent, and witnesses involved in the investigation may:
- (a) Obtain confidential advice (including advice from a Student Advocate or lawyer, as may be appropriate);

- (b) Disclose information to others only to the extent reasonably necessary to gather evidence and, in the case of an accused Student, to make full answer and defense to the allegations; and
- (c) Use information obtained independent of the investigation in any other forum.

Records Management

- 2.30 The Disciplinary Authority will maintain files with respect to each complaint in accordance with the [Records Management](#) policy and procedure.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Procedure is required.
- 3.2 The President is responsible for the implementation, administration and review of this Procedure.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Procedure may be revised or repealed if:
 - (a) the President or the Approving Body deems it necessary or desirable to do so;
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) the Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Procedure supersedes all of the following:

- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VI Cross References

6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Student Discipline Bylaw;
- (b) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
- (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
- (d) Student Discipline - Appeal Procedure;
- (e) [Definitions of Academic Units](#) policy;
- (f) [Responsible Conduct of Research](#) policy and procedures;
- (g) [Records Management](#) policy and procedure;
- (h) [Use of Computer Facilities](#) policy and procedure;
- (i) [Third Party Data Access Request Form](#);
- (j) [Student Advocacy Office](#) policy.

UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR
Parent Policy:	Student Discipline Bylaw
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedure

1.1 The reason for this Procedure is to:

- (a) Articulate the University's expectation that all Students act in a fair and reasonable manner toward their peers, the faculty, staff, administration and the physical property of the University;
- (b) Outline the jurisdiction for each Disciplinary Authority dealing with the Non-Academic Misconduct of Students;
- (c) Provide a fair and thorough investigation process for allegations of Non-Academic Misconduct;
- (d) Coordinate an action plan for Students exhibiting Concerning Behaviour that includes supports and a clear referral mechanism for members of the University Community.

Part II Procedure Content

Definitions

2.1 The following terms are defined for the purpose of this Procedure:

- (a) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.
- (b) **"Appeal Procedure"** means the Student Discipline – Appeal Procedure.
- (c) **"Bylaw"** means the [Student Discipline](#) Bylaw.
- (d) **"College"** means a Professional College as defined under the [Definitions of Academic Units](#) policy.
- (e) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3.
- (f) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline for Non-Academic Misconduct under Table 2.
- (g) **"Discrimination"** has the same meaning as defined in section 2.3 of the ~~Respectful Work and Learning Environment~~ [RWLE and Sexual Assault](#) procedure.
- ~~(h) "Disrespectful Conduct" has the same meaning as defined in section 2.8 of the Respectful Work and Learning Environment procedure.~~
- ~~(i)(h)~~ **"Faculty"** means a Faculty as defined under the [Definitions of Academic Units](#) policy.
- ~~(i)(i)~~ **"Harassment"** refers to Personal Harassment, Human Rights Based Harassment, and/or Sexual Harassment as defined in section 2.10 of the ~~Respectful Work and Learning Environment~~ [RWLE and Sexual Assault](#) procedure.
- ~~(k)(i)~~ **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of this Procedure.

~~(h)~~(k) "**Procedure**" means this Student Non-Academic Misconduct and Concerning Behaviour procedure.

~~(m)~~(l) "**School**" means a "School of the University" or a "School of a Faculty", as those terms are defined under the [Definitions of Academic Units](#) policy.

~~(n)~~(m) "**Sexual Assault**" has the same meaning as defined in section 2.1 of the Sexual Assault ~~Protocol~~[Policy](#).

~~(o)~~(n) "**STATIS**" means the Student/Staff Threat Assessment Triage Intervention Support team established pursuant to section 2.11 of the Violent or Threatening Behaviour procedure.

~~(p)~~(o) "**Student**" means any of the following individuals:

- (i) **Applicant** – an individual who has submitted application for admission to the University;
- (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
- (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension;
- (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).

~~(q)~~(p) "**Student Advocate**" is a member of the University's Student Advocacy Office who provides Students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.

~~(r)~~(q) "**Table 2**" refers to Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct, which follows the Bylaw.

~~(s)~~(r) "**Table 3**" refers to Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.

~~(t)~~(s) "**UMSS**" means the University of Manitoba's Security Services.

~~(u)~~(t) "**Unit**" means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a Faculty/College/School is not a Unit as the term is used within this Procedure.

~~(v)~~(u) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.

~~(w)~~(v) **"University"** refers to the University of Manitoba.

~~(x)~~(w) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, Students, volunteers, external parties, contractors and suppliers.

~~(y)~~(x) **"University Matter"** has the same meaning as defined in section 2.3 of this Procedure.

~~(z)~~(y) **"Violence"** means:

- (i) The attempted or actual exercise of physical force against a person; or
- (ii) Any threatening statement or behaviour that gives a person reasonable cause to believe that physical force will be used against the person; ~~or.~~

~~(iii) Any threatening statement or behaviour that may cause emotional trauma.~~

SCOPE

2.2 This Procedure applies to a Student's non-academic conduct in relation to any University Matter.

2.3 **"University Matter"** means any activity, event, or undertaking in which a member of the University Community participates, which has a substantial connection to the University, such as:

(a) University-related activities or events, including but not limited to:

- (i) Any activity or event on property owned or controlled by the University;
- (ii) The leasing of space, including student residence rooms, on property owned or controlled by the University;
- (iii) The offering of any service by the University, including educational services;
- (iv) Student placements, practica, or clinical training;

- (v) University research activities, whether on or off campus;
 - (vi) Student and/or employee exchanges arranged in connection with the University;
 - (vii) Social events or networking, where matters regarding the University or members of the University Community are a significant focus of the activity;
 - (viii) University field trips, travel-study tours, service-learning activities, and similar activities;
- (b) Activities or events involving members of the University Community, where the actions of those members of the University Community may reasonably reflect upon or affect the University, including but not limited to:
- (i) Any aspect of the employment or engagement of employees and contractors for roles and projects substantially connected to the University;
 - (ii) Participation on a committee or board as a representative of the University ~~or the University Community~~;
 - (iii) Writings, photographs, artwork, audio or video recordings, and/or electronic communications, including communications through social media, where matters regarding the University or members of the University Community are a significant focus of the communication;
 - (iv) Matters related to The University of Manitoba Students' Union, the Graduate Students' Association, and their affiliated student groups to the extent that it affects the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments; or
 - (v) Matters of off-campus conduct that have, or might reasonably be seen to have an adverse effect on the proper functioning of the University or the rights of a member of the University Community to use and enjoy the University's learning and working environments.

NON-ACADEMIC MISCONDUCT

- 2.4 Any Student who engages in Non-Academic Misconduct in relation to a University Matter will be subject to discipline.
- 2.5 **"Non-Academic Misconduct"** means any conduct that has, or might reasonably be seen to have, an adverse effect on the integrity or proper functioning of the

University or the health, safety, rights or property of the University or members of the University Community, such as:

- (a) Threats of harm or actual harm by any means (including electronic means) to another person, including but not limited to:
 - (i) Discrimination;
 - (ii) Hazing;
 - (iii) Harassment;
 - (iv) Possession or use of dangerous objects, in violation of any applicable law;
 - (v) Sexual Assault;
 - (vi) Stalking behaviour, including repetitive behaviour directed at a specific person which reasonably causes that person alarm, distress, fear or a change of normal behavior;
 - (vii) Violence;
- (b) Property-related misconduct, including but not limited to:
 - (i) Theft;
 - (ii) Threats to or damage of University property;
 - (iii) Vandalism;
- (c) Inappropriate or disruptive behavior, including but not limited to:
 - (i) Actions which habitually interfere with the learning environment or requires the inordinate time and attention of faculty and staff;
 - (ii) Alcohol or substance abuse;
 - (iii) Disorderly behaviour;
 - ~~(iv) Disrespectful Conduct;~~
 - ~~(v)~~(iv) Indecent exposure;
 - ~~(vi)~~(v) Unprofessional conduct;
- (d) Abuse of ~~or disrespect for~~ the process of University policies, procedures or regulations, including but not limited to:

- (i) Abuse of computer privileges;
- (ii) Breach of student residence rules or regulations;
- (iii) Failure to comply with a previously imposed Disciplinary Action;
- (iv) Frivolous or vexatious complaints or appeals.

2.6 Students will be subject to Disciplinary Action for any instance of Non-Academic Misconduct, regardless of whether such behaviour is covered by other University policies, procedures or bylaws. Matters relating to certain Non-Academic Misconduct may also be subject to additional policies, such as:

- (a) The Respectful Work and Learning Environment policy and the RWLE and Sexual Assault procedure when the matter relates to Discrimination, ~~Disrespectful Conduct~~ or Harassment;
- (b) The ~~Respectful Work and Learning Environment Sexual Assault~~ policy; and the RWLE and Sexual Assault procedure ~~and the Sexual Assault Protocol~~ when the matter relates to Sexual Assault;
- (c) The Violent or Threatening Behaviour policy and procedure when the matter relates to Violence, hazing, stalking behaviour, or the possession or use of dangerous objects in violation of any applicable law;
- (d) The Use of Computer Facilities policy and procedure when the matter relates to abuse of computer privileges;
- (e) The Campus Alcohol policy and procedure when the matter relates to alcohol or substance abuse;
- (f) The student Residence Contract when the matter relates to a breach of student residence rules or regulations.

Jurisdiction of Disciplinary Authority

2.7 The specific jurisdiction of each Disciplinary Authority designated to determine an allegation of Non-Academic Misconduct is set out in Table 2.

2.8 For matters involving the Non-Academic Misconduct of an undergraduate Student, the Disciplinary Authority with the closest connection to the particular alleged Non-Academic Misconduct has jurisdiction over the matter, subject to section 2.10 of this Procedure. However, the Disciplinary Authority must inform the Unit Head of the Student's home Faculty/College/School, and the Vice-Provost (Students), prior to any investigation.

2.9 Matters involving Non-Academic Misconduct of a graduate Student must be referred directly to the Dean of the Faculty of Graduate Studies who shall, in turn,

inform the department head of the Student's home department, and the Vice-Provost (Students), prior to any investigation.

2.10 When the alleged Non-Academic Misconduct, if proven on a balance of probabilities, would:

- (a) Constitute a second instance of Non-Academic Misconduct by the Student; or
- (b) Be of such severity as to warrant a Disciplinary Action that is not available to the Disciplinary Authority with the closest connection to the matter under Table 2 (e.g. Department Head);

the matter shall be referred to the next appropriate Disciplinary Authority under Table 2 (e.g. Dean/Director) for investigation and decision.

2.11 If a question arises as to which Disciplinary Authority should hear a particular case, the question must be referred to the President for resolution.

2.12 If the Non-Academic Misconduct relates to a criminal offence, the Disciplinary Authority must provide relevant information to UMSS for potential follow-up by the appropriate policing authority.

Notice to Vice-Provost (Students)

2.13 Before initiating an investigation, the Disciplinary Authority will advise the Vice-Provost (Students) of the following:

- (a) An allegation of Non-Academic Misconduct has been received;
- (b) The nature of the Non-Academic Misconduct;
- (c) The name of the Student alleged to have committed the Non-Academic Misconduct; and
- (d) The intention of the Disciplinary Authority to initiate an investigation in accordance with this Procedure.

2.14 The Vice-Provost (Students) will review this information and advise the Disciplinary Authority if he or she feels the matter should be referred to STATIS before the investigation is conducted.

Notice to the Student

2.15 After consultation with the Vice-Provost (Students), the Student who is the subject of a disciplinary matter will be informed in writing by the Disciplinary Authority (with a copy to the University's Registrar) that:

- (a) An investigation is proceeding in accordance with this Procedure, the nature of the matter being investigated, that the Student may be subject to Disciplinary Action, and that a hold will be placed on the Student's record in accordance with section 2.16 of this Procedure until the allegation is investigated;
- (b) The Student will be given an opportunity to respond to the allegation and, if a meeting is scheduled, notice will be provided as to who will be present on behalf of the University at the meeting;
- (c) The Student may seek advice and representation from a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Student's immediate family, or other support person as may be appropriate. It is the sole responsibility of the Student to determine the adequacy of the Student's representation;
- (d) Failure to respond by a specified date will result in the matter being considered without the Student's response;
- (e) The Student may obtain a copy of this Procedure, the Bylaw and related procedures. These documents are available online or from the Office of the University Secretary or the Student Advocacy office;
- (f) The Student has a right to appeal in accordance with the Bylaw and Appeal Procedure.

Student Records

- 2.16 The Disciplinary Authority will request that the Registrar place a hold on the Student's record to prevent the issuance of transcripts, transfers between Faculty/College/School and changes in registrations until the alleged Non-Academic Misconduct is investigated. Until a decision has been made and any appeal process available under the Bylaw has concluded, the Student shall be permitted to continue in the course or program and the Disciplinary Authority must ensure the Student's work continues to be graded normally and is unaffected by the allegation of Non-Academic Misconduct, subject to sections 2.25 and 2.26 of the Bylaw.

Investigation Procedure

- 2.17 Subject to section 2.18 of this Procedure, the Disciplinary Authority will, either personally or through a designate, conduct an investigation into the allegations of Non-Academic Misconduct in any manner that he or she deems appropriate to the nature of the alleged Non-Academic Misconduct, the seriousness of the issues involved, and any admissions made during the investigation. This may include some or all of:

- (a) Interviewing witnesses;
 - (b) Reviewing documents and records (both paper and electronic);
 - (c) Reviewing photographs, audio, and video recordings;
 - (d) Examining physical evidence;
 - (e) Arranging for testing of physical evidence;
 - (f) With the consent of participants, arranging for medical or psychological evaluations; and/or
 - (g) Submitting a [Third Party Data Access Request Form](#) to IST regarding accessing electronic systems and consulting with Access & Privacy Office as required to facilitate the request.
- 2.18 The Disciplinary Authority may choose not to personally investigate where the issue has been or may be investigated pursuant to another University policy, procedure or bylaw.
- 2.19 The Disciplinary Authority will conduct the investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Disciplinary Authority will consider that:
- (a) The Student must be informed of the essential nature of the allegations against him or her, including, where necessary, having access to documentary and other evidence, and in some cases (subject to the provisions of confidentiality found in this Procedure) the identity of the complainant;
 - (b) The Student must be provided an opportunity to respond to the allegations;
 - (c) While strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and
 - (d) Witnesses may wish to consult with or respond through an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).
- 2.20 The Disciplinary Authority (or designate) may meet with the Student to present the facts/evidence concerning the allegation and to give the Student an opportunity to respond to the allegation and present his/her explanation of the matter. The Disciplinary Authority will give notice to the Student as to who will be present on behalf of the University at such a meeting.

- 2.21 The Disciplinary Authority will inform the Student that a written decision letter will be sent normally within five (5) working days of receiving the Student's response. If the Student does not respond within a reasonable time, the Disciplinary Authority will consider the matter and make a decision in the absence of the Student's response and based on the information that is available.

Decision

- 2.22 At the conclusion of the investigation, the Disciplinary Authority will inform the Student of his or her decision in writing and will include, at minimum, the following:
- (a) A summary of the allegation of Non-Academic Misconduct;
 - (b) A summary of the process and key timelines in the investigation;
 - (c) A summary of the key evidence obtained through the investigation, including the response of the Student to the allegation;
 - (d) An indication of which key evidence was considered credible and reliable;
 - (e) A conclusion as to whether, on a balance of probabilities, the Non-Academic Misconduct occurred;
 - (f) A summary of the reasons for the conclusion;
 - (g) A summary of any Disciplinary Action instituted in accordance with the Bylaw and section 2.23 of this Procedure; and
 - (h) If Disciplinary Action is taken, information about the right to appeal, the time period for appeal, and the person and contact information for the submission of an appeal, in accordance with the Bylaw.
- 2.23 Where there is a finding of Non-Academic Misconduct, the Disciplinary Authority will consider any previous findings of Non-Academic Misconduct before determining the appropriate Disciplinary Action under the Bylaw. In the case where the Disciplinary Authority is not the Unit Head of the Faculty/College/School in which the Student is registered, the Disciplinary Authority will determine the appropriate Disciplinary Action in consultation with the Unit Head of that Faculty/College/School.
- 2.24 The Disciplinary Authority will send a copy of their decision to the Registrar, to the Vice-Provost (Students), and to the Unit Head of the Faculty/College/School in which the Student is registered.

Appeals

- 2.25 Students have a right to appeal Disciplinary Actions in accordance with the Bylaw and the Appeal Procedure.

CONCERNING BEHAVIOUR

- 2.26 **"Concerning Behaviour"** means any behaviour that, while not indicative of a clear immediate threat, gives rise to a reasonable apprehension that the Student may engage in conduct harmful to him- or herself or to others, including but not limited to:

- (a) Threats of self-harm;
- (b) Worrisome behavioral changes in an individual, such as changes in appearance, social withdrawal or isolation, apparent detachment from reality, or inordinate interest in or discussion of violent themes or events.

- 2.27 Where a Student is exhibiting Concerning Behaviour, members of the University Community must report such behaviour to their Unit Head, a member of STATIS, and/or UMSS. The Unit Head of the Student's Faculty/College/School of registration must be consulted and that Unit Head should, where appropriate:

- (a) Ensure the Student receives timely voluntary counselling referrals through existing support services at the University, such as the Student Support Case Manager, Student Counselling Centre, University Health Services, and/or the Faculty Counselling Services (College of Medicine);
- (b) Use this Procedure, the Student Discipline Bylaw and other policies, procedures and bylaws as appropriate where additional action is necessary to deal with Concerning Behaviour.

- 2.28 Members of the University Community must report incidents of Concerning Behaviour to UMSS and STATIS where a Student's Concerning Behaviour is affecting the various services and administration offices of the University, or where the Concerning Behaviour is of a nature or quality that likely will result in:

- (a) Serious harm to the Student or substantial deterioration of the Student's health; or
- (b) Serious harm to another person or property;

- 2.29 When reporting concerns to STATIS or UMSS, individuals should attempt to provide the following information:

- (a) Description of the Concerning Behaviour;
- (b) Name of the Student exhibiting the Concerning Behaviour; and

- (c) Indication of what action has been taken to date (if applicable), including a description of any meetings with the Student and any assistance provided, including referrals.
- 2.30 Information regarding Concerning Behaviour that is received during the Student application process must be referred to the Executive Director of Enrolment Services or the Dean of Graduate Studies, as appropriate. If the information is of serious concern to the respective Executive Director of Enrolment Services or the Dean of Graduate Studies, he/she may seek the advice of the University Legal Counsel and may initiate a staff conference of STATIS.
- 2.31 If a Student does not accept personal responsibility for their Concerning Behaviour or will not accept appropriate referral for voluntary counselling, the Unit Head should proceed as follows:
- (a) Advise the Student to seek professional help; and
 - (b) Contact the Executive Director of Student Support if the Student refuses to voluntarily seek professional help. The Executive Director of Student Support may ~~refer the matter to the Director of University Health Services or designate, who shall follow mental health legislation and regulations~~ consult with colleagues to determine whether or not an involuntary psychiatric assessment is advisable according to mental health legislation and regulations.

CONFIDENTIALITY

Obligations of Confidentiality by the University

- 2.32 In respect of an incidence of Non-Academic Misconduct or Concerning Behaviour, the University will not disclose the name of the complainant, the Student, or the circumstances related to the complaint to any person, other than where the disclosure is:
- (a) Necessary to investigate the complaint or take corrective action with respect to the complaint;
 - (b) Necessary to coordinate an action plan for a Student exhibiting Concerning Behaviour that includes supports and a clear referral mechanism for the Student; or
 - (c) Required by law.
- 2.33 Personal information that is disclosed under section 2.32 above in respect of an ~~alleged Breach~~ incidence of Non-Academic Misconduct or ~~a finding of Breach~~ Concerning Behaviour will be the minimum amount necessary for the purpose.

Obligations of Confidentiality by the Disciplinary Authority

- 2.34 The Disciplinary Authority, in conducting the investigation, will exercise discretion to ensure that individuals participating in the investigation are only provided with such information as they may reasonably need to know to be effective witnesses, or in the case of an accused Student, to address the allegations against them in accordance with the principles of procedural fairness and natural justice. Individuals participating in the investigation may not necessarily be provided with all information, documentation, the names of complainants or other witnesses.
- 2.35 The Disciplinary Authority will advise all persons involved with an investigation as to their obligations regarding confidentiality, and the protections available to them under this Procedure.

Obligations of Confidentiality by the Others

- 2.36 All persons involved in an investigation of an incident of Non-Academic Misconduct or Concerning Behaviour, whether as a witness or retrieving relevant information or documents, must keep confidential:
- (a) The existence and nature of the investigation; and
 - (b) Any information or documentation obtained as a result of the investigation;
- which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Access & Privacy Office.
- 2.37 Notwithstanding section 2.36, the Complainant, the Respondent, and witnesses involved in the investigation may:
- (a) Obtain confidential advice (including advice from a Student Advocate or lawyer, as may be appropriate);
 - (b) Disclose information to others only to the extent reasonably necessary to gather evidence and, in the case of an accused Student, to make full answer and defense to the allegations; and
 - (c) Use information obtained independent of the investigation in any other forum.

Records Management

- 2.38 The Disciplinary Authority will maintain files with respect to each complaint in accordance with the [Records Management](#) policy and procedure.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Procedure is required.
- 3.2 The President is responsible for the implementation, administration and review of this Procedure.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Procedure may be revised or repealed if:
 - (a) the President or the Approving Body deems it necessary or desirable to do so;
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) the Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Procedure supersedes all of the following:
 - (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VI Cross References

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Student Discipline Bylaw;
- (b) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
- (c) Table 3: Disciplinary Actions and Disciplinary Authorities;
- (d) Student Discipline - Appeal Procedure;
- (e) Respectful Work and Learning Environment policy ~~and procedure~~;
- (f) Sexual Assault ~~Protocol~~ Policy;
- (g) RWLE and Sexual Assault procedure;
- ~~(g)~~(h) Residence Contract;
- ~~(h)~~(i) Violent or Threatening Behaviour policy and procedure;
- ~~(i)~~(j) Campus Alcohol policy and procedure;
- ~~(j)~~(k) Definitions of Academic Units policy;
- ~~(k)~~(l) Records Management policy and procedure;
- ~~(l)~~(m) Use of Computer Facilities policy and procedure;
- ~~(m)~~(n) Third Party Data Access Request Form;
- ~~(n)~~(o) Student Advocacy Office policy.

**TABLE 1: JURISDICTION OF DISCIPLINARY AUTHORITIES
FOR STUDENT ACADEMIC MISCONDUCT**

For the purpose of this Table 1, all capitalized terms have the meaning ascribed to them in the Student Discipline Bylaw (the "Bylaw") and/or in the Student Academic Misconduct procedure (the "Procedure"). References to Faculty/College/School will include University 1, and references to Dean/Director will include the Executive Director of Student Academic Success.

DISCIPLINARY AUTHORITY	JURISDICTION	
1. Academic Staff	Undergraduate Level	At the Undergraduate level, Academic Staff have no disciplinary authority and must refer the matter directly to the Department Head or, in the case of non-departmental units, to the Dean/Director or designate of the Faculty/College/School.
	Graduate Level	At the Graduate level, Academic Staff have no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.
2. Department Head	Undergraduate Level	<p>The Department Head has jurisdiction over a breach of departmental bylaws or regulations; student disciplinary matters uniquely affecting the department; and matters involving undergraduate students relating to course work.</p> <p>At the Undergraduate level, the Department Head may dispose of the matter, or may refer the matter to the Dean or Director in accordance with section 2.10 of the Procedure.</p>
	Graduate Level	At the Graduate level, the Department Head has no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.

DISCIPLINARY AUTHORITY	JURISDICTION	
3. Dean / Directors	Undergraduate Level	<p>The Dean/Director has jurisdiction over a breach of Faculty/College/School bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty/College/School that do not affect the University generally.</p> <p>If the disciplinary matter relates to a course other than a course offered by the Faculty/College/School in which the Student is registered, the Dean/Director must act in accordance with sections 2.8 and 2.21 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Dean or Director must refer the matter directly to the jurisdiction of the Dean of Graduate Studies, or designate.</p>
4. Dean of Graduate Studies	<p>The Dean of Graduate Studies has jurisdiction over a breach of Faculty of Graduate Studies bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty of Graduate Studies that do not affect the University generally.</p> <p>The Dean of the Faculty of Graduate Studies will consult with the Registrar over all disciplinary matters involving false or misleading information supplied in connection with applications for admission to the Faculty of Graduate Studies.</p>	

DISCIPLINARY AUTHORITY	JURISDICTION	
5. Executive Director of Enrolment Services	<p>The Executive Director has jurisdiction over all disciplinary matters involving false or misleading information supplied in connection with applications for admission to Faculties/<u>Colleges</u>/Schools, except the Faculty of Graduate Studies.</p> <p>The Executive Director of Enrolment Services may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Executive Director's jurisdiction.</p>	
6. Registrar	Undergraduate Level	At the Undergraduate level, the Registrar has jurisdiction over all disciplinary matters involving false or misleading information supplied in connection with registration with any unit of the University, or a Student's academic history/record, including but not limited to; letters of permission, transfer of credits and transcript matters.
	Graduate Level	At the Graduate level, the Registrar has jurisdiction and will consult with the Dean of Graduate Studies regarding disciplinary matters involving false or misleading information supplied in connection with registration with any unit of the University, or student's academic history/record, including but not limited to; letters of permission, transfer of credits and transcript matters.
7. President	<p>The President has jurisdiction over all disciplinary matters not specifically subject to the control of another Disciplinary Authority under the Procedure or this Table 1.</p> <p>The President may delegate jurisdiction to a person or to an ad hoc committee to hear and determine any disciplinary matter within the President's jurisdiction.</p>	

**TABLE 2: JURISDICTION OF DISCIPLINARY AUTHORITIES
FOR STUDENT NON-ACADEMIC MISCONDUCT**

For the purpose of this Table 2, all capitalized terms have the meaning ascribed to them in the Student Discipline Bylaw (the "Bylaw") and/or in the Student Non-Academic Misconduct and Concerning Behaviour procedure (the "Procedure"). References to Faculty/College/School will include University 1, and references to Dean/Director will include the Executive Director of Student Academic Success.

DISCIPLINARY AUTHORITY	JURISDICTION	
1. Academic Staff	Undergraduate Level	At the Undergraduate level, Academic Staff have jurisdiction over a disruption of an instructional or evaluative activity occurring in their class. Academic Staff may refer the matter directly to the Department Head or, in the case of non-departmental units, to the Dean/Director or designate of the Faculty/College/School.
	Graduate Level	At the Graduate level, Academic Staff have jurisdiction over a disruption of an instructional or evaluative activity occurring in their class. Academic Staff must refer all other disciplinary matters directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.

DISCIPLINARY AUTHORITY	JURISDICTION	
2. Department Head	Undergraduate Level	<p>The Department Head has jurisdiction over a breach of departmental bylaws or regulations and student disciplinary matters uniquely affecting the department.</p> <p>At the Undergraduate level, the Department Head may dispose of the matter, or may refer the matter to the Dean or Director in accordance with section 2.10 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Department Head has no disciplinary authority and must refer the matter directly to the Dean of Graduate Studies, or designate, in accordance with section 2.9 of the Procedure.</p>
3. Dean / Director	Undergraduate Level	<p>The Dean/Director has jurisdiction over a breach of Faculty/College/School bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty/College/School that do not affect the University generally.</p> <p>If the disciplinary matter relates to a course other than a course offered by the Faculty/College/School in which the Student is registered, the Dean/Director must act in accordance with section 2.8 and 2.23 of the Procedure.</p>
	Graduate Level	<p>At the Graduate level, the Dean or Director must refer the matter directly to the jurisdiction of the Dean of Graduate Studies, or designate.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
4. Dean of Graduate Studies	<p>The Dean of Graduate Studies has jurisdiction over a breach of Faculty of Graduate Studies bylaws or regulations and over all other disciplinary matters uniquely affecting the Faculty that do not affect the University generally, in accordance with section 2.9 of the Procedure.</p>
5. University Librarian	<p>The University Librarian has jurisdiction over a breach of library regulations and all other disciplinary matters occurring in and uniquely affecting a library that do not affect the University generally.</p> <p>The University Librarian may delegate jurisdiction to a library administrative officer in any library within the University and/or establish an ad hoc committee to hear and determine any disciplinary matter within the Director's jurisdiction or the jurisdiction of the administrative officer.</p> <p>In situations involving mutilation or theft of library materials, the University Librarian may refer the case to the President. If in this case the President requests the University Librarian to act in the name of the President, the University Librarian shall act with the President's authority.</p>
6. Director of Student Residences	<p>The Director of Student Residences has jurisdiction over a breach of University residence rules or the Residence Contract, and all other disciplinary matters which uniquely affect the proper administration of a University residence, whether committed by residents, visitors or others, and which do not affect the University generally.</p> <p>The Director may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Director's jurisdiction.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
7. Associate Vice-President (Admin)	<p>The Associate Vice-President (Administration) has jurisdiction over all disciplinary matters occurring in and uniquely affecting the University Centre building, which do not affect the University generally.</p> <p>The Associate Vice-President (Administration) may delegate jurisdiction to an ad hoc committee to hear and determine any disciplinary matter within the Associate Vice-President (Administration)'s jurisdiction.</p>
8. CIO, IST	<p>The CIO of Information Services and Technology has the delegated jurisdiction of the Vice-President (Administration) over abuses of computer privileges under the Use of Computer Facilities policy.</p>
9. Vice-President (Admin)	<p>The Vice-President (Administration) has jurisdiction over disciplinary matters relating to a breach of the following policies:</p> <p>(a) Respectful Work and Learning Environment policy;</p> <p>(b) <u>(b) Sexual Assault policy;</u></p> <p>(b)(c) <u>(c) Use of Computer Facilities policy;</u></p> <p>(c)(d) <u>(d) Violent or Threatening Behaviour policy</u></p> <p>The Vice-President (Administration) may delegate jurisdiction in whole or in part, absolutely or conditionally, to the Vice-Provost (Students) to hear and determine any disciplinary matter within the Vice-President (Administration)'s jurisdiction.</p> <p>The Vice-President (Administration) may delegate jurisdiction to the CIO, where appropriate, with respect to a breach of the Use of Computer Facilities policy.</p>

DISCIPLINARY AUTHORITY	JURISDICTION
10. Vice-Provost (Students)	<p>The Vice-Provost (Students) has jurisdiction over disciplinary matters affecting more than one Faculty/College/School or disciplinary matters affecting the University generally.</p> <p>The Vice-Provost (Students) also has jurisdiction over disciplinary matters which have been referred to the Vice-Provost (Students) from the following:</p> <p>(a) President;</p> <p>(b) Vice-President (Administration).</p>
11. President	<p>The President has jurisdiction over all disciplinary matters not specifically subject to the control of another Disciplinary Authority under the Procedure or this Table 2.</p> <p>The President may delegate jurisdiction in whole or in part, absolutely or conditionally, to the Vice-Provost (Students) to hear and determine any disciplinary matter within the President's jurisdiction.</p>

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
1	Issuing a reprimand.	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Ordering that a reprimand be recorded on the Student's academic history/transcript for a period of up to 5 years.		X	X		X	X				X	X	X	X
3	Imposing developmental disciplinary actions including community services within the University Community.		X	X							X	X	X	X
4	Imposing developmental disciplinary actions including the participation in educational activities.		X	X							X	X	X	X
5	Attaching conditions to any of the authorized actions prescribing future conduct.	X	X	X	X	X		X	X	X	X	X	X	X
6	Requiring that a written apology and/or retraction be made.	X	X	X	X	X		X		X	X	X	X	X
7	Suspending the assessment or enforcement of a penalty subject to conditions.	X	X	X	X	X		X		X	X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
8	Ordering restitution to be made.		X	X	X			X		X	X	X	X	X
9	Levying a fine.				X			X [8]	X		X	X	X	X
10	Suspension from further attendance at classes in a particular course.	X [7]	X	X							X	X	X	X
11	Suspension from attendance for the balance of one meeting of instructional activity.	X	X								X	X	X	X
12	Giving a particular grade on a course, paper, test, examination or other evaluative process because of academic dishonesty or academic fraud.		X	X [3]							X	X	X	X
13	Suspension or withdrawal of privileges in whole or in part.		X	X	X	X		X		X	X	X	X	X
14	Restricting or prohibiting access to University property.			X [3]	X [5]			X [4]		X [2]	X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
15	Suspension from attendance at all or certain classes in a particular department.		X	X							X	X	X	X
16	Suspension or expulsion from a particular course.		X	X							X	X	X	X
17	Suspension or expulsion from all or certain courses in a particular department.		X	X							X	X	X	X
18	Suspension from attendance at all or certain classes in a particular faculty or school.			X							X	X	X	X
19	Suspension from attendance at all or certain classes in the University.			X							X	X	X	X
20	Suspension or expulsion from a faculty or school or from all or certain courses therein.			X							X	X	X	X
21	Suspending and restricting use of computer privileges provided by the University.								X		X	X	X	X

Disciplinary Authorities and Disciplinary Actions		Academic Staff	Department Heads	Deans, Directors or LDC	Director, Student Residences	Executive Director, Enrolment Services	Registrar	University Librarian / Library Appeals Committee	CIO, Information Systems & Technology	Associate V.P (Admin)	Vice-Provost (Students)	V.P. (Admin)	President	UDC
22	Suspension or expulsion from a University Residence.				X						X	X	X	X
23	Suspension of the right to submit a future application for admission for a definite or indefinite period.					X					X	X	X	X
24	Suspension of the processing of an application for admission in the year of application.			X [9]		X					X	X	X	X
25	Suspension or expulsion from University College.										X	X	X	X
26	Suspension or expulsion from the University.										X	X	X	X

^[1] The UDC may, after finding that Disciplinary Action is warranted, implement any one or more Disciplinary Actions as set out in this Schedule "A".

^[2] Only with respect to University Centre.

^[3] Only with respect to facilities under their jurisdiction.

^[4] Only with respect to the Libraries.

^[5] Only with respect to University Residences.

^[6] Only with respect to University College.

^[7] This Disciplinary Action will not be for more than a week's balance of that particular instructional activity.

^[8] Only as to overdue books in accordance with a pre-published scale of fines.

^[9] The Dean of the Faculty of Graduate Studies with respect to admission fraud or misconduct of a graduate student application for admission.

UNIVERSITY OF MANITOBA PROCEDURE

PROCEDURES:	STUDENT DISCIPLINE – APPEAL PROCEDURE
Parent Policy:	Student Discipline Bylaw
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	Student Discipline Bylaw
Responsible Executive Officer:	President
Delegate:	University Secretary
Contact:	University Secretary
Application:	Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees

Part I Reason for Procedures

- 1.1 These Appeal Procedures are secondary to the Student Discipline Bylaw and are intended to establish a process for appeals to be heard, and to provide guidance to the members of appeal panels, to the student and to the Faculty/College/School representatives in relation to appeal hearings.

Part II Procedures

Definitions

- 2.1 The following terms are defined for the purpose of this Bylaw and related Procedures:
- (a) **"Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Academic Misconduct procedure.
 - (b) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This

includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.

- (c) **"Appeal Body"** means the appropriate persons or bodies as identified in sections 2.9 to 2.14.
- (d) **"Appeal Procedure"** means this Student Discipline – Appeal Procedure.
- (e) **"Appellant"** means the Student appealing a Disciplinary Action taken against him or her.
- (f) **"Bylaw"** means the Student Discipline Bylaw.
- (g) **"College"** means a Professional College as defined under the [Definitions of Academic Units](#) policy.
- (h) **"Disciplinary Action"** means the specific disciplinary actions available for each Disciplinary Authority under Table 3 of this Bylaw.
- (i) **"Disciplinary Authority"** means the discipline authority designated to determine a matter of student discipline for Academic Misconduct or Non-Academic Misconduct.
- (j) **"Faculty"** means a Faculty as defined under the [Definitions of Academic Units](#) policy.
- (k) **"Local Disciplinary Committee"** or **"LDC"** means the standing or, from time to time, ad hoc committee appointed to hear and determine disciplinary matters under section 2.24 of this Appeal Procedure.
- (l) **"Non-Academic Misconduct"** has the same meaning as defined in section 2.5 of the Student Non-Academic Misconduct and Concerning Behaviour procedure.
- (m) **"Notice of Appeal"** means the appeal documentation that must be filed by the Student under section 2.16.
- (n) **"Respondent"** means the Disciplinary Authority whose decision is being appealed.
- (o) **"School"** means a "School of the University" or a "School of a Faculty", as those terms are defined under the Definitions of Academic Units policy.

- (p) **"Sexual Assault"** has the same meaning as defined under the ~~Respectful Work and Learning Environment policy, procedure, and Protocol~~ Sexual Assault Protocol.
- (q) **"Student"** means any of the following individuals:
- (i) **Applicant** – an individual who has submitted application for admission to the University;
 - (ii) **Admitted** – an individual who has accepted an offer of admission to the University;
 - (iii) **Current** – an individual who is either registered in course(s) or in a program of studies at the University or is eligible to continue in their studies at the University either because the individual meets minimum academic performance requirements or will be eligible to continue after discharging a financial hold or serving suspension due to academic or discipline;
 - (iv) **Former** – an individual who has graduated from the University or who has withdrawn (either voluntarily or was required to withdraw).
- (r) **"Student Advocate"** is a member of the University's Student Advocacy Office who provides students with information on their rights and responsibilities, as well as assistance with resolving problems or concerns resulting from actions or decisions taken by the University.
- (s) **"Table 3"** means Table 3: Disciplinary Actions and Disciplinary Authorities, which follows the Bylaw.
- (t) **"Unit"** means a Faculty, School, College, institute, centre, academic support unit (for example, libraries) or administrative unit whose Unit Head reports to the President or a Vice-President, Associate Vice-President or Vice-Provost. An academic department within a faculty or school is not a Unit as the term is used within this Procedure.
- (u) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (v) **"University"** means The University of Manitoba.
- (w) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, Students, volunteers, external parties, contractors and suppliers.

- (x) "UDC" means the University Discipline Committee composed under section 2.53 of this Appeal Procedure.

Appeals Generally

- 2.2 Students have a right to appeal Disciplinary Actions made by a Disciplinary Authority, subject to section 2.23 of the Bylaw.
- 2.3 Only the Student who has been the subject of a Disciplinary Action has the right to appeal.
- 2.4 An Appeal Body may dispose of the matter by instituting any Disciplinary Action authorized to it under Table 3. The resulting disposition may be the same, more severe or less severe than the original Disciplinary Action and the Appellant must be so informed of this possibility prior to the commencement of an appeal hearing.
- 2.5 When an appeal is heard by an Appeal Body, the Appellant must be invited to attend the hearing and, if in attendance, be permitted to ask questions and offer an explanation. Every reasonable attempt should be made to schedule the hearing at a time and place that permits the Appellant's participation.
- 2.6 If the Appellant, Respondent or their respective representatives are unable to attend the hearing in person, the use of a digital communication, such as audio or video conferencing, may be used with prior consent of the chair of the Appeal Body, provided that such means enable all parties to clearly communicate. A request for such a meeting must be made at least one week in advance of the hearing date.
- 2.7 The Subject to sections 1.1 and 2.74 of this Appeal Procedure, the Appellant may appear in person and be represented by a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, or a member of the Appellant's immediate family. It is the Appellant's sole responsibility to determine the adequacy of their representation.
- 2.8 Subject to sections 1.1 ~~and 2.77,~~ 2.45, 2.76, and 2.83 of this Appeal Procedure, a representative designated in writing by the Appellant may:
- (a) attend any disciplinary hearing; and
 - (b) participate in any disciplinary hearing to the extent of asking questions of anyone in attendance and making submissions to any Appeal Body.

Appeal Routes

- 2.9 If the Appellant wishes to appeal the Disciplinary Action of a member of the Academic Staff (except for suspension from attendance for the balance of the meeting of one class), or the decision of a department head, the Notice of Appeal must be delivered to the appropriate Unit Head in the Unit offering course(s) and the Unit Head in the Unit in which the Appellant is registered, with a copy to the Academic Staff or department head, as the case may be.
- 2.10 If a Appellant is appealing within a Unit that does not have department heads, then the first level of decision will be the Unit Head of that respective Unit and the next level of appeal will be as set out in 2.11 of this Procedure.
- 2.11 If the Appellant wishes to appeal the Disciplinary Action of a Unit Head, or the Director of Student Residences, the Notice of Appeal must be delivered to the appropriate Local Disciplinary Committee in care of the respective Unit Head or Director of Student Residence.
- 2.12 If the Appellant wishes to appeal the Disciplinary Action of the University Librarian (other than as a delegate of the President), a delegate of the University Librarian, or an ad hoc committee appointed by the University Librarian, the Notice of Appeal must be delivered to the Chair of the Senate Committee on Libraries, with a copy to the person or ad hoc committee which made the initial disciplinary decision. Within ten (10) working days of receipt of the Notice of Appeal, the Chair of the Senate Committee on Libraries will appoint a Library Appeals Committee to hear the appeal.
- 2.13 If the Appellant wishes to appeal the disciplinary decision of any of the following Disciplinary Authorities, the Notice of Appeal must be delivered to the UDC in care of the Secretary of the UDC (University Secretary):
- (a) the decision of an LDC or the Library Appeals Committee;
 - (b) the decision of the Executive Director of Enrolment Services;
 - (c) the decision of the Dean of the Faculty of Graduate Studies in relation to fraudulent documents submitted for admission to the Faculty;
 - (d) the decision of the Executive Director of Enrolment Services or the Associate Vice-President (Administration) or an ad hoc committee appointed by either of these persons;
 - (e) the decision of the CIO of Information Services & Technology (IST);
 - (f) the Registrar;
 - (g) the decision of the Vice-President (Administration);

- (h) the decision of the Vice-Provost (Students); or
 - (i) the decision of the President or delegate.
- 2.14 If the disciplinary matter involved two or more Students and two or more Students appeal:
- (a) The Students must have separate hearings, but the members of the Appeal Body may be the same for each hearing, subject to sections 2.33 and 2.67 of this Procedure;
 - (b) The Respondents may bring in relevant information on the other Student(s) as it pertains to each appeal; and
 - (c) Every effort must be made to protect the identity of the other Student(s).

Filing an Appeal

- 2.15 The Appellant must deliver the Notice of Appeal to the appropriate Appeal Body within ten (10) working days as of the date on the letter notifying the Appellant of the Disciplinary Action from the lower body.
- 2.16 The Notice of Appeal must include:
- (a) such appeal application form, with current mailing address and telephone numbers, as may be required by the Appeal Body;
 - (b) copies of such written materials as the Appellant wishes considered in connection with the appeal;
 - (c) copies of the letter indicating the lower level decision, if not a first level appeal;
 - (d) A letter clearly outlining the reason for the appeal and the remedy sought, including an indication of whether the Appellant is appealing the decision on:
 - (i) the finding of facts;
 - (ii) the Disciplinary Action imposed by the Disciplinary Authority; or
 - (iii) both the facts and the Disciplinary Action; and
 - (e) the name and contact information of any representative that the Appellant wishes to have present at the appeal hearing, subject to subject to sections 2.7, 2.39 and 2.74 of this Appeal Procedure.
 - (f) In the case of an appeal to the LDC or UDC, a listing of all resources or witnesses the Appellant wants in attendance at the hearing and their

relevance. The scheduling of witnesses and resource people is the responsibility of the Appellant.

- 2.17 Subject to section 2.18, if an appeal is not received by the next level Appeal Body by the deadline set out in 2.15, the Disciplinary Action against the Student will be implemented.
- 2.18 The time for delivery of a Notice of Appeal may be extended by the Appeal Body, or by the chair of the Appeal Body where the Appeal Body is the LDC or the UDC.
- 2.19 The Disciplinary Action implemented may be put on hold if the Appeal Body receiving the next level of appeal deems the lateness acceptable and grants the Appellant permission to proceed with the appeal after deadline.
- 2.20 The Appellant and the designated representative of the Appellant must receive the same notices of hearings held by the LDC and the UDC as the Respondents.

Responsibilities of Respondents

- 2.21 The Respondent will be given ten (10) working days to respond to the Notice of Appeal.
- 2.22 Respondents must submit the following:
 - (a) A written response to the Appellant's Notice of Appeal;
 - (b) All relevant documentation the Respondents will rely on as support for their position regarding the appeal; and
 - (c) In the case of an appeal to the LDC or UDC, a listing of all resource people or witnesses they want in attendance at the hearing and their relevance. The scheduling of witnesses and resource people is the responsibility of the Respondent.
 - (d) All the above documents must be filed within the time set out in section 2.21.
- 2.23 If no response is received from the Respondent by the date requested by the office coordinating the appeal, a hearing may be set. If the Respondent had not received permission for an extension, a written request must be submitted to the Appeal Body to determine whether the Respondent's submission will be accepted.

LOCAL DISCIPLINE COMMITTEE (LDC)

LDC Jurisdiction

- 2.24 Each Faculty/College/School, and the University Student Residences under the jurisdiction of the Office of Student Residences, must establish a standing or, from time to time, ad hoc committee to hear and determine disciplinary matters appealed to it by Students from a decision of the Dean/Director of that Faculty/College/School, or the Director of Student Residences for the University Residences under the Office of Student Residences' jurisdiction.
- 2.25 The LDC and the hearing panels thereof must exercise disciplinary authority on all Students that are appealing a decision from the Dean or Director of the Faculty/College/School or University Student Residence.
- 2.26 The Disciplinary Actions available to the LDC are set out in Table 3.

LDC Composition

- 2.27 In Faculties/Colleges/Schools, the LDC must be composed of an equal number of faculty members and students with a minimum of eight (8) members.
- 2.28 In the case of University Student Residences, the LDC must be composed of an equal number of residence staff and students with a minimum of eight (8) members. Members must be appointed by the Director of Student Residences with the advice of the appropriate Residence Students' Association.
- 2.29 The chair of the LDC must be elected by and from the membership of the LDC.
- 2.30 A quorum must be half the members, with a minimum of four (4) members, ensuring at least one (1) student and one (1) faculty member are present.
- 2.31 Where the Disciplinary Action relates to 2 or more Faculties, Colleges or Schools, the LDC hearing panel must contain at least one (1) student and one (1) faculty member from each Faculty/College/School.
- 2.32 The chair must only vote in the case of a tie.
- 2.33 The Appellant, or the Appellant's representative, if any, and Respondent must have the right to challenge for cause any member of the LDC, the validity of the challenge to be judged by the remainder of the LDC. Such cause may include current teacher-student relationship, bias, or any factor likely to prejudice a fair hearing. Any person, who was directly involved in the original Disciplinary Action, either as a principal in the case or as a Disciplinary Authority, must be automatically removed from any hearing panel regarding the appeal.

LDC Hearing Procedures

- 2.34 The Appellant must be presumed innocent until the evidence presented indicates that, on the balance of probabilities Disciplinary Action is warranted. The LDC, in weighing the balance of probabilities, must consider the severity of the alleged incident.
- 2.35 The hearing must be by way of a trial de novo unless the appeal has been made only in relation to the severity of the Disciplinary Action imposed.
- 2.36 Hearings must be closed unless the Appellant requests in writing at least 48 hours before the hearing that a hearing be open and there is no reasonable objection to an open hearing.
- 2.37 If the appeal hearing is in closed session, no observers may be present in the room. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.38 Regardless of section 2.36, hearings related to discipline under the Respectful Work and Learning Environment policy and/or discipline ~~relating to~~under the Sexual Assault policy must be closed.

Representatives at LDC Hearing

- 2.39 At the LDC hearing, the Appellant may appear in person and be represented by a Student Advocate, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, or a member of the Student's immediate family. It is the Appellant's sole responsibility to determine the adequacy of their representation.
- ~~2.40—If the Appellant or the Respondent wishes to have a lawyer present, the lawyer(s) present may only be a non-participating observer(s) at hearings of the LDC, but may represent the Appellant at hearings of the UDC.~~
- ~~2.412.40 If the Respondent wishes to have a lawyer present from the University of Manitoba's Office of Legal Counsel, the lawyer may only be a non-participating observer at hearings of the LDC, but may represent the or Respondent at hearings of the UDC.~~

Failure to Attend LDC Hearing

- ~~2.422.41~~ An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated representative, if any, and the verbal and written submissions made by the Respondent.

2.432.42 The Appellant shall be advised that the LDC has made a decision regarding the appeal and that the Appellant has ten (10) days to provide reasons for missing the hearing prior to the implementation of the decision. The LDC Chair will determine whether the hearing should be re-scheduled based on any submission from the Appellant. A reasonable attempt will be made to reconvene the same members should the hearing be re-scheduled.

Evidence at LDC Hearing

2.442.43 The Appellant and the Appellant's designated representative, if any, and the Respondent or the Respondent's representative, will receive in writing, at least five (5) working days before the date set for the hearing, the names of the members of the LDC hearing panel who will hear the appeal and the information that has been submitted to the LDC hearing panel by both relevant parties, in accordance with The Freedom of Information and Protection of Privacy Act and The Personal Health Information Act.

2.452.44 The Appellant, or the Appellant's designated representative, if any, and the Respondent, or the Respondent's representative, if any, may call witnesses and submit other evidence. The Appellant, the Appellant's representative, if any, and the Respondent, or Respondent's representative, if any, are responsible for arranging their own witnesses. If witnesses are to be called, a witness list must be provided by the Appellant or the Appellant's representative, if any, in their original appeal package provided to the Chair and a witness list must be provided by the Respondent or the Respondent's representative, if any, with their response to the appeal.

2.462.45 The Appellant must not be required to testify, but if the Appellant elects to do so, then the Appellant may be cross-examined by the Respondent, or the Respondent's representative, if any.

2.472.46 The Appellant or the Appellant's designated representative, if any, and the Respondent, must have the right to cross-examine witnesses.

2.482.47 The LDC may consider confidential information from the University Health Service, Counselling Service, University Chaplains and other similar services which are submitted by these services to the LDC at the request of the Appellant. Such confidential information submitted to the LDC may only be used for the purpose of the appeal.

Adjournments of LDC Hearing

2.492.48 Requests for adjournment must be granted within reason.

Disposition of LDC Hearing

2.502.49 A decision to uphold or deny an appeal, in whole or in part, and a decision to take different Disciplinary Action, in whole or in part, requires a simple majority

of LDC Committee members present and voting. The results of the hearing must be conveyed in writing, in a timely fashion, by the Chair of the LDC to the Appellant or the Appellant's designated representative, if any and to the Respondent or the Respondent's designated representative, as the case may be.

~~2.51~~2.50 If, after hearing all the evidence, the LDC is satisfied on the evidence presented that the Appellant has committed Academic Misconduct or Non-Academic Misconduct, the LDC may dispose of the matter by instituting any Disciplinary Action set out in the column entitled "Deans, Directors or LDC" in Table 3.

UNIVERSITY DISCIPLINE COMMITTEE (UDC)

UDC Terms of Reference

~~2.52~~2.51 The UDC must:

- (a) Report annually to the President.
- (b) Establish procedures, consistent with this Bylaw, for hearing panels.
- (c) Hear appeals, either as a committee of the whole or through a hearing panel, from decisions of Disciplinary Authorities.
- (d) Review the Bylaw and related procedures periodically and, if necessary, to recommend changes to them.

UDC Jurisdiction

~~2.53~~2.52 The UDC and the hearing panels thereof shall exercise Disciplinary Authority on behalf of the Board of Governors on all Students that are appealing a decision from the Disciplinary Authorities that are set out in section 2.13 of this document.

UDC Composition

~~2.54~~2.53 The UDC shall be composed of 19 members. The 19 shall include:

- (a) eight (8) faculty members nominated by the Senate Nominating Committee and appointed by the Board of Governors;
- (b) seven (7) students nominated by the Student Senate Caucus and appointed by the Board of Governors;
- (c) the President of the University of Manitoba (or designate), as an ex-officio member;
- (d) the President of the University of Manitoba Students' Union (or designate), as an ex-officio member;

- (e) the President of the University of Manitoba Graduate Students' Association (or designate), as an ex- officio member; and
- (f) the Chair appointed pursuant to section 2.57. The Chair must only vote in the event of a tie.

~~2.55~~2.54 Positions for which no nomination had been received from the Student Senate Caucus by September 15th shall be nominated by the Senate Nominating Committee.

~~2.56~~2.55 The terms of office shall be three years for academic staff, and one year for students, from June 1 to May 31(academic staff) and October 14, to October 13 (students). A member whose term of office has expired in any year shall continue in office until a successor has been appointed and shall be eligible for reappointment.

~~2.57~~2.56 A quorum must be nine (9) the members, where a minimum of one student and one academic are present.

~~2.58~~2.57 A Chair will be appointed by the Board of Governors for a three year term.

~~2.59~~2.58 The Vice-Chair shall be elected from and by the members of the UDC for a three year term.

UDC Hearing Panels

~~2.60~~2.59 When a matter has been appealed to the UDC, the Chair must either convene the UDC or convene a hearing panel thereof to hear the appeal.

~~2.61~~2.60 A quorum shall be a minimum of four (4) members, ensuring at least one student and one faculty member are present including the Chair.

~~2.62~~2.61 The Chair may vote only if there is a tie.

~~2.63~~2.62 UDC members who have a conflict of interest in a particular case, or have a temporary work conflict, or are otherwise unable to sit, may disqualify themselves from hearing an appeal.

~~2.64~~2.63 Notwithstanding the foregoing, the Chair of the UDC may, in a particular case, require that a larger hearing panel be convened to consider the matter, provided that such a larger hearing panel maintains the proportional representation as set out in section 2.60.

~~2.65~~2.64 The Chair of the UDC may use his/her discretion to reject an appeal if the appeal appears to be clearly outside the jurisdiction of the UDC, (for example, matters not dealing with discipline nor related Disciplinary Actions taken by a lower Appeal Body).

| ~~2.66~~2.65 When an appeal is received based on a fine or the amount ordered, the only decision from which an appeal is taken is the amount levied by way of fine or the amount ordered to be paid by way of restitution; then, if such fine or restitution does not exceed \$500.00, the Chair may, at the Chair's discretion, personally decide the matter, or may convene a hearing panel to hear the appeal.

| ~~2.67~~2.66 A staff member from the Office of the University Secretary, will serve as recording secretary for the hearings.

| ~~2.68~~2.67 The Appellant, or the Appellant's representative, if any, and the Respondent must have the right to challenge for cause any member of the UDC hearing panel, the validity of the challenge to be judged by the remainder of the UDC hearing panel if such a challenge is made at this time. Such cause may include current teacher-student relationship, bias, or any other factor likely to prejudice a fair hearing. Any person who was directly involved in the original Disciplinary Action, either as a principal in the case or as a Disciplinary Authority, must be automatically removed from any hearing panel regarding the appeal. The Office of the University Secretary after consultation with the Chair will make every reasonable attempt to address any concerns made prior to the hearing date regarding bias by either the Appellant or the Respondent.

UDC Hearing Procedures

| ~~2.69~~2.68 The Appellant must be presumed innocent until the evidence presented indicates that, on the balance of probabilities Disciplinary Action is warranted. The UDC, in weighing the balance of probabilities, must consider the severity of the alleged incident.

| ~~2.70~~2.69 The hearing before the UDC hearing panel must be by way of a *trial de novo* unless the appeal has been made only in relation to the severity of the Disciplinary Action imposed.

| ~~2.71~~2.70 After an appeal hearing has commenced, the appeal may be withdrawn by the Appellant only with leave of the UDC hearing panel.

| ~~2.72~~2.71 Hearings must be closed unless the Appellant requests in writing at least 48 hours before the hearing that a hearing be open and there is no reasonable objection to an open hearing.

| ~~2.73~~2.72 If the appeal hearing is in closed session, no observers may be present in the room. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.

| ~~2.74~~2.73 Regardless of section 2.71, hearings related to discipline under the Respectful Work and Learning Environment policy and/or discipline relating to Sexual Assault must be closed.

Representatives at UDC Hearing

~~2.75~~2.74 At the UDC hearing, the Appellant may appear in person and may be represented by a Student Advocate, a representative from the University of Manitoba Student's Union, a representative from the Graduate Students' Association, a member of the University Community not receiving payment for appearing, a member of the Appellant's immediate family, or a lawyer. It is the Appellant's sole responsibility to determine the adequacy of their representation.

~~2.76~~2.75 At the UDC hearing, the Respondent may be represented by a lawyer from the University of Manitoba's Office of Legal Counsel.

~~2.77~~2.76 If any party intends to have a lawyer present at the hearing, that party must notify the Chair of the UDC at least seven (7) working days prior to the hearing. In that event, the UDC hearing panel may also retain the services of legal counsel. A rescheduling of the hearing may be required for all parties to retain legal counsel.

~~2.78~~2.77 Subject to the notice provision in section 2.76, a representative designated in writing by any party may:

- (a) attend the disciplinary hearing; and
- (b) participate in any disciplinary hearing to the extent of asking questions of anyone in attendance and making submissions to the UDC.

~~2.79~~2.78 The Appellant and the Appellant's designated representative, if any, and the Respondent and the Respondent's representative, if any, shall be entitled to receive in writing, at least five (5) working days before the date set for the hearing, the information that has been submitted to the previous Appeal Body by the parties in accordance with [The Freedom of Information and Protection of Privacy Act](#) and [The Personal Health Information Act](#).

Failure to Attend UDC Hearing

~~2.80~~2.79 An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated representative, if any, and the verbal and written submissions made by the Respondent.

~~2.81~~2.80 The Appellant must be advised that the UDC has made a decision regarding the appeal and that the Appellant has ten (10) days to provide reasons for missing the hearing prior to the implementation of the decision. The Chair must determine whether the hearing should be re-scheduled based on any submission from the Appellant. A reasonable attempt will be made to reconvene the same members should the hearing be re-scheduled.

Evidence at UDC Hearing

- 2.822.81 The Appellant, or the Appellant's representative, if any, and the relevant Respondent, or the Respondent's representative, if any, may call witnesses and submit other evidence. The Appellant, or the Appellant's representative, if any, and the relevant Respondent, or the Respondent's representative, if any, are responsible for arranging their own witnesses. If witnesses are to be called, a witness list must be provided by the Appellant or the Appellant's representative, if any, in their original appeal submission provided to the Chair and a witness list must be provided by the relevant Respondent, or the Respondent's representative, if any, with their response to the appeal.
- 2.832.82 The Appellant or the Appellant's designated representative, if any, and the Respondent, or the Respondent's representative, if any, must have the right to cross-examine witnesses.
- 2.842.83 The Appellant must not be required to give testimony but if the Appellant elects to do so, the Appellant may be cross-examined.
- 2.852.84 The UDC may consider confidential information from the University Health Service, Counselling Service, University Chaplains and other similar services which are submitted by these services to the UDC at the request of the Appellant. Such confidential information submitted to the UDC may only be used for the purpose of the appeal and will be treated as other documentation submitted for the appeal hearing as set out in 2.87.
- 2.862.85 Where the Appellant appeals the disposition of a finding under the Respectful Work and Learning Environment policy or under the Sexual Assault policy, and upon the written request of the Chair of the UDC, the Vice-President (Administration) shall forward to the UDC the report of the investigator for consideration in the disposition of the appeal. Such confidential information submitted to the UDC may only be used for the purpose of the appeal and will be treated as other documentation submitted for the appeal hearing as set out in 2.87.
- 2.872.86 Subject to paragraph 2.78, the Appellant, the Appellant's representative and the relevant Disciplinary Authority normally must have the right to receive a copy of any university document that the UDC or hearing panel considers in relation to the appeal. The Chair of the Committee must make the final determination on this matter.
- 2.882.87 All members of the UDC and/or hearing panel will keep all materials and information used for the appeal in strict confidence and surrender such materials to the recording secretary who will have the materials destroyed by way of confidential shredding.

Adjournments

~~2.89~~2.88 Requests for adjournment shall be granted within reason.

Disposition

~~2.90~~2.89 A decision to uphold or deny an appeal, in whole or in part, and a decision to take different Disciplinary Action, in whole or in part, requires a simple majority.

~~2.91~~2.90 If, after hearing all the evidence, the UDC is satisfied on the evidence presented that the Appellant has committed Academic Misconduct or Non-Academic Misconduct, the UDC may dispose of the matter by instituting any Disciplinary Action set out in the column entitled "UDC" in Table 3.

~~2.92~~2.91 The Chair of the UDC or hearing panel must, after a decision has been made, report the results of that decision in writing to:

- (a) the Appellant or the designated representative of the Appellant, if any;
- (b) the Respondent, or the Respondent's representative, if any, from whose decision the appeal has been heard;
- (c) the Dean/Director of the Faculty/College/School involved; or the Associate Vice-President (Administration), the Director of Student Residences, or the Chief Information Officer (CIO) of IST, as the case may be;
- (d) the Registrar;
- (e) the Vice-President (Administration);
- (f) the Vice-Provost (Students); or
- (g) any others as deemed relevant.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Appeal Procedure is required.
- 3.2 The President or his or her delegate is responsible for the implementation, administration and review of this Appeal Procedure.
- 3.3 Students, Faculty/College/School Councils, Unit Heads, Academic Staff and employees are responsible for complying with this Appeal Procedure.

Part IV Review

- 4.1 Governing Document reviews must be conducted every ten (10) years. The next scheduled review date for this Appeal Procedure is [Click here to enter a date](#).
- 4.2 In the interim, this Appeal Procedure may be revised or repealed if:
- (a) the Approving Body deems it necessary or desirable to do so;
 - (b) the Appeal Procedure is no longer legislatively or statutorily compliant;
 - (c) the Appeal Procedure is now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V Effect on Previous Statements

- 5.1 This Appeal Procedure ~~supercedess~~supersedes all of the following:
- (a) Student Discipline procedure, effective January 1, 2009, revised January 26, 2010.
 - (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (c) all previous Administration Governing Documents on the subject matter contained herein.

Part VI Cross References

- 6.1 This Appeal Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Student Discipline Bylaw;
 - (b) Table 1: Jurisdiction of Disciplinary Authorities for Academic Misconduct;
 - (c) Table 2: Jurisdiction of Disciplinary Authorities for Non-Academic Misconduct;
 - (d) Table 3: Disciplinary Actions and Disciplinary Authorities;
 - (e) Student Academic Misconduct procedure;

- (f) Student Non-Academic Misconduct and Concerning Behaviour procedure;
- (g) [Definitions of Academic Units](#) policy.
- (h) [Final Examinations and Final Grades](#) policy and procedures;
- ~~(i)~~ [Respectful Work and Learning Environment policy](#);
- ~~(j)~~ [Sexual Assault policy](#);
- ~~(i)(k)~~ [RWLE](#) and [Sexual Assault](#) procedure;
- ~~(j)~~ [Sexual Assault Protocol](#);
- ~~(k)(l)~~ [Use of Computer Facilities](#) policy and procedure;
- ~~(l)(m)~~ Violent or Threatening Behaviour policy and procedure.
- ~~(m)(n)~~ [The Freedom of Information and Protection of Privacy Act](#), C.C.S.M. c. F175;
- ~~(n)(o)~~ [The Personal Health Information Act](#), C.C.S.M. c. P33.5.

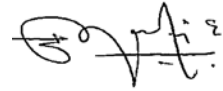
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: March 14, 2016

SUBJECT: Proposal to establish an Endowed Professorship in Traumatology



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Professorship in Traumatology, in accordance with the University's policy on *Chairs and Professorships*.

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

Thank you.

DSJ/nis
Encl.

Cc: Dr. Brian Postl, vice-Provost and Dean, Faculty of Health Sciences

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



UNIVERSITY
OF MANITOBA

Office of the Provost & Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
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Telephone 204-480-1408
Fax 204-275-1160

March 7, 2016

To: Digvir Jayas, Vice-President (Research and International)
From: Joanne C. Keselman, Vice-President (Academic) and Provost
Re: Endowed Professorship in Traumatology

Dr. Brian Postl, Vice-Provost and Dean of the Faculty of Health Sciences, has provided a letter of support for the proposal to establish an endowed professorship in Traumatology research and education. This professorship aligns with strengths in the Department of Surgery in the College of Medicine and with the Faculty of Health Sciences.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor, Associate, or Assistant; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed professorship in Traumatology research satisfies all of the above requirements. The proposal provides for the possibility of the appointment of an individual at the rank of Associate Professor or Professor. The initial appointment will be for a five-year period with the possibility for renewal. Funding will be derived from a \$1,000,000 endowment fund provided by Dr. J. Burns and family. The endowment fund shall be allocated as per university policy to fund the Professorship.

I am in support of the proposal from the Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

Encls.

c. Dr. Brian Postl, Vice-Provost and Dean, Faculty of Health Sciences



College of Medicine
Office of the Dean of Medicine
and Vice-Provost, FHS
230-745 Bannatyne Avenue
Basic Medical Sciences Building
Winnipeg, Manitoba R3E 0J9
Phone: (204) 789-3485
Fax: (204) 789-3661

March 4, 2016

Dr. Joanne Keselman
Vice-President (Academic) & Provost
208 Administration Building
Fort Garry Campus
Winnipeg, Manitoba

Dear Dr. Keselman;

RE: Application for the Establishment of an Endowed Professorship in Traumatology

James W. Burns has established a fund which is intended to be used to enhance research, education and clinical practice in the field of acute surgical diseases and traumatology. The donor's intent is to support a Professorship in Traumatology.

The Faculty of Health Sciences supports this endeavor. The establishment of an endowed Professorship in Traumatology will enhance advanced research and education in the Department of Surgery and the Faculty. The recipient of this endowed Professorship will establish an interdisciplinary centre of excellence for tertiary trauma care, provide leadership to the Department's research enterprise, and play an important role for junior faculty members.

I am pleased to support the application to establish this professorship

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Postl', written over a horizontal line.

Dr. Brian Postl
Dean and Vice Provost
Faculty of Health Sciences

Cc: Dr. Peter Nickerson, Associate Dean (Research)

**PROPOSAL TO ESTABLISH A PROFESSORSHIP
IN TRAUMATOLOGY
IN THE FACULTY OF MEDICINE
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Professorships at the University of Manitoba, the following is presented:

TYPE OF APPOINTMENT: Professorship

AREA OF PROFESSORSHIP: Professorship in Traumatology

PURPOSE AND OBJECTIVES OF CHAIR/PROFESSORSHIP:

The Professorship will support the research, scholarly activities and clinical practice in traumatology, and salary and benefits of the candidate.

The University of Manitoba's Professorship in Traumatology will provide research and clinical leadership, and mentorship at the University of Manitoba. The specific objectives include:

- To enhance advanced research and education in the field of acute surgical diseases and trauma (traumatology.)
- To create the opportunity to recruit/retain an experienced leader with demonstrated expertise in the field of traumatology and a proven track record in related research.
- To develop an interdisciplinary Centre of Excellence for tertiary trauma care at Health Sciences Centre.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

The Charles William Burns Fund held at the University of Manitoba will support a Professorship in Traumatology. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the research, scholarly activities and clinical practice in traumatology, and salary and benefits of the Professorship.

The fund was made possible through a donation to the University of Manitoba by Mr. James W. Burns and family in memory of the late Dr. Charles William Burns. The gift is intended to enhance advanced research and education in the field of acute surgical diseases and trauma (traumatology.)

RELATIONSHIP TO THE PROPOSING UNIT

Department of Surgery College of Medicine

The individual awarded the professorship will be a General Surgeon appointed in the unit of General Surgery in the Department of Surgery.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP

In accordance with the Procedures and Mechanisms for establishing Professorships at the University of Manitoba, individuals appointed to the Professorship in Traumatology shall have the following qualifications:

- Academic qualifications commensurate with an appointment at the rank of Associate Professor or Professor.
- Outstanding distinction/expertise in each of clinical practice, research and education in traumatology.
- Successful completion of a Residency in General Surgery and Fellowship training in Traumatology.

TERM OF APPOINTMENT:

- The initial term of the appointment will be five years, biennial and final year progress report
- Internal midterm evaluation by General Surgery Section Head and Head, Department of Surgery
- The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the College of Medicine's research strategy and College of Medicine Performance Feedback Policy, such a review to be carried out during the fourth year of the term.

A successful performance review will provide evidence of the following:

- Personal research productivity in the form of external grants, presentations, and peer-reviewed publications. It is expected that funding from one or more national agencies would be expected along with additional funding from local sources.
- Evidence of publication in the range of 3-5 publications/year with 1 or more in a high impact journal.
- Evidence of linkages, collaboration and multi-disciplinary research within the University and between the University and other research institutions.
- Evidence of the successful development of an interdisciplinary Centre for Excellence for tertiary trauma care at Health Sciences Centre.
- Achieve the required standards to qualify for "*Distinction for Trauma Services*" from Accreditation Canada at the Health Sciences Centre.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with section 2.3 of University Policy on Chairs and Professorships

- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with 2.4 of University Policy on Chairs and Professorships.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the Professorship holder shall provide an annual report of activities to the President of the University. In turn, the President shall provide a copy of said report to individuals or organizations that have contributed to the establishment of the Chair, and that have specifically requested this information.
- 4) The Chair holder will have an appointment in the Department Surgery. The Professorship holder will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 5) The role of the Professorship will be to contribute significantly to the body of research and scholarship in the Department of Surgery. Accordingly, the appointment of the Professorship will be made on the recommendation of the Department of Surgery and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs and Professorships.
- 6) It is understood that the Professorship would be structured with a five year maximum term with an option of renewal subject to satisfactory performance of the incumbent, but also with the understanding that the focus could be changed at such intervals according to the changing needs of the Department of Surgery as determined by the Head, Department of Surgery and subject to approval by the University of Manitoba.



UNIVERSITY
OF MANITOBA

Faculty of Medicine
Department of Surgery

Health Sciences Centre
AE101-820 Sherbrook Street
Winnipeg, Manitoba
Canada R3A 1R9
Telephone 204-787-4587
Fax 204-787-4884

December 22, 2015

Dr. Brian Postl
Dean of Medicine;
Dean and Vice-Provost (Health Sciences)
University of Manitoba

Dear Dr. Postl,

Application for the Establishment of an Endowed Professorship in Traumatology

Please accept this letter as an application for the establishment of an endowed Professorship in Traumatology. This Professorship has been made possible through investments totaling \$900,000 from Dr. James W. Burns and the Burns family. The endowment fund supporting the professorship now has a capital value of \$1,109,966.

The Burns family has supported this Professorship in memory of the late Dr. Charles William Burns. The recipient of this Professorship will enhance advanced research, education and clinical practice in the field of acute surgical diseases and trauma (traumatology).

I am pleased to request the establishment of this Professorship.

J. McPherson, MD, FRCSC
Head, Department of Surgery
University of Manitoba
Medical Director, Surgery Program
Winnipeg Regional Health Authority

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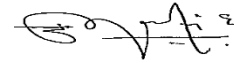
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: March 14, 2016

SUBJECT: Clarification re: Chairs and Professorships



The Chairs and Professorships Policy was revised November 25, 2014. Section 2.8 now states “Individuals appointed to Chairs and Professorships normally shall have academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor.”

Past proposals for chairs and professorships will have the wording from the previous policy, indicating that a rank of professor was required. The Senate Committee on University Research (SCUR) is recommending that all pre-existing, SCUR approved research chairs and professors, could be filled, at renewal time, with individuals holding an appointment of Assistant Professor, Associate professor, or Professor. This would allow chairs and professors proposed under the old policy to be covered by the new policy, without requiring re-submitting individual proposals.

At its March 10, 2016 meeting, SCUR moved “That the terms of reference for all previously approved research Chairs and Professors be amended such that the Chairs or Professorships can be filled with individuals holding an appointment of Assistant Professor, Associate Professor or Professor.

This motion was carried. Please include the recommendation from SCUR on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.

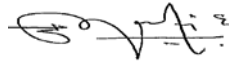
Comments of the Senate Executive Committee:
The Senate Executive Committee endorses the report to Senate.

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: March 14, 2016

SUBJECT: Periodic Review of Research Centres and Institutes: Institute for the Humanities (UMIH)

Attached is the report on the Institute for the Humanities (UMIH) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis
Encl.

Cc: Dean Taylor
Dr. Hoppa

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
University of Manitoba Institute for the Humanities (UMIH)

Preamble:

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

Observations:

1. The review process followed that which is outlined in sections 2.6 to 2.13 of the Procedures, and involved a review of ***a report prepared by the Research Centre/Institute Director*** which (as per section 2.8 of the Procedures) contained:
 - a) A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - b) a five-year plan which identifies future research directions and development strategies;
 - c) letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
 - d) the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this Sub-Committee was as follows:

CHAIR:	Dr. Janice Ristock
MEMBER:	Dr. Gordon Fitzell
MEMBER:	Dr. Niigaan Sinclair

The assessment of the Sub-Committee was as follows:

(a) The extent to which the Research Centre/Institute has fulfilled:

(i) The general objectives of research centres/institutes as stipulated under the Policy;

The Institute for the Humanities (UMIH) has fulfilled the general expectations of a research institute. The Institute was established in 1990 and has operated steadily since then. The Institute consists of a Director, an Assistant to the Director, and a Board of Management with members from across the University (nine members from the Faculty of Arts and three members from other faculties). The Institute brings together scholars from a range of disciplines, attracts students and visiting scholars, and maintains a high degree of productivity including the dissemination of publications, hosting conferences, workshops, and guest lectures, and supporting 12 interdisciplinary research clusters.

(ii) Its specific objectives, as indicated on its establishment

The primary mission and objectives of the Institute are *to foster research and scholarship in the Humanities at the University of Manitoba; to promote interdisciplinary research in the Humanities; to help obtain external funding for Humanities research; to address the needs and interests of researchers in a broad range of Humanities subjects; to serve the entire Humanities constituency in the University and general community; and to serve the community through outreach programs and lecture series for the general public.*

The UMIH has undertaken a wide-range of activities to accomplish their objectives as outlined in the Five Year Review Report. The last 5 years has seen the Institute leading a number of initiatives including 28 workshops, panels and roundtables, 12 conferences/symposia, 37 talks by visiting scholars and 30 talks by faculty members (including a new faculty colloquia series) research affiliates, or graduate students of the University of Manitoba. In addition to leading events, the UMIH sponsored 95 talks and nine off-campus events during the period under review.

The Institute has supported and facilitated research collaboration in the Humanities through the activities of 12 interdisciplinary research clusters, including *Alternate Histories*, *History of Emotions* and *Power and Resistance in Latin America*. During the period under review, members (including the Director, 12 research affiliates, and members of the research clusters) published 6 books, 27 academic articles/chapters, and two book reviews.

Considerable focus has been placed on outreach events which has raised the visibility of the Institute in the Winnipeg community and nationally. Further The LGBTTTQ initiative, funded by the University of Manitoba Academic Enhancement fund, involved collecting archival materials (records of organizations, oral histories and relevant periodicals) to make the University of Manitoba a centre for research excellence in the interdisciplinary field of LGBTTTQ studies.

(b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

The Institute for the Humanities is primarily funded by the Faculty of Arts. This includes an operating budget, the salary of the Assistant to the Director, and release time for the Director (who is a tenured faculty member). The UMIH provides significant research training opportunities for students at the both the

graduate and undergraduate level and they have a well-developed research affiliate program. Students and affiliates have opportunities for Research Assistantships, membership on research clusters, funding for conferences, and can apply for the UMIH graduate fellowships. In 2011-2015 the UMIH also provided training opportunities, office space, and administrative support for 6 graduate students from other institutions. One of the most unique training opportunities is for the Assistant to the Director who can undertake research of their own and pursue ongoing professional development.

Over the next five years, the UMIH will continue to provide support for scholars in the Humanities who are developing research funding proposals, they will continue to encourage the publishing and dissemination of their work, and they will continue to provide training opportunities for students. They have developed and aligned their five-year plan with the University's Strategic Planning framework and, in particular, they state "Over the next 5 years the Institute will aim to be more deliberate in supporting the UofM's attempt to 'foster a greater understanding of Indigenous knowledge, culture and traditions among students, faculty and staff'." We encourage them to consider ways that they can more directly support Indigenous Humanities research as well as engage the Indigenous community.

(c) Its current and projected financial viability.

Currently the Institute is funded primarily through the Faculty of Arts that provides an annual operating budget of approximately \$28K and funds the salary of an Assistant to the Director (about \$46K). The institute has a small endowment fund as a result of fundraising efforts (market value about \$116K) and this has been used to support graduate students. During the period under review the UMIH received a grant from the Academic Enhancement Fund for the LGBTTTQ initiative. Many of the Institute members were engaged in research projects funded through tri-council or other external agencies. The UMIH provided in-kind support for many of these projects and co-sponsored SSHRC funded activities.

The report indicates that the UMIH's projected annual budget for the next five years will remain at their current level allowing them to continue with their mandate. The UMIH remains viable as long as the Faculty of Arts continues to support it. The UMIH has a small endowment and they are exploring strategies for developing a more stable funding base. Importantly, we note that the Faculty of Arts strongly supports their future plans.

Recommendation:

The Senate Committee on University Research recommend to Senate:

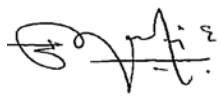
THAT the *Institute for the Humanities* be renewed for a term of 5 years from July 01, 2016 through to June 30, 2021.

OFFICE OF THE
VICE-PRESIDENT (RESEARCH
AND INTERNATIONAL)

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: March 14, 2016

SUBJECT: Proposal to establish an Endowed Professorship in Business Ethics

The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Professorship in Business Ethics, in accordance with the University's policy on *Chairs and Professorships*.

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

Thank you.

DSJ/nis
Encl.

Cc: Dr. M. Benarroch, Dean

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

JAN 27 2016

UNIVERSITY
OF MANITOBA
 OFFICE OF THE VICE-PRESIDENT
 (RESEARCH AND INTERNATIONAL)

 208 Administration Building
 Winnipeg, Manitoba
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January 25, 2016

To: Digvir Jayas, Vice-President (Research and International)

From: Joanne C. Keselman, Provost and Vice-President (Academic)

Re: Endowed Professorship in Business Ethics

Dr. Michael Benarroch, Dean of the Asper School of Business, has provided a letter of support for the proposal to establish an endowed professorship in Business Ethics. This professorship aligns with strengths in the Asper School of Business and the Department of Business Administration.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor, Associate, or Assistant; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed professorship in Business Ethics satisfies all of the above requirements except for items 2 and 3. The annual income generated from the endowment fund will support research expenses and will provide a stipend of \$10,000 per year. The proposal provides for the possibility of the appointment of an individual at the rank of Assistant Professor, Associate Professor or Professor. The initial appointment will be for a five-year period with the possibility for renewal.

I am in support of the proposal from the Asper School of Business and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

Encl.

cc: Dr. M. Benarroch, Dean



UNIVERSITY
OF MANITOBA

Asper School of Business

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
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January 17, 2016

Dr. Joanne Keselman
Provost & Vice-President (Academic)
University of Manitoba
208 Administration Building

Dear Dr. Keselman

Attached please find a proposal to establish an externally funded research Professorship in Business Ethics at the I.H. Asper School of Business.

The purpose of the Professorship is to provide academic and professional leadership in the area of business ethics within the Department of Business Administration at the Asper School of Business. The intent is to foster original research focused on business ethics and contribute to undergraduate and graduate teaching in the area of business ethics.

This Professorship will be appointed at the rank of Assistant, Associate or Full Professor in Department of Business Administration within the Asper School of Business. The selection of the individual to the Professorship shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The annual income will fund research and related expenditures in support of academic excellence in the field of business ethics, including the support of graduate students. Our Faculty Council has unanimously endorsed the creation of a Professorship in Business Ethics.

The Professorship will be funded from an endowment made possible through a donation to the University of Manitoba by Mr. Richard D. Morantz (B.Comm 1981) and Sheree Walder Morantz (B.A 1980 & LL.B. 1984). It is the intention of the Asper School to fill the Professorship for the 2016/17 Academic Year.

I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely yours,

Michael Benarroch



Professorship in Business Ethics

Terms of Reference

January 2016

1.1 Type of Appointment

Professorship

1.2 Name of Professorship

Professorship in Business Ethics

1.3 Purpose and Objective of Professorship

The purpose of the Professorship is to provide academic and professional leadership in the area of business ethics within the Asper School of Business.

The Professorship in Business Ethics will:

- Foster original research focused on business ethics and develop research to effectively integrate ethics into managerial activity and business organizations;
- Advance ethical foundations in management education; and
- Contribute to undergraduate and graduate teaching in the area of business ethics.

1.4 Relationship of the Goals of the Professorship to the Proposing Unit

The individual awarded the professorship will be a faculty member appointed in the Department of Business Administration in the I.H. Asper School of Business. This department currently holds a Canada Research Chair and a Chair in Entrepreneurship. This new professorship is intended to build research strength in business ethics.

The location of the Professorship within the Asper School of Business will allow for:

- Increased research output, with publications in top journals in management.
- Specialized teaching in the area of business ethics.
- Potential for new sources of graduate student funding.

1.5 Method by Which Professorship will be Funded

The Professorship in Business Ethics Fund at the University of Manitoba will support a Professorship in Business Ethics. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, and salary and benefits of the Professorship.

The fund was made possible through a donation to the University of Manitoba by Mr. Richard D. Morantz and Sheree Walder Morantz. The gift is intended to enhance education in the field of business ethics.

1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees

In accordance with the Procedures and Mechanisms for establishing Professorships at the University of Manitoba, individuals appointed to the Professorship in Business Ethics shall have the following qualifications:

- Academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor or Professor
- Minimum degree requirement of PhD specializing in management
- Demonstrated capacity to conduct high quality research in the area of business ethics
- Established research program with evidence of ongoing research productivity
- Recognized as a leader in their field
- Demonstrated evidence of external research grant funding
- Demonstrated evidence of successful graduate student supervision
- Demonstrated teaching ability

1.7 Term of Appointment and Provision for Reappointment

- The initial term of the appointment will be five years.
- The appointee will provide an annual report on his/her activities to the Dean on July 1 of each year following the appointment to the Professorship.
- The Professorship will be renewable, subject to performance, and the appointee will have to reapply to the Professorship at the end of their initial term in order to be considered.

The selection of the individual to the Professorship shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The Professorship selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)
- Head, Department of Business Administration – in the event that the Head is a candidate for the chair, the Dean will designate an alternate tenured faculty member to serve on the selection committee
- At least one faculty member who conducts research in management

- At least one faculty member from a department other than Business Administration within the Asper School of Business

A successful performance review will be provide evidence of the following:

- High-quality peer reviewed publications
- Leadership in the area of business ethics
- Successful research grant submissions from recognized funding sources.
- Effective teaching and supervision of undergraduate and graduate students

The title of the Professorship shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

1.8 Other Provisions unique to the Professorship

- 1) The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 2) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. The appointee will provide an annual report of his/her activities to the Dean, the Office of the Vice President (Academic) and Provost and the Office of the Vice-President (Research) and International by July 1 of each year following the appointment to the Chair.
- 3) In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of the Asper School of Business shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 4) The appointment of the Professorship will be made on the recommendation of the Department of Business Administration and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 5) It is understood that the Professorship would be structured with a five-year maximum term with an option of renewal subject to satisfactory performance of the incumbent.
- 6) The annual income from the endowment will fund research and may also fund a stipend. The annual income will fund high priority work projects, research and related travel and expenditures in support of academic excellence in the field of management,

including the support of graduate students. The value of the stipend cannot exceed 50% of the annual income up to a maximum of \$10,000.

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on March 22, 2016 (electronically) to consider nominations to fill vacancies on the standing committees of Senate.

Observation

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms. Following the list is the membership list for each of those committees, including the names of the nominees, which have been highlighted.

Recommendations

The Senate Committee on Nominations recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Appeals	Prof. Derek Oliver (S)	Engineering	2019.05.31
	Prof. Michael Campbell (S)	Environment	2019.05.31
	Prof. Melanie Soderstrom	Arts	2019.05.31
	Prof. Douglas Ruth	Engineering	2019.05.31
Senate Committee on Instruction and Evaluation	Dean David Mandzuk (S)	Education	2018.05.31

The Senate Committee on Nominations also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Computing	Mr. Anjan Neupane	Graduate Studies	2016.05.31
Senate Committee on Curriculum and Course Changes	Ms Rhoda Ansah Quaigrain	Graduate Studies	2016.05.31
Senate Committee on University Research	Mr. Mahmud Amin	Graduate Studies	2016.05.31

(S) indicates a member of Senate

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON APPEALS

Last updated March 21, 2016

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by Senate Executive	Prof. Archie McNicol	Health Sciences	2018.05.31
Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or as each other)	Prof. Sharon Alward	School of Art	2018.05.31
	TBD		2019.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Dean Edmund Dawe	Music	2016.05.31
	Dean Beverly O'Connell	Health Sciences	2016.05.31
	Dean Douglas Brown	Kinesiology & Recreation Mgt	2017.05.31
Five academic members of Senate	Prof. Sharon Alward (S)	School of Art	2016.05.31
	Prof. Diana McMillan (S)	Health Sciences	2017.05.31
	Prof. Peter Blunden (S)	Science	2018.05.31
	Prof. Michael Campbell (S)	Environment	2019.05.31
	Prof. Derek Oliver (S)	Engineering	2019.05.31
Six academic members	Prof. Lisa Fainstein	Law	2016.05.31
	Prof. Martin Scanlon	Agricultural & Food Sciences	2017.05.31
	Prof. Charlotte Enns	Education	2018.05.31
	Prof. Vanessa Swain	Health Sciences	2018.05.31
	Prof. Douglas Ruth	Engineering	2019.05.31
	Prof. Melanie Soderstrom	Arts	2019.05.31
President of UMSU (or designate)	Ms Rebecca Kunzman, designate		<i>Ex-officio</i>
Six students (four undergrads from different Faculties or Schools, and two grads)	Ms Pamela Bachewich	Health Sciences	2016.05.31
	Ms Alanna Roscoe	Music	2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
	Ms Kailee Grimolfson	Graduate Studies	2016.05.31
	Mr. Abdul-Manan Sadick	Graduate Studies	2016.05.31
One member appointed by Université de Saint- Boniface	Mr. Roland Saurette		2016.05.31
One student appointed by Université de Saint- Boniface	TBD		2015.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

Last updated March 21, 2016

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Janice Ristock, designate		<i>Ex-officio</i>
Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus)	Prof. Diane Hiebert-Murphy	Social Work	2016.05.31
	Prof. Mark Lawall	Arts	2016.05.31
	Prof. Zana Lutfiyya	Education	2016.05.31
	Dr. Elena Smirnova	Science	2016.05.31
	Prof. Annemieke Farenhorst	Agricultural and Food Sciences	2018.05.31
	Prof. Brenda Elias (S)	Health Sciences	2018.05.31
	Dean David Mandzuk (S)	Education	2018.05.31
Four students, at least one graduate student	Ms Pamela Bachewich (S)	Health Sciences	2016.05.31
	Ms Helen Teklemariam	Science	2016.05.31
	Mr. Mahdi Rahimian	Graduate Studies	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
UMSU President or Vice-President	Ms Rebecca Kunzman	Vice-President Advocacy	<i>Ex-officio (non-voting)</i>
Dean or Associate Dean, Graduate Studies	Dr. Todd Mondor, Associate Dean		<i>Ex-officio (non-voting)</i>
Executive Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia		<i>Ex-officio (non-voting)</i>
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Sharon Bannatyne		<i>Ex-officio (non-voting)</i>
Director, Student Advocacy (or designate)	Ms Brandy Usick, designate Ali Wood-Warren		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC COMPUTING

Last updated March 22, 2016

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic)(or designate), Chair	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International)(or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mr. Mario Lebar		<i>Ex-officio</i>
University Librarian (or designate)	Dr. Mary-Jo Romaniuk, designate Vera Keown		<i>Ex-officio</i>
Manager, Learning Management Systems	Mr. Sol Chu		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Stefi Baum	Science	2018.05.31
	Dr. Jay Doering	Graduate Studies	2018.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Prof. Greg Bak	Arts	2016.05.31
	Prof. Mary Brabston	Management	2016.05.31
	Prof. James Young	Science	2016.05.31
	Prof. James Gilchrist	Health Sciences	2018.05.31
	Ms Christine Shaw	Libraries	2018.05.31
	Prof. Karen Smith	Education	2018.05.31
Four Students (two grads, two undergrads)	Mr. Anjan Neupane	Graduate Studies	2016.05.31
	Mr. Sabbir Shuvo	Graduate Studies	2016.05.31
	Mr. Kenny Hong	University 1	2016.05.31
	Mr. Isaac Weldon	Arts	2016.05.31
Resource: Sandi Utsunomiya 474-8174 Resource (technical): Gilbert Detillieux 474-8161 Resource: Lynette Phyfe 474-8013 Terms of Office: three-year terms; students = two-year terms			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

Last updated March 21, 2016

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Ms Joanne Hamilton	Health Sciences	2016.05.31
	Prof. Michele Piercey-Normore	Science	2016.05.31
	Prof. Greg Smith, Acting Chair	Arts	2016.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2017.05.31
	Prof. Jerome Cranston	Education	2017.05.31
	Prof. Bev Temple	Health Sciences	2017.05.31
	Prof. Dean McNeill	Engineering	2018.05.31
Three students	Ms Hunter Loewen	Engineering	2016.05.31
	Mr. David Sytnik	Health Sciences	2016.05.31
	Ms Rhoda Ansah Quaigrain	Graduate Studies	2016.05.31
One lay member of the Board of Governors	DECLINED		
Representative from the Libraries	Ms Kristen Kruse		<i>Ex-officio</i>
Representative from Université de Saint-Boniface	Dr. Peter Dorrington		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)	Dr. David Collins		<i>Ex-officio (non-voting)</i>
Registrar	Mr. Neil Marnoch		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON UNIVERSITY RESEARCH

Last updated March 21, 2016

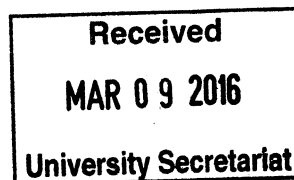
Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Dr. Digvir Jayas		<i>Ex-officio</i>
President	Dr. David Barnard		<i>Ex-officio</i>
Provost and Vice-President (Academic)	Dr. Janice Ristock, designate		<i>Ex-officio</i>
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Dr. Gary Glavin TBD		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies	Dr. Jay Doering		<i>Ex-officio</i>
Research Grants Officer	Ms Barbara Crutchley, Director, Office of Research Services		<i>Ex-officio</i> (non-voting)
Four Deans or Directors representing a range of research activities	Dean Anthony Iacopino	Health Sciences	2016.05.31
	Dean Jeffery Taylor	Arts	2017.05.31
	Dean Stefi Baum	Science	2018.05.31
	Dean Jonathan Beddoes	Engineering	2018.05.31
Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus	Prof. Lea Stirling	Arts	2016.05.31
	Prof. Martin Scanlon	Agricultural and Food Sciences	2016.05.31
	Prof. Roberta Woodgate	Health Sciences	2016.05.31
	Prof. James Davie	Health Sciences	2017.05.31
	Prof. Niigaanwewidam Sinclair	Arts	2017.05.31
	Prof. Pawan Singal	Health Sciences	2017.05.31
	Prof. Gordon Fitzell	Music	2018.05.31
	Prof. Liqun Wang	Science	2018.05.31
Two graduate students selected by GSA	Mr. Mahmud Amin	Graduate Studies	2016.05.31
	Ms Anastasia Szykh	Graduates Studies	2016.05.31
Resource: Judith Mate 474-7952 Terms of Office: three-year terms; students = two-year terms			



UNIVERSITY
OF MANITOBA

Office of the President

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



Date: March 8, 2016
To: Jeff M. Leclerc, University Secretary
From: David T. Barnard, President and Vice-Chancellor
Subject: Dual Senate Meeting Locations

Thank you for your memo dated February 19, 2016 in which you outline options with respect to holding Senate meetings via videoconferencing or convening Senate at the Bannatyne Campus. I also appreciate the opportunity we had to discuss your memo.

I am supportive of your recommendation to hold one or two meetings of Senate at the Bannatyne Campus each year. Could you please arrange to have this matter placed on an upcoming agenda of the Senate Executive Committee for discussion and recommendation.



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

Date: February 19, 2016
To: David T. Barnard, President and Vice-Chancellor
From: Jeff M. Leclerc, University Secretary
Subject: Dual Senate Meeting Locations – Implications and Feasibility

Background:

As part of my goals and objectives for the 2015-2016 year I identified the following goal with respect to meetings of Senate: "Investigate and report on the feasibility of holding Senate meetings via video link between Fort Garry and Bannatyne. Any recommendations will be subject to cost and a review of the impact of such a change on the tone of meetings of Senate and engagement with the Senate Executive Committee." This goal was drafted based on conversations with the Dean of the Faculty of Health Sciences who has requested that consideration be given to holding meetings of Senate via video-conference or some other means that would reduce travel time to meetings at the Fort Garry Campus. A copy of correspondence from the Dean in this regard is attached to this memo. What follows is a review of the implications, costs and feasibility of holding meetings of Senate via video-conferencing, a summary of the practices at other Canadian universities, as well as an examination of other options with respect to meetings of Senate, including some of the pros and cons of each option.

The Issue

The Senate of the University of Manitoba is the senior academic governing body of the University of Manitoba, and, along with the Board of Governors, forms the University's bicameral system of governance as provided for in the *University of Manitoba Act*. Senate meets nine times per year, from October to June, in the Senate Chamber on the Fort Garry Campus. The Senate Chamber is not currently equipped with video conferencing technology. There are currently 129 voting members of Senate and of those, 27 members, or 20 percent are based at the Bannatyne Campus.

The commute to the Fort Garry Campus consumes time, mileage and parking for members of Senate travelling from the Bannatyne Campus. The request to examine other options for holding Senate meetings is rooted in a desire to find a way to recognize that a sizable number of members of Senate must travel to attend every meeting.

Consultation

In 2015, the University Secretary surveyed colleagues at other Canadian Universities asking whether or not their Senate (or equivalent) met at more than one site via video-conferencing. Of the 23 responses, one video-conferences each meeting, 19 do not, one does occasionally, one video streams meetings so they can be observed, and one provides an audio link to other campuses. The vast majority of Senates reported holding meetings only at one site.

Options

In preparing this report, the following three options were examined. It is possible that any one or a combination of these options might be pursued.

1. Develop video-conferencing capabilities in the Senate Chamber and in a suitable space on the Bannatyne Campus and hold dual-site Senate meetings.
2. Continue to hold one-site Senate meetings, but convene one or two meetings each year to the Bannatyne Campus. This may necessitate shuttle transportation for Senators from Fort Garry to the Bannatyne Campus.
3. Continue holding Senate meetings on the Fort Garry Campus alone, and make greater use of teleconferencing for Senate Committee meetings.

Considerations

1) Dual-Site Senate Meetings

Pros:

- Members of Senate could participate in Senate meetings without having to travel.
- It might improve attendance at Senate.
- Having Senate Chamber equipped with video-conferencing would be useful for other purposes.

Cons:

- Holding a Senate meeting on two sites will be challenging for the Chair and may affect engagement of members in the meeting.
- The cost of installing video-conferencing technology in the Senate Chamber will be significant – the order of magnitude cost estimate from IST to equip the Senate Chamber is \$120,000, not including Physical Plant costs, which would be at least another \$20,000. This does not include any on-going costs. A more detailed estimate is expected sometime in March, 2016. Any such appropriation would have to be made from sources outside of the Office of the University Secretary operating budget.

- Video-conferencing will have on-going costs and may require IT staff at every meeting.
- Having meetings at two sites will stretch the Secretary's Office in staffing both locations – would also require a facilitator at the site at which the Chair is not present to assist the Chair in running the meeting.
- Having a governing body like Senate convene via video conference may have an effect on the dynamics of the meeting and make it more difficult to engage in discussion.
- Would reduce opportunities for interaction of members outside of (before and after) meetings.
- Meetings of Senate will be dependent on technology; how would Senate meetings work if the technology fails?

2) Hold one or two meetings of Senate per year at the Bannatyne Campus

Pros:

- Senate would continue to meet in one location, making it easier to chair a meeting.
- Would be less staff-intensive to support than a two-site solution.
- Would not involve one-time and on-going technology costs.
- Would ensure that members of Senate visit both campuses each year; promoting both of the University's major campuses.
- Would ensure that all members of Senate continue to meet in person, together in one location.

Cons:

- Would require Senators from Fort Garry Campus to travel to Bannatyne Campus (however this already happens for Senators from Bannatyne).
- Parking might be a challenge; this could be mitigated by providing a shuttle from Fort Garry to Bannatyne for Senators for these meetings (funding would have to be identified).
- May be difficult to find an appropriate room at the Bannatyne Campus that is not already booked during the 1-4 p.m. slot on a Wednesday.
- Might have a negative impact on numbers of Senators in attendance given the large population that would have to travel to the Bannatyne Campus, including students, and the additional time required for travel.

3) Status quo, with greater use of teleconferencing for Senate Committee Meetings

Pros:

- Senate would continue to meet in one location, making it easier to chair a meeting.
- Senate Committee members could participate in meetings from either location, saving travel time.
- Would be less staff-intensive to support than a two-site solution.

- Would not involve additional costs.

Cons:

- Senators from Bannatyne would still have to travel to Fort Garry for Senate.
- May impact meeting dynamics in a negative way.
- Would reduce opportunities for interaction outside of (before and after) Committee meetings.

Recommendation

As Secretary of Senate, my primary goal is ensuring smooth and effective meetings of Senate. While I support the goal of promoting ease of participation in meetings of Senate for all members, I am concerned that any solution that is reliant on technology could divert focus away from the content of the meeting to the technology being used. I am also concerned that the effectiveness of governance and the interaction among members of Senate could be hampered by Senators not meeting face to face. Finally, I worry that such a move would further exacerbate the perceived distance between the campuses, rather than bringing the two campuses closer together. For these reasons, and the significant resources that would be required to install the required technology, I do not favor Option 1. I would be in favor of holding one or two Senate meetings each year at Bannatyne, providing transportation for those meetings, as well as making better use of teleconferencing and/or videoconferencing for meetings of Senate Committees.

Next steps

I welcome the opportunity to sit down and discuss this report with you and hear your views and suggestions and whether you have a preferred option. With your views incorporated into this document, I would recommend that it be presented to the Senate Executive Committee for discussion and feedback. The introduction of dual-sited Senate meetings would require approval of Senate in the form of additions to the Rules Governing Meetings of Senate..I would also recommend, should we choose to hold one or more meetings at Bannatyne, that Senate's approval be sought for that move as well.

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



**UNIVERSITY
OF MANITOBA** | Faculty of
Health Sciences

Faculty of Health Sciences
230-745 Bannatyne Avenue
Winnipeg, Manitoba R3E 0J9
204-789-3485
brian.postl@med.umanitoba.ca

January 27, 2016

Mr. Jeff LeClerc
University Secretary
University of Manitoba
312 Administration Building

Dear Jeff,

As discussed with you in the past, the Senators at the Bannatyne campus would like to video conference into the Senate and Senate Executive meetings. This will save the University parking, mileage and travel time and will likely generate a higher level of attendance at these meetings from the Bannatyne campus. We would like to start this effective immediately.

It has been brought to my attention recently the rules of the Senate Meetings do not allow for AV recording equipment at the meetings. We would not be looking to record the meetings. We would only be looking to video conference the meeting. The Faculty of Health Sciences has been using video conferencing for our Executive Council meetings so the College of Nursing doesn't need to travel to the Bannatyne campus to participate. This has worked well for us and I hope we can model this same practice for the Senate meetings and bring the two campuses closer together with the use of technology.

Sincerely,

Brian Postl, MD
Dean & Vice Provost Faculty of Health Sciences

cc: Dr. Joanne Keselman, Provost & Vice- President (Academic)
Paul Kochan, Vice President (Administration)

/rd

umanitoba.ca