

**Senate**  
**Frederic Gaspard Theatre,**  
**2<sup>nd</sup> Floor, Basic Medical Sciences Building**  
**WEDNESDAY, June 21, 2017**  
**1:30 p.m.**

## AGENDA

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

## **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

- |    |   |        |
|----|---|--------|
| 1. | <b><u>Report of the Senate Committee on Curriculum and Course Changes: Correction to the Report of April 18, 2017</u></b>   | Page 4 |
| 2. | <b><u>Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes RE: Department of Human Anatomy and Cell Science and College of Nursing</u></b> | Page 5 |
| 3. | <b><u>Revisions to the Academic Schedule for 2017-2018, Diploma in Agriculture</u></b>  | Page 7 |
| 4. | <b><u>Report of the Senate Committee on Medical Qualifications RE: Dr. Michael Love</u></b>   | Page 9 |

*Dr. Love's curriculum vitae will be available for inspection by members of Senate in the Office of the University Secretary and in the Dean's Office, College of Medicine, prior to the June Senate meeting.*

- 5. Report of the Senate Committee on Approved Teaching Centres RE: Cross-Registered Courses and Instructors for 2017-2018** Page 19

### III MATTERS FORWARDED FOR INFORMATION

- |    |  |         |
|----|--|---------|
| 1. | <b>Report of the Senate Committee on Awards – Part A<br/><u>[May 2, 2017]</u></b>  | Page 22 |
| 2. | <b>Request to Suspend Admissions to the Bachelor of<br/>Science (Honours) and Bachelor of Science (Major)<br/>in Biotechnology</b> | Page 29 |

**IV      REPORT OF THE PRESIDENT** Page 40

## V QUESTION PERIOD

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

## VI CONSIDERATION OF THE MINUTES OF THE MEETING OF May 17, 2017

VII	<b><u>BUSINESS ARISING FROM THE MINUTES</u></b> - none	
VIII	<b><u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u></b>	
1.	<b><u>Report of the Senate Executive Committee</u></b>	Page 47
2.	<b><u>Report of the Senate Planning and Priorities Committee</u></b>	
	The Chair will make an oral report of the Committee's activities.	
IX	<b><u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u></b>	
1.	<b><u>Report of the Senate Committee on Awards – Part B [May 2, 2017]</u></b>	Page 49
2.	<b><u>Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes RE: Department of Community Health Sciences</u></b>	Page 62
3.	<b><u>Reports of the Senate Committee on Instruction and Evaluation</u></b>	
a)	<b><u>RE: Revisions to Academic Policies and Procedures, Undergraduate Medical Education Program, Max Rady College of Medicine</u></b>	Page 76
(i)	<b><u>Examination Results</u></b>	Page 79
(ii)	<b><u>Forward Feeding Clerkship Summative Evaluation Information</u></b>	Page 85
(iii)	<b><u>Mid-Point In-Training Evaluation (MITER) and and Final In-Training Evaluation (FITER) Preparation, Distribution, Audit and Remediation</u></b>	Page 89
(iv)	<b><u>Promotion and Failure</u></b>	Page 96
(v)	<b><u>Reappraisal of Student Assessments</u></b>	Page 106
(vi)	<b><u>Remediation</u></b>	Page 112
(vii)	<b><u>Repeat Clerkship</u></b>	Page 118
b)	<b><u>RE: Revised Regulation on Repeating, Substituting, and Extra Courses, I.H. Asper School of Business</u></b>	Page 122
c)	<b><u>RE: Revisions to Accessibility Policy and Student Accessibility Procedure</u></b>	Page 128

	d) <b>RE: Proposed Policy on Accommodation for Undergraduate Pharmacy Students with Disabilities, College of Pharmacy</b>	Page 165
4.	<b>College of Pharmacy, Proposal to Establish Essential Skills and Abilities Requirements for Admission, Promotion, and Graduation in the Pharmacy Program</b>	Page 172
	a) <b>Report of the Senate Committee on Instruction and Evaluation</b>	Page 177
	b) <b>Report of the Senate Committee on Admissions</b>	Page 179
5.	<b>Report of the Senate Committee on Nominations</b>	Page 180
	122	
X	<b><u>ADDITIONAL BUSINESS</u></b> - none	
XI	<b><u>ADJOURNMENT</u></b>	

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

**Report of the Senate Committee on Curriculum and Course Changes: Correction to the Report of April 18, 2017**

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**Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm). SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. The Senate Committee on Curriculum and Course Changes has not met since last reporting to Senate. The current report includes a correction to the Report of April 18, 2017.

**Observations:**

1. Subsequent to the May 17, 2017 Senate meeting, an error was noted in the course number for a course deletion proposed by the Department of Biological Sciences, Faculty of Science. The following correction will be made in the Report dated April 18, 2017, to clarify that the course that is to be deleted is BIOL 4262:

BIOL ~~4262~~ 2462 Wildlife and Fisheries Parasitology Cr.Hrs. 3

-3.0

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT a correction to the Report of the Senate Committee on Curriculum and Course Changes – Part A [dated April 18, 2017], as outlined above, be approved by Senate.**

Respectfully submitted,

Professor G. Smith, Chair  
Senate Committee on Curriculum and Course Changes

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



## **Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes**

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### **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. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Human Anatomy & Cell Science and College of Nursing.

### **Observations**

1. The **Dept. of Human Anatomy & Cell Science**, with the approval of the Director of the Biomedical Engineering program, proposes the deletion of BME 7014 Functional Anatomy (2) and the introduction of ANAT 7014 Functional Human Anatomy (2). Both units endorse the changes. ANAT 7014 is effectively the same course as BME 7014 and is offered in the Biomedical Engineering program; however, the content and leadership of the course has resided with the Dept. of Human Anatomy & Cell Science (HACS) and it is desired that the course number take on the HACS departmental prefix. The course will continue to provide the required knowledge in Anatomy to BME students who lack a proficiency in this area.

#### **Course Deletion**

**BME 7014 Functional Anatomy**

**-2**

#### **Course Introduction**

**ANAT 7014 Functional Human Anatomy**

**+2**

This course is an overview of human anatomy from a functional perspective. The students will be introduced to the structure and function of neuromuscular system. The course is specifically designed for students enrolled in programs in which a background in biology and/or anatomy is not a prerequisite (e.g. biomedical engineering). May not be held with the former BME 7014.

**NET CREDIT HOUR CHANGE**

**0**

2. The **College of Nursing** proposes one course introduction NURS 7212 Systematic Reviews: Focus on Qualitative and Observational Studies (3) to provide an elective course to Nursing

students and graduate students from other colleges/faculties (especially in the Health Sciences). There is increasing demand for evidence-informed practice and this course will allow students to develop better skills in critically reviewing literature.

#### Course Introduction

#### **NURS 7212 Systematic Reviews: Focus on Qualitative and Observational Studies +3**

This course provides graduate students with the opportunity to learn the essential steps of a systematic review and synthesis of the research literature, with a focus on qualitative and observational studies, to produce reliable evidence for health care practice. Prerequisites: NURS 7220 and NURS 7210 or equivalent.

**NET CREDIT HOUR CHANGE +3**

#### Recommendations

**The Executive Committee recommends THAT: the course changes from the units listed below be approved by Senate:**

Dept. of Human Anatomy & Cell Science  
College of Nursing

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

# MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

PH: 474-9425



UNIVERSITY  
OF MANITOBA

**Date:** May 16, 2017

**Memo To:** Senate

**From:** Neil Marnoch, Registrar

A handwritten signature in black ink, appearing to read 'Neil Marnoch'.

**Re:** Revision to the Academic Schedule for 2017-2018 – Agriculture Diploma

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Please consider the changes below that have been submitted by the School of Agriculture. I support these revisions to the 2017-2018 Agriculture Diploma Academic Schedule.

Proposed Modifications to the Academic Schedule for the School of Agriculture (2017 2018)

## Fall Term

### Fall Term Break (October 5 and 6)

Remove the Fall Term Break

**Rationale** – Since students in the Diploma program begin classes later than the Degree students, the Fall Break occurs too early in the Term. With the Break in the schedule, classes would extend to December 7, and there would be no break between classes and the start of final examinations. By not participating in the Fall Break, Diploma students will have time to study before the start of the exam period (see below).

### Fall Term Start and End Dates

Original - From Sept. 14 – Dec. 7

To

Proposed - Sept. 14 – Dec. 5<sup>th</sup>

**Rationale** – Removing the Fall Break allows field trips to be scheduled during the Thursday and Friday prior to thanksgivings weekend. This will also cause fewer conflicts for instructors who teach other classes. With the proposed start and end dates we are able to accommodate 32 MWF classes, and 22 TR classes. Note the University has no classes on Monday Oct. 9 (Thanksgiving) and Monday Nov. 13 (Remembrance Day).

During the 2016-17 school year we had 31 MWF classes and 21 TR classes in the fall term.

### **Examination and Test Dates**

Original - Dec. 8 to 15, 2017

To

Proposed - Dec.7 to Dec. 16, 2017.

**Rationale** – Currently degree students have no classes/exams for two days following the end of classes. The Diploma students have normally started final exams immediately after the end of classes. Because lab exams are held during the last week of classes, having a break between the end of class and start of exams is important. The proposed changes will give students 1 day between the modified end of classes and start of exams. Extending the examination period to 9 days from 7 days will provide more study time, as most students carry a load of seven courses.

### Winter Term

#### **Winter Term Start and End Dates**

Original - From Jan. 3 to Mar. 28, 2018

To

Proposed - Jan 3 to Mar. 29, 2018

**Rationale** – We are adding an additional Field trip so students can attend the Young Farmers Conference on January 26th. The revised schedule gives us an extra teaching day and we are able to accommodate 33 MWF classes, and 22 TR classes.

Last year we had 32 MWF classes and 22 TR classes

#### **Examination and Test Dates**

Original - From Mar. 29 to Apr. 6, 2018

To

Proposed - April 2 to Apr. 11, 2018

**Rationale** – this gives the students a 3 day break between classes and exams (Easter weekend). Students also write most lab exams during the last week of classes. Also gives students a 9 day window to complete exams instead of 7.

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

May 16, 2017

Ms. Shannon Coyston, Academic Specialist  
Office of the University Secretary  
314C Administration Building

**Re: Application for Approval under Section 64 of the Manitoba Medical Act - Dr. Michael Love**

Dear Colleagues:

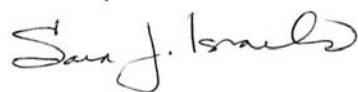
The Senate Committee on Medical Qualifications considered the application from the Department of Internal Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba, to grant Dr. Love a certificate under the academic seal of the university. Dr. Love's Curriculum Vitae and letters of support are enclosed.

Dr. Love is one of Canada's leading interventional cardiologists and a pioneer of the radial access to cardiac catheterization. His academic interests are in acute coronary syndrome and, in particular, interventions for chronic total coronary occlusion and other complex coronary situations. His scholarly interests have focused most recently on aspects of health care delivery, and policy and guideline development. Dr. Love has published 34 peer-reviewed manuscripts in respected journals of the field, 10 of them a first author. Of note, Dr. Love co-authored many of the recent Canadian policy papers and guidelines in the field of interventional cardiology.

The Senate Committee on Medical Qualifications unanimously supports this application for the use of Section 64. The Head, Department of Internal Medicine, Dr. Eberhard Renner considers, and the Senate Committee on Medical Qualifications agrees, that Dr. Love's expertise as an interventional cardiologist, clinician, teacher and academic scholar will be highly beneficial in the Section of Cardiology, Department of Internal Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences and the University of Manitoba.

The Senate Committee on Medical Qualifications would appreciate your support for this application to grant Dr. Love a certificate under the academic seal of the University to the College of Physicians and Surgeons of Manitoba.

Sincerely,



Sara J. Israels, MD FRCPC  
Vice Dean, Academic Affairs, Rady Faculty of Health Sciences  
Chair, Senate Committee on Medical Qualifications

Cc: Dr. Eberhard Renner, Head, Department of Internal Medicine  
Dr. Brian Postl, Dean, Max Rady College of Medicine, Vice Provost, Rady Faculty of Health Sciences  
Dr. Anna Ziomek, Registrar, College of Physicians & Surgeons of Manitoba

/ck

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



UNIVERSITY  
OF MANITOBA

Rady Faculty of  
Health Sciences

Department of Internal Medicine  
Office of the Department Head  
Max Rady College of Medicine  
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May 12, 2017

Dr. Sara Israels  
Associate Dean Academic  
Chair, Senate Committee on Medical Qualifications  
S203 Medical Services Building  
University of Manitoba  
Bannatyne Campus

**Re: Recruitment of Dr. Michael Love under Section 64**

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Dear Dr. Israels:

It is a pleasure to write this letter in strong support of Dr. Love's recruitment under Section 64, (Professor level) to the Section of Cardiology/Department of Internal Medicine. Dr. Love is an outstanding academic, interventional cardiologist with national and international reputation and will play a pivotal role in strengthening the academic mission of our interventional cardiology group, our Section of Cardiology, the Department of Internal Medicine, and the University.

Dr. Love completed his medical training in Internal Medicine and Cardiology at the Universities of Aberdeen, Edinburgh, and Glasgow in the UK. This included a research fellowship in Cardiology (1994-1997). He specialized in Interventional Cardiology which included a fellowship at the University of Toronto (2001-2002). In 2002, he was recruited as an Assistant Professor and Attending Interventional Cardiologist to the Dalhousie University/Queen Elizabeth II Health Sciences Center in Halifax, NS, where he was promoted to Associate Professor in 2009, and Professor of Medicine in 2015.

Dr. Love is one of Canada's leading interventional cardiologists and a pioneer of the radial access to cardiac catheterization. His academic interests are in acute coronary syndrome and, in particular, interventions for chronic total coronary occlusion and other complex coronary situations. His scholarly interests are lately focused especially on aspects of health care delivery, and policy and guideline development. Dr. Love has published 34 peer reviewed manuscripts in respected journals of the field, 10 of them a first author. Of note, Dr. Love co-authored many (if not all) of the more recent Canadian policy papers and guidelines in his field.

Dr. Love is a sought after invited speaker regionally, nationally and internationally. Among others, he was invited to lecture at the Transcatheter Cardiovascular Therapeutic International Spotlight conference in Miami, FL (2012), at several meetings of the Canadian



May 12, 2017

Re: Recruitment of Dr. Michael Love under Section 64

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Association for Interventional Cardiology and at the West Yorkshire PCI-4 Interventional Cardiology Conference, Wakefield, UK (2015), to name just a few.

Attesting to his national and international stature in the field, Dr. Love served and continues to serve on numerous national and international committees including as a board member of the Heart and Stroke Foundation of Canada (2010-2012), as a member of the International Advisory Committee for Transcatheter Cardiovascular Therapeutics (2012-2013), and as a member of the Data Safety Monitoring Board and as a Co-PI, respectively, of two large international clinical trials (SPOTLIGHT, 2013-present; **BioNIR**, 2013-present). From 2011-2013 he served as the president of the Canadian Association of Interventional Cardiology.

Based on his reference letters, Dr. Love is respected with his peers and trainees as an excellent teacher in his field. This is further underscored by the fact that he was awarded in 2016 the Dr. Bruce Josephson Teacher of the Year Award of the Division of Cardiology at Dalhousie.

As described by his references and, as I was able to learn during my telephone reference checks with his current Division and Department Heads at Dalhousie, Dr. Love is not only an outstanding clinician, teacher and academic scholar in his field, but has also an impeccable professional attitude and excellent interpersonal skills.

Collectively, I am convinced that Dr. Love will be an asset to the Section of Cardiology, the Department of Medicine and the academic enterprise of our University and support his recruitment as full Professor under section 64 in the strongest possible terms.

Please do not hesitate to contact me should you require any further information.

Sincerely,



Eberhard L. Renner MD FRCPC FAASLD  
Professor and Head  
Department of Internal Medicine  
Medical Director, WRHA Medicine Program  
Max Rady College of Medicine, Faculty of Health Sciences  
University of Manitoba

ELR/ikr

Jan 25, 2017

**Dr. John Ducas MD FRCPC**  
Director, Cardiac Catheterization Labs  
Division of Cardiology  
St. Boniface General Hospital  
409 Tache Avenue  
Winnipeg  
Manitoba R2H 2A6

**Re: Dr. Michael Love**

Dear Dr. Ducas

I am writing this letter in support of Dr. Michael Love, on his request. I've known Mike since June 2003 when I joined the Division of Cardiology. He joined the QEII in August 2002. Prior to that, he completed his Fellowship in Interventional Cardiology from Toronto. He completed his Bachelor's degree in medicine from Aberdeen's Scotland and completed initial training in cardiology from Scotland as well. Since joining the QEII, Mike has been very active clinically and in academics. Mike is a high volume operator and often performs all kinds of complex procedures in the Cardiac Cath Lab. In the last few years, he has gained expertise in treating chronic total coronary occlusions. He is an excellent clinician and is well respected by all of our colleagues for his clinical and interventional acumen. One of his most important attributes is his patient selection for intervention.

Mike has been actively involved in undergraduate and postgraduate teaching. He has been delivering lectures to the undergraduate students and participates in the Med I and Med II teaching on a regular basis. He takes regular sessions for cardiology senior residents and participates very actively in teaching fellows in interventional cardiology. Along with this, Mike has been extremely active nationally and is very well recognized for his teaching expertise. He has delivered numerous lectures at multiple local, regional, national, and international venues. He has been chosen as the faculty member for TCT. Residents, fellows, and all the learners speak very highly of his teaching capabilities. I had the opportunity of listening to a number of his talks at various conferences and I've always been impressed with his delivery and content on the talks. He always keeps himself updated with the current literature.

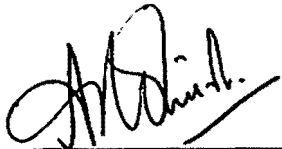
Mike is a perfectionist and he enjoys research. He has supervised multiple resident and fellow projects in the past and these have been presented at various meetings. He was actively involved with the Approach Database which we had in the past. With that database he was able to write multiple abstracts. He was the lead investigator for Canada in the multicenter study named "BIONICS". He has published several papers over his career; a lot of his papers are collaborative, involving a multiple Canadian authors. He has also been very actively involved in writing and participating in several guidelines. He was one of the key authors of the Nova Scotia Guidelines for the Management of Acute Myocardial Infarction. He led the Atlantic Antiplatelet Guidelines and participated in creating guidelines for antiplatelet therapy. He also participated in developing the guidelines for training and maintaining competency in adult interventional cardiology for the Royal College.



Mike has undertaken several administrative and leadership roles locally and nationally. He currently chairs the Protocol Review Meeting for the Division of Cardiology. He is actively involved with the Canadian Cardiac Society and was the president of the Canadian Association of Interventional Cardiology (CAIC) from 2011-2013. He was a very active member of the planning committee for the Interventional Cardiology Fellow Device course. This is greatly appreciated by all the interventional fellows. He was also part of the Steering Committee for the Montreal Live course which is the major interventional conference in Canada. He is an advisor to Cardiovascular Health Nova Scotia since 2008 and has been very active in developing several initiatives for improving cardiac care in Nova Scotia. He has delivered multiple lectures under the umbrella of CVNS to general practitioners, internists, and cardiologists in Nova Scotia.

Mike has a balanced personality. He is well respected by all of his colleagues, learners, and coworkers. He is a very well known figure in the field of interventional cardiology nationally. He is a man of great personal integrity. I understand that he wants to leave us and join your group in Manitoba, it will be great loss for us and it is very unfortunate that we are unable to keep him in Nova Scotia. I wish him all the best for his future. Please do not hesitate to contact me if you have any questions.

Yours sincerely,



**Dr. Ata Quraishi MBBS, FCPS, FACC**  
Professor of Medicine, Dalhousie University  
Director Cardiac Catheterization Laboratory  
QE II Health Sciences Centre  
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ARQ/nmb

South Shore Medical Arts  
42 Glen Allan Drive, Suite 302  
Bridgewater, N.S. B4V 3N2

Telephone: 902-543-1866  
Fax: 902-530-3220

January 9, 2017

Dr. John Ducas, MD FRCPC  
Director, Cardiac Catheterization Labs  
Division of Cardiology  
St. Boniface General Hospital  
409 Tache Avenue  
Winnipeg, Manitoba  
R2H 2A6

Dear Dr. Ducas:

RE: Reference letter for Dr. Michael Love

Dr. Michael Love asked that I provide a reference for him in relation to his application for a position as an Interventional Cardiologist at St. Boniface General Hospital in Winnipeg. I do so without hesitation and with the utmost respect for Mike as a colleague and a friend.

I am a Clinical Cardiologist practicing at South Shore Regional Hospital, Bridgewater, Nova Scotia and I have been in practice in this area since 1987. Over these years my practice has included general office cardiology, echocardiography including TEE and contrast echo and an interest in Congestive Heart Failure Management through our Heart Function Clinic, of which I have been the Director since its' inception. I have also participated in General Internal Medicine On Call from 1987 until 2016 when I came off the call schedule.

As you may know the only cardiac catheterization laboratory in Nova Scotia is located in Halifax, which is approximately a 100 kilometer drive from Bridgewater. Halifax has therefore been our referral center for patients requiring invasive cardiac procedures and more advanced investigation and/or management than can be provided in Regional Hospitals.

I met Mike Love shortly after he came to Halifax in 2002 and immediately felt a connection professionally with him from interacting with him and hearing him speak at meetings or conferences. As a result of this he quickly became my "go to" Cardiologist in Halifax for patients with coronary artery disease requiring cardiac catheterization and/or interventions. I estimate that I refer 60 to 70 patients per year to Mike for cardiac catheterization. I have always been more than pleased with Mike's management of my patients. I have been particularly impressed with his thoroughness and his willingness to include and respect the background history of patients provided to him in my referral letters. He always recognizes and considers the nuances of each case and all that has taken place at the local level prior to referral to the tertiary care center. He has always provided very thorough explanations of findings at catheterization and provided a clear explanation

RE: Dr. Michael Love  
Page 2

for the recommended treatment going forward. In addition most of my patients who have been cared for by Mike Love return with nothing but praise for the care and compassion they receive.

I have also sat on a Provincial Cardiovascular Committee with Mike Love over the years. Both he and I have been Clinical Advisors for Cardiovascular Health Nova Scotia, our Provincial Cardiac Care Program. I have not been active in this area in the past few years but for four to five years I was and we worked closely on guideline development, particularly in the areas of Acute Coronary Syndrome Management and Antiplatelet Therapy in Acute Coronary Syndromes. I have also listened to Mike speak on these topics at multiple meetings and admire his very clear understanding of the material and his logical and helpful presentations of the material.

I would also say that Mike and I have become good friends through our close working relationship albeit more on a casual and intermittent basis because of not living in the same towns. I have played golf with Mike a few times including with my two sons and have always enjoyed these occasions immensely. He is a true gentleman. I also know from observation and through speaking with him that he is a very dedicated and loving family man.

In summary I have no hesitation in highly recommending Dr. Mike Love for the position he has applied for in your Division of Cardiology. I definitely will be sad to see Mike leave Halifax but at the same time I completely understand and endorse his reasoning for making such a move. I truly believe that Mike would be a superb addition to any Division of Cardiology in many respects including as a Colleague, an Academic, a Team Player, a fine gentleman and a proven family and community man.

Thank you for the opportunity of providing this reference and do not hesitate to contact me if I can provide any further assistance.

Yours sincerely,

R. J. Hatheway, MD FRCPC FACC

RJH/ca  
09/01/2017 T.

Kevin McKenzie  
Consultant, CAIC-ACCI  
36 Westwood Blvd.  
Upper Tantallon, Nova Scotia  
B3Z 1H4

January 2, 2017

Dr. John Ducas, MD FRCPC  
Cardiac Catheterization Lab Director  
St. Boniface General Hospital  
Winnipeg, Manitoba.

Dear Dr. Ducas,

It is with honor I submit this letter of reference for Dr. Michael Love as you consider his application to join your St. Boniface Cardiology and Interventional team. Although Dr. Love's peers have informed me of his exceptional clinical capabilities and high regard for patients, I can't personally attest to his skills as an operator. However, I can confidently validate and provide clear examples of Dr. Love's leadership capability, strategic vision, engagement and facility for execution.

Prior to joining CAIC as Executive Director in 2011, I worked within the pharmaceutical industry for 18 years. During that tenure I functioned in several managerial and marketing roles. As our company launched new products into the cardiovascular arena I was briefed on the fact that Dr. Michael Love was a recognized National Key Opinion Leader (KOL) by both Industry and the clinical community; it has been my experience that he has consistently demonstrated that standing and it remains current!

In 2011 Dr. Love led a group of peers (Dr. Vernon Paddock & Dr. Barry Rose) to develop Atlantic recommendations for the appropriate utilization of two new antiplatelet agents (Ticagrelor & Prasugrel). At that point in time CCS had published a manuscript titled *The Use of Antiplatelet Therapy in the Outpatient Setting: Canadian Cardiovascular Society Guidelines*, however, it was the opinion of Dr. Love and his co-chairs that the use of these new medications in an acute setting had not been sufficiently addressed. Further, regional practice patterns and unique population demographics necessitated clear direction for Atlantic clinicians managing ACS patients. Dr. Love and his co-chairs developed a robust process through which prescribing recommendations were developed and disseminated under the umbrella of the Atlantic Antiplatelet Initiative (AAPI), both the recommendations and dissemination tools can be reviewed on the Atlantic Cardiovascular Society's website ([www.ac-society.org](http://www.ac-society.org)).

The Primary Panel assembled by Dr. Love and his group included all major stakeholder groups as well as appropriate Provincial representatives. Further, the Nova Scotia government participated by sending an individual from Cardiovascular Health Nova Scotia. This decision proved very helpful when the Atlantic reimbursement criteria were being crafted. Based on the fact that all four Atlantic Provinces participated in the Pan Canadian Pharmaceutical Alliance (pCPA), there was an expectation that participating Provinces adopt the pCPA reimbursement criteria. However, based on the leadership demonstrated by Dr. Love and his group, the Atlantic criteria were preferentially augmented to better align with the AAPI recommendations.

Appreciating that the adoption of any clinical recommendation is often variable, Dr. Love conducted a Quality Assurance (QA) audit in April 2016 to gauge the implementation of AAPI recommendations within the Atlantic operator community. The QA audit was conducted simultaneously during the month of April within each of the three Atlantic Cath labs. Results from 460 ACS patients were collected, collated and analyzed; practice differences both within and between labs were established. Dr. Love and his team are currently conducting face-2-face meetings with each of the three Atlantic operator groups to review the data, more fully explore practice differences and develop plans through which quality and consistency of care can be elevated for Atlantic patients who experience an ACS. Ongoing commitment to this and other Provincial initiatives such as the *Nova Scotia Guidelines for Acute Coronary Syndromes* clearly illustrate the fact that Dr. Love possesses both the strategic vision and ability to implement relevant projects that positively influence peers and more importantly, patient care.

While CAIC-ACCI President Dr. Love hired me to act as the Executive Director (ED) for the Association. As you may be aware an individual had been acting in that function since the organization's inception. Performance reviews for the original ED were mixed and it is fair to say the association lacked both a coherent strategic direction and operational infrastructure. Historically, the direction of the Association followed the sitting President's list of personal priorities.

Once elected President, one of Dr. Love's first actions was to hold a courageous conversation with the current ED. The outcome of that conversation was an agreement that a new individual was required in the ED role if the Association was to successfully chart a new direction. This example underscores the fact that Dr. Love is willing to act in challenging HR circumstances.

Dr. Love's articulated vision for CAIC was to evolve into an organization that provided perceptible value for all members and create a professional brand of which the Canadian interventional cardiology community could be proud. As such, Dr. Love commissioned a meeting where the Executive defined an organizational vision, mission and 5-year plan. Tangible and significant progress was made during Dr. Love's tenure as CAIC President and several examples are defined below:

- CAIC vision, mission and values were crafted and publicized.
- The Association was rebranded.
- A professional website was created in order to house all relevant Association facts, activities and branding.
- The number of Canadian operators was established and a communication channel opened with all whom were receptive. Historically there was no appreciation of either operator or Cath lab numbers.
- Organizational bylaws were updated and expanded.
- Internal processes were created through which the Association could operate more professionally and efficiently.
- The CAIC 'Brand' was promoted for all interventional activities; both domestically and internationally
- A memorandum of understanding was signed between CAIC and SCAI in order to partner on aligned initiatives.
- CRF was engaged on a high level; activities from which both organizations could benefit were delivered.

If consulted, I am confident the CAIC Executive would provide very positive comment on Dr. Love's leadership style, cooperative nature and ability to lead the group on activities that were aligned with the Association's vision and mission.

I am aware that Dr. Love has been instrumental in the recruitment of Fellows' who have registered for the QEII Interventional Cardiology Fellowship program at Dalhousie University. I can also personally attest to his capabilities as an educator having witnessed multiple student/faculty interactions during the CAIC Fellows Device Course. I have worked closely with Dr. Peter Seidelin for the last five years to deliver the course and Dr. Love has consistently participated as faculty. Feedback from the 30+ Fellows/year has consistently rated both the course content and faculty's ability to convey practical instruction as 'exceptional.' Dr. Peter Seidelin possesses very high standards for course instructors, as such, consistent participation as faculty is a very positive reflection on ones' ability as an educator.

It is my hope that the examples cited in this letter of reference clearly conveys the real-world leadership, engagement and ability Dr. Love possesses to both think and act strategically. It has been my privilege to work with Dr. Love for the last several years and I whole heartedly believe he would be a significant asset and compliment to any program. In a recent conversation with Dr. Love, he shared that your team has expressed a desire to be recognized as the one of the most preeminent interventional groups in Canada; having relationships with a significant number of Canadian operators I can think of no one more suited to join your group in order to realize that goal!

If you would like further detail on any of the initiatives highlighted in this letter, or you would like to speak personally by phone, I would be more than happy to accommodate that request.

Sincere regards,



Kevin McKenzie  
Consultant



## **Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2017-2018**

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### **Preamble**

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/494.htm2](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2).
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College and by the Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2017-2018.

### **Observations**

#### **1. Booth University College**

The Committee considered cross-registered courses to be offered by Booth University College in the 2017-2018 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

#### **2. Prairie Theatre Exchange**

The Committee reviewed cross-registered courses to be offered by the Prairie Theatre Exchange in 2017-2018 and proposed instructors, as set out in Appendix A. Approval has been received from the Department of English, Film, and Theatre.

### **Recommendation:**

The Senate Committee on Approved Teaching Centres recommends:

**THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors, as outlined in Appendix A [May 12, 2017].**

Respectfully submitted,

Senate Committee on Approved Teaching Centres

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

## APPENDIX A

### Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2017-2018

**Table 1 – Booth University College**

<b>U of M Dept, School or Faculty</b>	<b>Course No.</b>	<b>Booth University College</b>
<b>English, Film, and Theatre</b>	ENGL 1200	<ul style="list-style-type: none"> <li>• Representative Literary Works (ENG 107)</li> <li>• Michael Boyce, Jason Peters (Fall-Winter, 2017-2018)</li> </ul>
	ENGL 2140	<ul style="list-style-type: none"> <li>• Victorian Literature (ENG 250)</li> <li>• Michael Boyce (Fall-Winter, 2017-2018)</li> </ul>
<b>History</b>	HIST 1350	<ul style="list-style-type: none"> <li>• The History of Western Civilization to 1500 (HIS 104)</li> <li>• Lloyd Penner (Fall 2017)</li> </ul>
<b>Religion</b>	RLGN 2160	<ul style="list-style-type: none"> <li>• Biblical Foundations (Old Testament) (REL 200)</li> <li>• Donald Burke (Fall 2017)</li> </ul>
	RLGN 2160	<ul style="list-style-type: none"> <li>• The Pentateuch (REL 302)</li> <li>• Donald Burke (Fall 2017)</li> </ul>
	RLGN 2170	<ul style="list-style-type: none"> <li>• Biblical Foundations (New Testament) (REL 201)</li> <li>• Roy Jeal (Winter 2018)</li> </ul>
	RLGN 3240	<ul style="list-style-type: none"> <li>• Jesus of Nazareth (REL 310)</li> <li>• Roy Jeal (Fall 2017)</li> </ul>
	RLGN 3800	<ul style="list-style-type: none"> <li>• Hebrew Bible Prophets (REL 303)</li> <li>• Donald Burke (Winter 2018)</li> </ul>
<b>Sociology</b>	SOC 1200	<ul style="list-style-type: none"> <li>• Introduction to Sociology (SOC 100)</li> <li>• Aaron Klassen (Fall-Winter, 2017-2018)</li> </ul>
<b>University 1</b>	ARTS 1110	<ul style="list-style-type: none"> <li>• University Writing (ENG 100)</li> <li>• Seyward Goodhand (Fall 2017, Winter 2018)</li> </ul>



**Table 2 – Prairie Theatre Exchange School**

<b>U of M Dept, School or Faculty</b>	<b>Course No.*</b>	<b>Prairie Theatre Exchange School</b>
<b>English, Film, and Theatre</b>	Term 1	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Tanja Woloshen</li> </ul>
	Term 1	<ul style="list-style-type: none"> <li>• Voice Over Level 1</li> <li>• Brian Richardson</li> </ul>
	Term 1	<ul style="list-style-type: none"> <li>• Comedy</li> <li>• Cara Lytwyn</li> </ul>
	Term 1	<ul style="list-style-type: none"> <li>• The Voice</li> <li>• Tom Soares</li> </ul>
	Term 1 and 2	<ul style="list-style-type: none"> <li>• Devised Theatre</li> <li>• Andraea Sartison</li> </ul>
	Term 1 and 2	<ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Erin McGrath</li> </ul>
	Term 2	<ul style="list-style-type: none"> <li>• Comedy</li> <li>• Cara Lytwyn</li> </ul>
	Term 2	<ul style="list-style-type: none"> <li>• Audition</li> <li>• Mariam Bernstein</li> </ul>

\* Students who complete two special workshops in the Fall Term will receive credit for THTR 2170. Students who complete two special workshops, one in the Fall Term and one in the Winter Term, will receive credit for THTR 2490.

## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A**

### **Preamble**

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

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

### **Observations**

At its meeting of May 2, 2017 the Senate Committee on Awards approved 6 new offers, 10 amended offers, and the withdrawal of 1 award, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 2, 2017).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 6 new offers, 10 amended offers, and the withdrawal of 1 award as set out in Appendix A (dated May 2, 2017). 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**

**May 2, 2017**

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

##### **Class of '99 Dr. Lawrence Stockton Memorial Prize**

In memory of their class advisor Dr. Lawrence Stockton (D.M.D./70), colleagues and the graduating dental class of 1999 have established an endowment fund with the initial gift of \$16,500 at the University of Manitoba in 2016. The purpose of the fund is to provide recognition to a student completing their final year of the International Dentist Degree Program in the College of Dentistry at the Rady Faculty of Health Sciences. Beginning in the 2018 – 2019 academic year, the available annual interest from the fund will be used to offer one prize to a student who:

- (1) has completed their final year of the International Dental Degree Program (IDDP);
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated the most improvement in the field of restorative dentistry (including the disciplines of operative dentistry, fixed prosthodontics and endodontology) during their two years in the IDDP program (equivalent to the 3<sup>rd</sup> and 4<sup>th</sup> years of the DMD program);
- (4) has demonstrated: (i) a strong ability to communicate with academic and support staff, patients, and fellow students, and (ii) qualities of a positive role model to fellow students, as determined by the awards committee.

In the case of a tie, the student with the highest overall degree point average of the program will be used as a tie-breaking mechanism. If there is no eligible candidate that meets the criteria outlined above, the scholarship will not be awarded and the available annual interest will be re-capitalized into the fund.

The prize is tenable with other awards.

The Dean of the College of Dentistry (or designate) will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

##### **David and Dianne Varga Bursary**

David and Dianne Varga have established an endowment fund at the University of Manitoba with a gift of \$25,000 in 2016. The purpose of the fund is to provide financial support to undergraduate students in the I.H. Asper School of Business. Each year, beginning in 2018-19, the available annual interest from the fund will be used to offer one award to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second, third, or fourth year of the B.Comm. (Hons.) program in the I.H. Asper School of Business;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba general bursary application.

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

### **Doney Family Bursary**

Mr. George Doney has bequeathed \$30,000 to establish an endowment fund at the University of Manitoba. Each year, beginning in 2017-18, the available annual interest from the fund will be used to offer at least two bursaries to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in their second year of study, in any faculty, college, or school at the University of Manitoba;
- (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 have the discretion to determine the number and value of awards offered each year based on the available revenue and the level of financial need demonstrated by candidates for this bursary.

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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 Scaife Nursing Education Bursary**

In memory of Elizabeth Scaife (B.N./72), Mrs. Kathleen (Kay) Scaife has established an endowment fund at The Winnipeg Foundation in 2016 to provide support for students who pursue studies in the College of Nursing at the University of Manitoba. Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba. For the first year, the bursary value will be \$500. Beginning in the 2017 – 2018 academic year, one bursary will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in the Bachelor of Nursing program or the Baccalaureate Program for Registered Nurses in the College of Nursing at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Student Awards Committee of the College of Nursing.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

### **Natural Resources Institute Scholarship in Energy Research**

An alumnus of the Natural Resources Institute will make an annual contribution to recognize a student with an outstanding energy-related research project within the Natural Resources Institute department at the University of Manitoba. Each year, beginning in 2017 – 2018, one scholarship valued at \$1,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in a Master's or doctoral program delivered by the Natural Resources Institute, within the Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- (2) has achieved a minimum grade point average of 3.75 in the previous 60 credit hours (or equivalent) of study;
- (3) demonstrates an interest in aspects of energy-related research, including but not limited to energy policy, renewable energy, sustainable energy, energy in agriculture, remote site energy, energy and technology.

To meet criterion (3), students applying for the scholarship will be required to submit a short statement (maximum 500 words) describing their research interest and proposed thesis topic.

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.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) to name the selection committee for this award, which will include the Director of the Natural Resources Institute (or designate) and a donor representative.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

### **Rose Scholarship**

Minna Rose Chung, DMA, and Kenton Fast have generously established an endowment fund at the University of Manitoba with an initial gift of \$10,000 in 2016. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to reward outstanding musical talent in students pursuing studies in cello (Performance Concentration) in the Desautels Faculty of Music. Each year, beginning in 2018-2019, the available annual interest from the fund will be used to offer one scholarship to a cello student who:

- (1) is enrolled either:
  - (i) full-time (minimum 80% course load) in the Desautels Faculty of Music as an undergraduate student in the third or fourth year of study in the Performance Concentration,
  - (ii) full-time (minimum 80% course load) in the Desautels Faculty of Music in the Post-Baccalaureate Diploma in Performance, or
  - (iii) full-time in the Faculty of Graduate Studies in the Master of Music (Performance Concentration) delivered by the Desautels Faculty of Music;

- (2) has achieved either:
  - (i) as an undergraduate student, a minimum degree grade point average of 3.0, or
  - (ii) as a graduate student, a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (3) has been ranked as one of the top cellists based on their performance audition.

In any given year, if there is no eligible cello candidate, the scholarship may be awarded to a double bass student in the Performance Concentration who meets the criteria outlined above. If there is no eligible double bass candidate, the interest for that year shall be reinvested in the endowment fund.

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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

### **BMO Financial Group Scholarships**

The following amendments were made to the terms of reference for the BMO Financial Group Scholarships:

- The name of the award has been changed to: ***BMO Financial Group Leader of Tomorrow Scholarships***.
- The funding arrangement was outlined in the second and third paragraph of the terms of reference.
- The following statement was added:  
*Students who receive a BMO Financial Group Indigenous Leader of Tomorrow Scholarship will not be eligible for this award.*

### **Canadian Academy Of Periodontology Award**

The following amendments were made to the terms of reference for the Canadian Academy of Periodontology Award:

- The name of the award has been changed to: **Canadian Academy of Periodontology Award of Excellence**
- The opening paragraph was revised to:  
*The Canadian Association of Periodontology offers an annual award to an outstanding student in the College of Dentistry. Each year, one convocation prize valued at \$400 will be offered to a graduating student who:*
- The numbered criteria were revised to:  
*(1) has successfully completed the program requirements of the Doctor of Dental Medicine degree program offered by the College of Dentistry at the University of Manitoba;*

- (2) *has achieved a minimum degree grade point average of 3.5;*
- (3) *has demonstrated a high level of patient care, time and dedication to the discipline of Periodontology within the fourth year clinical course General Practice Dentistry, currently numbered DENT 4222.*

- The following tie breaking paragraph was added:

*In the event of a tie, the student with the highest overall degree grade point average will be awarded this prize. If a tie persists, the student with the most A+'s in the courses counting toward the title of degree, will be awarded the prize.*

- The following sentence was added:

*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.*

- The selection paragraph was amended to:

*The Dean of the College of Dentistry(or designate) will name the selection committee for this award.*

- The standard Board of Governors statement was added.

### **G. Frederick Hulme Entrance Scholarship**

The following amendments were made to the terms of reference for the G. Frederick Hulme Entrance Scholarship:

- The opening paragraph has been revised to state that a minimum of four scholarships will be awarded (instead of two), along with any unspent revenue.
- The numbered criteria were revised to:
  - (1) *are enrolled full-time (minimum 80% course load) in their first year of study in University 1 or any faculty, college, or school at the University of Manitoba that offers a direct-entry option.*
  - (2) *have achieved a minimum 85% average on the best five courses appearing on the approved list of courses for entrance scholarship consideration;*
- *Further criteria were revised to:*
  - (a) *if there are no eligible candidates from one of the above institutions the scholarships may be offered to eligible candidates from the other institution;*
  - (b) *if there are no eligible candidates from either of the above institutions, scholarships may be awarded to qualifying students who have graduated from another high school in rural Manitoba, outside of the census metropolitan areas of the province (as defined by Statistics Canada);*
- The selection committee paragraph was changed to:
 

*The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds.*
- The standard Board of Governors statement was added.

### **Katherine Klassen Memorial Award**

The following amendments were made to the terms of reference for the Katherine Klassen Memorial Award:

- The selection committee was revised to:  
*The selection committee will be named by the Dean of the Max Rady College of Medicine (or designate) and will include a representative of the Klassen family.*
- The standard Board of Governors Statement was added.

#### **Manitoba Ag Days Scholarship in the Faculty of Agricultural and Food Sciences**

The following amendments were made to the terms of reference for the Manitoba Ag Days Scholarship in the Faculty of Agricultural and Food Sciences:

- Criterion (1) was removed:  
*(1) has completed a minimum of 24 credit hours and a maximum of 36 credit hours of university-level courses;*
- The standard Board of Governors Statement was added.

#### **Rose Mary and Frederick Allan Johnson Scholarship**

The following amendments were made to the terms of reference for the Rose Mary and Frederick Allan Johnson Scholarship:

- The award criteria were opened up to allow students with a Bachelor of Nursing degree from any accredited university to be eligible for the award.
- The award is no longer restricted to students entering their first year of graduate study.
- Applications materials now include two letters of reference (one academic and one professional reference).
- The standard Board of Governors statement was updated.

#### **Stantec Graduate Fellowships**

The following amendments were made to the terms of reference for the Stantec Graduate Fellowship in Architecture, Stantec Graduate Fellowship in Engineering, Stantec Graduate Fellowship in Environment, Earth, and Resources, and Stantec Graduate Fellowship in Interior Design:

- The funding arrangement was redistributed:
  - The number of fellowships has been increased from 4 to 5.
  - The amount of each of the fellowships has been reduced from \$2,500 to \$2,000.
  - Architecture, Environment, Earth and Resources, and Interior Design each have one fellowship to offer. Engineering will have two fellowships to offer.
- The standard Board of Governors statement was added.

### **3. WITHDRAWALS**

#### **NorthStar Genetics 10th Anniversary Scholarship**

This award is being withdrawn as the end of the funding commitment has been reached.





UNIVERSITY  
OF MANITOBA

Office of the President

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Telephone: 204-474-9345  
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**DATE:** May 15, 2017

**TO:** Jeff Leclerc  
University Secretary

**FROM:** David T. Barnard, Ph.D.  
President and Vice-Chancellor

**RE:** Suspension of Admissions to the Biotechnology Major – B.Sc. (Hons.), B.Sc. (Maj.)

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to temporarily suspend admissions to the Biotechnology major (B.Sc. Honours, B.Sc. Major) program for the Fall 2018 intake.

Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate.

Please place this item on the Agendas for the May 31, 2017 Senate Executive Committee meeting and the June 21, 2017 Senate Committee meeting.

cc: Dr. Janice Ristock, Provost and Vice-President (Academic)  
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)  
Dr. Stefi Baum, Dean, Faculty of Science  
Mr. Jeff Adams, Executive Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Cassandra Davidson, Academic Program Analyst



UNIVERSITY  
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**Date:** May 15, 2017

**To:** Dr. David Barnard, President and Vice-Chancellor

**From:** Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)

**Re:** Suspension of Admissions to the Biotechnology Major – B.Sc. (Hons.), B.Sc. (Maj.)

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Under the Admissions Targets Policy and at the request of the Faculty of Science, please find attached a proposal to temporarily suspend admissions to the Biotechnology major (B.Sc. Honours, B.Sc. Major) for the Fall 2018 intake.

As noted in the attached correspondence, this request was triggered by a number of concerns related to program delivery, including the lack of current expertise required to effectively deliver course requirements, the lack of current differentiation between the Biotechnology program and the Biochemistry program, and including the low-demand from students for the program. The Faculty of Science has indicated that should this request be approved, they will take the time to properly evaluate the existing program to determine whether or not it is viable to restructure and continue with the offering.

Given the above circumstances, I would endorse this request and consistent with the policy, recommend suspension for two-years, with subsequent review after that time. During the suspension period, my office will work with the Faculty of Science to identify an appropriate review process for the Biotechnology program—whether this be through the formal academic review process or through a more targeted curricular review.

If considered favorably, the proposal will be forwarded to the province for their review and approval under the provincial Program of Study Regulations.

**Cc.:** Dr. Janice Ristock, Vice-President (Academic) and Provost  
Dr. Stefi Baum, Dean, Faculty of Science  
Mr. Jeff Leclerc, University Secretary  
Mr. Jeff Adams, Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Cassandra Davidson, Academic Programs Specialist



April 21, 2017

### **Suspension of admission into the Biotechnology program**

The Faculty of Science has decided to temporarily suspend entry into the biotechnology program (consisting of Joint 4-Year Major and Joint Honours programs, including a co-operative option) for three years starting with the 2018-2019 academic year. We make this request so that a thorough internal review of the program can be undertaken to determine if it is possible to revise and modernize the program. The reasons we feel that this course of action is justified are:

1. Lack of expertise and courses – The existing biotechnology program does not offer any courses that are specific to the program other than BTEC 4000 (Research Project in Biotechnology), which is a research projects course. Neither the Faculty of Agricultural Science nor the Faculty of Engineering are involved in the biotechnology program and none of the courses offered in these two faculties are required as part of the biotechnology program. Furthermore, the Faculty of Agricultural Science also offers a plant biotechnology program. Finally, we have also lost our main biotechnologist Michael Butler (Microbiology) to retirement. Additional faculty with expertise in biotechnology would certainly be needed if we are to revitalize and modernize the existing biotechnology program.
2. Lack of differentiation from the biochemistry program – The existing biotechnology program is very similar to the existing biochemistry program that is currently offered by the Faculty of Science. We were informed by our Science co-op coordinator that employers do not differentiate between biotechnology and biochemistry graduates. The biotechnology program was initially introduced in the 1980s when the term biotechnology was synonymous with “molecular biology”. Biotechnology has now become a separate discipline which is most closely aligned with chemical engineering. Currently, what is being offered within the Faculty of Science would not be considered a modern biotechnology program.
3. Lack of Interest from students – The enrollment and graduation rates in the biotechnology program are fairly low (see table below). The Faculty of Science and the

participating departments (Chemistry and Microbiology) feel that the administrative overhead for servicing so few students is not a good use of department and faculty resources. We believe that students who are interested in the existing biotechnology program could easily transition to the biochemistry program. Enrollment has ranged from 11 to 29 over the last 6 years. We expect future enrollment to lie within this range.

**Historical Enrollment Data** (obtained from IS Book, except for year 2015, which is obtained through internal faculty records):

Year	# of Joint Major students	# of Honours students	Total students	# of graduates
2010	3	5	8	1
2011	4	10	14	0
2012	13	9	22	2
2013	10	7	17	2
2014	12	17	29	1
2015	8	16	24	3

The Faculty of Science feels that temporarily suspending entry into the biotechnology program will allow the faculty to evaluate the existing program and determine if it is feasible and possible to revitalize and modernize the program.

Respectfully Submitted,



Stefi Baum,  
Dean of the Faculty of Science.



Faculty of Science

Department of Chemistry

Prof. Victor Nemykin, Ph.D.  
144 Dysart Road  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone: +1(204)474-9321  
Fax: +1(204)474-7608  
victor.nemykin@umanitoba.ca

April 03, 2017

Dr. Ben Li  
Associate Dean (Undergraduate)  
Faculty of Science  
251 Machray Hall

Dear Ben:

The Department of Chemistry supports the decision to temporarily suspend entry into the Biotechnology program owing to a lack of expertise in Biotechnology in the Faculty of Science necessary to sustain a healthy program.

Best wishes,

Victor N. Nemykin,  
Professor of Chemistry


THE UNIVERSITY OF MANITOBA

**Inter-Departmental Correspondence**

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**DATE:** June 15, 2016

**TO:** Ben Li, Associate Dean, Faculty of Science

**FROM:** Deborah Court, Microbiology 

**RE:** Proposed Suspension of Admissions into Biotechnology Programs

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The Department of Microbiology supports the proposed suspension of admission into the Joint Major and Honours Programs in Biotechnology. These programs no longer provide sufficient specific training in Biotechnology.

## Application

### TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under *The Advanced Education Administration Act*

Universities and colleges requesting approval for the **temporary cessation** of a program of study from Education and Advanced Learning must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under *The Advanced Education Administration Act*.

#### UM INTERNAL REQUIREMENTS



UNIVERSITY  
OF MANITOBA

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: [http://umanitoba.ca/admin/governance/governing\\_documents/academic/admission\\_targets.html](http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html)).
2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (Integrated Planning and Academic Programs):
  - a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*).
  - b. Letters of support from internal stakeholders that were consulted as part of this proposal.
  - c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost & Vice-President (Academic).

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: **Biotechnology Program, Faculty of Science (Departments of Chemistry and Microbiology)**

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:

This is a joint program within the Faculty of Science. No other institutions are affected

Program name: **Biotechnology**

Credential awarded: Joint Honours (including co-operative option), Joint 4-Year Major (including co-operative option)

Proposed start date for temporary cessation: 2018-09-01

Office Use Only

One-time funding: \_\_\_\_\_

On-going funding: \_\_\_\_\_

**B-1 Provide a general description of the program and its objectives:** *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

Biotechnology is the application of the principles of chemistry, biochemistry and microbiology to the development of new technologies. The Department of Microbiology and the Department of Chemistry share in the teaching and administration of the program. The Honours and Major co-operative work-study programs provide experience in government, private sector and research laboratories.

---

**B-2 Length of Program:** *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The Biotechnology programs are 4-year programs (120 credit hours) and the co-operative option normally requires 5 years to complete because of the 3 cooperative work terms.

---

**B-3 Describe the mode of delivery for this program:**

The delivery mode for the program is typically in-class lectures and laboratories. For those in the Co-operative option, there are three paid co-operative work terms. There are no courses that are specific to the biotechnology programs, other than the course BTEC 4000 (Research Project in Biotechnology).

**C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:** *(Such as changes in applications, enrolment, employer demand.)*

The main reasons for cessation: 1) Lack of expertise, courses, and interaction/integration with Agriculture and Engineering programs, 2) Lack of differentiation from existing biochemistry programs offered by the Faculty of Science, and 3) low enrollment in the program (please see the attached memo from the Dean, Faculty of Science, for more information).

---

**C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:**

While admission is suspended, we would like to do an internal review to determine whether the program can be revised and modernized. If this is possible, we would devise a plan for doing so. If this is not possible, we would proceed with termination of the program.

---

**C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision.** *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

The Biotechnology program committee initiated the decision to temporarily suspend entry into the program. The department heads of Chemistry and Microbiology agreed with this decision (see attached letters). Faculty members were informed on this decision in department council meetings, in a faculty executive committee meeting, and in a faculty council meeting. Following approval by the Dean in April 2017, the proposal for temporary cessation was submitted to the Provost's Office to be forwarded to the President for his consideration.

**UM INTERNAL REQUIREMENTS:** dates will be inserted by the Provost's Office prior to submission to government.

**UNIVERSITY OF MANITOBA:**



**Approval by President****Date** \_\_\_\_\_

Consultation with Senate: \_\_\_\_\_

Consultation with Board of Governors: \_\_\_\_\_

Additional Consultation (*as needed*): \_\_\_\_\_

Details:

Final Decision: Y ☐ N ☐ \_\_\_\_\_

---

**C-4 Responsibility to consult**

C-3.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

We have contacted various employers, the Manitoba Life Sciences Association (LSAM) to inform them of this temporary cessation.

C-3.3 How have students and faculty been informed of the intent to temporarily cease this program?

Members in the Departments of Chemistry and Microbiology have been informed through department council meetings. In addition, this was mentioned in : Faculty of Science Executive meeting and the Faculty of Science Faculty Council. We have informed students through student town hall meetings and through the Science Student Association (SSA).

---

**C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:**

We believe the impact to be negligible due to the response we have received from the co-operative placements throughout the years. Based on anecdotal evidence, employers are stating that they are not hiring biotechnology students because they are in the biotechnology program. Instead, they are hiring based on skill sets of students.

**D-1 Describe how the temporary cessation of this program will affect any specific ladder, articulation and/or credit transfer options for students in Manitoba and Canada:**

We do not believe that there will be any effect because all but one course taken by students in the biotechnology program are not specific to the biotechnology program. Furthermore, this course is a projects course.

---

**D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:**

We do not believe that there will be any effect because all but one course taken by students in the biotechnology program are not specific to the biotechnology program.

**E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:**

Since the courses in the biotechnology program are offered in other programs, it would be straightforward to allow current students in the program to complete their degree.

Year 1 N/A – Students do not enter the biotechnology program until they have complete one year of study.

Year 2 Students will follow existing program requirements.

Year 3 Students will follow existing program requirements.

Year 4 Students will follow existing program requirements.

---

**E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?**

We do not believe that this to be the case. Based on information provided through our co-operative education office, students are not being hired into positions that necessarily require a biotechnology degree.

---

**E-3 What was the maximum seat capacity of the program that is being temporarily ceased?**

There is currently no limit on the capacity.

---

**E-4 What was the enrolment and graduation rate for this program over the past 5 years?**

Year	# of Joint Major students	# of Honours students	Total students	# of graduates
2010	3	5	8	1
2011	4	10	14	0
2012	13	9	22	2
2013	10	7	17	2
2014	12	17	29	1
2015	8	16	24	3

**F-1 What portion of ongoing funding is allocated to this program?**

Since the courses offered in this program are part of other programs, there is no (additional) funding allocated to this program.

---

**F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:**

Not applicable.

(A second signature section is provided for joint programs only)

**SUBMITTED BY:**

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

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For use by joint programs only:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

**PROVOST'S OFFICE ONLY:** Once completed and signed, please submit this application form to the Advanced Learning Division at [ald@gov.mb.ca](mailto:ald@gov.mb.ca) with the following attachments: (double-click check box to engage)

☐

Cover letter

☐

Any supporting documentation (reviews, letters of support, etc.)

**If you have any questions or require further information, please contact:**

Advanced Learning Division  
Manitoba Education and Advanced Learning  
608-330 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
[ald@gov.mb.ca](mailto:ald@gov.mb.ca)

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## **PRESIDENT'S REPORT: June 21, 2017**

### **GENERAL**

Each year, twelve Manitobans are invested into the Order of Manitoba, an honour that recognizes the contributions that have been made to enriching the social, cultural and economic well-being of this province. Four of this year's inductees are University of Manitoba graduates:

- David Angus [BComm(Hons)/82]
- Selwyn (Sel) Burrows [BA/65]
- Rey D. Pagtakhan PC [MSc/69]
- Phillip James (Jim) Peebles [BSc(Hons)/58, DSc/89]

In recent weeks, the University of Manitoba has been the site for a range of exciting science activities for K-12 students:

- April 3rd marked the first time the University of Manitoba hosted the Sanofi Biogenius Canada (SBC) Manitoba competition. SBC is a national science research competition open to high school students which saw 14 competitors from local schools vie for a chance to go to the national SBC event in May in Ottawa. This year's schools represented included Acadia Junior High, Fort Richmond Collegiate, Grant Park High School, Vincent Massey Collegiate and St. John's Ravenscourt. One of the country's most prestigious science competitions, SBC pairs exceptional young students with academic mentors to pursue real-world research projects, and participants have produced many promising scientific breakthroughs. Justin Lin, a Grade 12 from St. John's-Ravenscourt School, earned top honours at the competition. He was chosen by judges for his research project that explores a potential diagnostic test for ALS. Lin's mentor was Max Rady College of Medicine's Dr. Jiming Kong (Human Anatomy & Cell Science). Lin will go on to compete in the national competition where the grand prize is \$5,000 and a place at the 2017 International BioGENEius Challenge in San Diego this coming June.
- On April 5th, more than 500 students from Grades 4 to 12 participated in the 47th annual Winnipeg Schools' Science Festival on the Bannatyne Campus. This marked the sixth year that the Rady Faculty of Health Sciences has hosted the event. More than 300 science-fair projects were displayed from across 35 Winnipeg School Division schools.
- More than 1,000 schoolchildren attended the University of Manitoba on May 12 and spent the day engaged in hands-on science activities. On May 13, the Faculty of Science along with the Faculties of Science, Engineering, Clayton H. Riddell Faculty of Environment, Earth and Resources, Agricultural and Food Sciences, Arts, School of Art and Kinesiology and Recreation Management put on Science Rendez-Vous, a science and engineering carnival for children and adults.

On May 1, the appointment of Ms. Lynn Zapshala-Kelln and Vice-President (Administration) of the University of Manitoba was announced, effective June 5, 2017. Ms. Zapshala-Kelln comes to the University of Manitoba from the Government of Manitoba, where she has served in a number of senior roles including as Secretary to Treasury Board.

The 2017 Distinguished Alumni Awards Celebration of Excellence was held May 2 at the Metropolitan Entertainment Centre. A sold-out crowd of almost 300 guests were in attendance to celebrate the 2017 award recipients:

- Lifetime Achievement: John Patkau [BA/69, BES/69, MArch/72] and Patricia Patkau [BID/73]
- Professional Achievement: Reva Stone [BA/68, BFA(Hons)/85]
- Community Service: Sr. Lesley Sacouman [BA/75]
- Service to the University of Manitoba: Isabella Wiebe [BMROT/86]
- Outstanding Young Alumni: Desiree Scott [BA/16]

On May 3rd, Great-West Life, Investors Group and Power Corporation of Canada announced a \$10 million investment to establish the Institute for Leadership Development. An additional \$2 million for the project will be provided through the Leader's Fund, made possible through personal philanthropic gifts from the companies' executives, board members and staff. The Institute for Leadership Development will be a nationally recognized teaching and research institute focused on developing leaders in Manitoba.

## **ACADEMIC MATTERS**

- Digvir Jayas, vice-president (research and international), biosystems engineering, has been appointed as chair of the Board of Management of TRIUMF. Based in Vancouver, TRIUMF is Canada's national laboratory for accelerator-based science and nuclear and particle physics research.
- Sally Ogoe sociology, student, has been selected for the 2017 Summer Internship at the United Nations in New York.
- Shayne Reitmeier and Tharuna Abbu, students in the Max Rady College of Medicine, were recognized for founding the LGBTTTQI\* Interest Group. They are dedicated to raising awareness of the health-care needs of LGBTTTQI\* populations, are members of UMQueer, and are involved in planning the University of Manitoba's Pride Week.
- As part of the Decolonizing Lens series, there were two screenings on April 10th of the work of Indigenous women artists who call attention and respond to the crisis of Missing and Murdered Indigenous Women, Girls, and Two-Spirited People in Canada.

These included:

- THE REDress REDress PROJECT (Tina Keeper)  
Features the artwork of Manitoba Métis artist, Jaime Black, and highlights the efforts of Indigenous women to challenge gendered and racialized violence against Indigenous women in Canada.
- 7 MINUTES (Tasha Hubbard)  
Marie's walk from her university library to her home takes seven minutes. It's a walk she has made many times, but one night she is followed by a man who tries to get her into his van. Marie's story speaks to the threat Indigenous women confront on a daily basis.

- A RED GIRL'S REASONING (Elle-Máijá Tailfeathers)  
After the justice system fails the survivor of a brutal, racially driven sexual assault, she becomes a motorcycle-riding, vigilante who takes on the attackers of other women who have suffered the same fate.

The Decolonizing Lens is a monthly film series co-organized by Jocelyn Thorpe, women's & gender studies, and Kaila Johnston, National Centre for Truth and Reconciliation, and brings together Indigenous filmmakers, their films, and their audiences. The series is being sponsored by the Margaret Laurence Endowment Fund, Women's & Gender Studies, and the National Centre for Truth and Reconciliation.

- On April 8th, about 100 guests – mostly adults with special needs and their care providers – shared fun, games and lunch with 100 student volunteers from the College of Dentistry and School of Dental Hygiene at the fourth annual Sharing Smiles Day. The event helps dentistry and dental hygiene students increase their confidence to work effectively with all clients and raises awareness of oral health.
- From April 17th to 19th, the Max Rady College of Medicine's Annual Art Show was held showcasing the creativity of students, faculty and staff. This year's theme was Unveiled -- addressing the often-veiled subject of mental health.

## RESEARCH MATTERS

- On April 6th, the recipients of the inaugural 2016 Terry G. Falconer Memorial Rh Institute Foundation Emerging Researcher Awards and the 2016 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award were celebrated at an awards ceremony, lecture and reception. The Falconer Awards are given to academic staff members who are in the early stages of their careers and who display exceptional innovation, leadership and promise in their respective fields.

The recipients are:

- Applied Sciences - Dr. Puyan Mojabi (Electrical and Computer Engineering)
- Health Sciences - Dr. Ji Hyun Ko (Human Anatomy and Cell Science) and Dr. Kathryn Sibley (Community Health Sciences)
- Humanities – Dr. Étienne-Marie Lassi (French, Spanish and Italian)
- Interdisciplinary - Dr. Neil Bruce (Computer Science)
- Natural Sciences - Juliette Mammei (Physics and Astronomy)
- Social Sciences - Dr. Chad Lawley (Agribusiness and Agricultural Economics).

The 2016 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award recipient is Distinguished Professor Charles Bernstein (Medicine, Gastroenterology); and Director of the Inflammatory Bowel Disease (IBD) Clinical and Research Centre and the Bingham Chair in Gastroenterology Research. A public lecture was held following the awards presentation entitled: Made in Manitoba Research: Advancing our understanding of inflammatory bowel disease. Bernstein's research has enhanced our understanding of IBD to improve the approach to disease management and the health and quality of life of persons affected by it.

- Twenty-three researchers were awarded funding from various external sponsors totaling \$1,184,485. Those receiving more than \$25,000 per project are:

PI	Sponsor	Title	Awarded
Aluko, Rotimi (Human Nutritional Sciences)	NSERC	Development of a production method to isolate acid-soluble collagen from eggshell membranes	\$25,000
Chelikani, V.G.B. Prashen (Oral Biology)	Cystic Fibrosis Canada	Role of chemosensory bitter taste receptors (T2Rs) in cystic fibrosis	\$196,000
Chen, Ying (Biosystems Engineering)	Mitacs Inc.	Optimizing natural fibre quality for industrial applications	\$26,666
Desmarais, Annette (Sociology)	University of Guelph	Becoming a younger farmer	\$26,332
El-Salakawy, Ehab (Civil Engineering)	NSERC	Bio-based fiber composites for seismic rehabilitation of circular bridge columns	\$25,000
Fransoo, Randall (Community Health Sciences/Manitoba Centre for Health Policy (MCHP))	Research Manitoba	Supporting decision making for the prevention of chronic diseases and reduction of high health care utilization	\$30,000
Ho, Ngai Man (Carl) (Electrical and Computer Engineering)	NSERC	Research on an active power filter for single-phase LED lighting networks	\$25,000
Hossain, Ekram (Electrical and Computer Engineering)	Carleton University	Enabling technologies for future software-defined and virtualized wireless networks	\$50,000
Irani, Pourang (Computer Science)	Mitacs Inc.	Novel acoustic-based interaction techniques for smartwatches	\$98,000
Morrison, Jason (Biosystems Engineering)	Mitacs Inc.	Optimizing natural fibre quality for industrial applications	\$26,666
Porter, Michelle (Kinesiology & Recreation Management/Centre on Aging)	Mitacs Inc.	The impact of renovations in long-term care living spaces on residents with dementia, their families and the staff that care for them	\$180,000
Porth, Lysa (Warren Centre for Actuarial Studies and Research)	NSERC	Sustainable agricultural risk modeling and developing satellite-derived index insurance	\$294,702
Stewart, Tara (Community Health Sciences)	Research Manitoba	Policies and program innovations that connect primary health care, social services, public health and community support, in Canada: A comparative policy analysis	\$34,000
't Jong, Geert (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Research outline for an experimental program in clinical pharmacology research in paediatrics with focus on diabetes and obesity	\$25,000

## ADMINISTRATIVE MATTERS

- The University entered a guilty plea for 1 of 5 charges (failure to put up guard rail) under the Workplace Safety and Health Act related to an August 19th, 2014 incident in Physical Plant. The University was ordered to pay a penalty of \$10,000 plus 30% costs and surcharges relating to the guilty plea, with payment of the penalty to the court within the next six months. The remaining four charges were stayed.
- The University signed the Recognition and Educational Services Agreement (the “Agreement”) between the University and the International College of Manitoba Limited (“ICM”), thereby renewing the arrangement to deliver the ICM Program under the current agreement, set to expire December 31st, 2017. Pursuant to the Agreement, ICM recruits and offers a range of academic and other supports to international students who, because of English language proficiency and/or academic standing, would not ordinarily be eligible for direct admission to the University. The University provides services and facilities in support of ICM’s teaching and learning role, for which ICM pays a royalty fee. The University also provides academic oversight of the university-level courses offered by ICM.
- Effective April 4th, 2017 access to the Accessible Customer Service Training Webinars were provided to the University community. A memo to the Deans, Directors and Department Heads was sent from President Barnard on April 4th, 2017 advising of this new mandatory training. Completion of the training will be tracked and monitored in compliance with the Customer Service standard. Deadline for training is November 1st, 2017.
- The Copyright Compliance Strategy that began in April 2015 is now complete. Copyright Office staff met with all University of Manitoba teaching units and several administrative units to implement a multi-part compliance and due diligence plan. Over the course of two years, a large number of communications tactics were deployed as part of the Strategy, with successful results and large spikes in users of the Copyright Office services.
- Implementation of the new budget model has begun with the launch of an internal project sponsored by the Vice-President (Administration) and the Provost. This will build on the foundational work performed by Huron Consulting. The Huron-led project is winding down with a Steering Committee meeting in May and the software build-out concluding in June.
- The University’s REACH-UM vendor, Monster, served notice that they will not support the University’s customized environment beyond December 31st, 2017. The recruitment function will be moved to the University’s main human resource system (VIP) with implementation taking place in early November, 2017 in order to provide an opportunity for training and testing.
- The University and UNIFOR held their first full bargaining session on April 18th, 2017. The parties are developing a list of topics for discussion and a schedule of meetings which will continue into September 2017.
- In 2016, the University in partnership with Fort Whyte Alive installed five wood duck boxes at the Fort Garry Campus. A field investigation carried out this spring found one destroyed box, successful nesting in three boxes, and a dozen abandoned eggs in the fourth box. The destroyed box will be



replaced with consideration being given to additional boxes. Wood ducks are cavity nesters that rely on existing tree cavities, limiting available nesting habitat. In urban areas, suitable nesting habitat is further limited by tree maintenance programs which remove older trees that are more likely to contain cavities.

- The Office of Sustainability held Earth Day celebrations on April 21st, 2017 at the Bannatyne (am) and Fort Garry (pm) campuses with over 170 students, faculty and staff participating. Interactive trivia games to raise awareness of sustainability issues were set-up with prizes of native seeds that support pollinators, herbs and vegetable seedlings, and reusable coffee mugs being awarded.
- The University in consultation with Environment Canada was granted a permit to allow for the implementation of a goose management strategy to encourage geese on campus to relocate to alternate parts of campus. The University's long time pest control contractor was hired and following Environment Canada's recommendations, proceeded with culling of the goose eggs. The methodology used by the contractor drew major concern from University faculty and students, resulting in negative press coverage by CBC and the Winnipeg Free Press. A meeting of key stakeholders was held on April 24th and no further egg culling has been conducted. A Goose Awareness and Education Plan is in development and will be in place for Spring 2018.

## **EXTERNAL MATTERS**

- For the period of April 1st, 2017 to April 21st, 2017, the University has raised \$532,662.84 towards the 2017/2018 fiscal year. The total amount raised in the 2016/2017 fiscal year was \$45,378,088.79.
- As of April 21st, 2017 we have raised \$281,337,039 in philanthropic gifts towards our cumulative campaign goal for 2017/2018 of \$305 million. We are continuing discussions with the provincial government regarding a \$150 million commitment towards our \$500 million goal for the Front and Centre campaign.
- Significant gifts in the last reporting period include:
  - Mrs. May Tadman Tallman established a bursary for accounting students at the I. H. Asper School of Business, with a gift of \$100,000, in memory of her late husband, Mr. Alex Tadman.
  - The Tallman Foundation continued its support of the Tallman Foundation Award with a further gift of more than \$113,000.
- On March 23rd, the University hosted a reception to reconnect with alumni and friends living in Edmonton. The event took place at the Art Gallery of Alberta and featured student speaker Ms. Rebecca Kunzman, first-year student in the Faculty of Law.
- On March 29th, the Seniors' Alumni Learning for Life Program began its spring session with 66 registrants.
- On April 20th, Alumni Relations hosted an alumni mentorship roundtable in partnership with the Graduate Students' Association and Career Services. The event aimed to engage alumni from various industry sectors with current graduate students to provide advice and guidance on how to be

successful before and after graduation. The event hosted 13 alumni mentors and over 60 graduate students.

- On April 27th, David Barnard, President and Vice-Chancellor, met with Dylan Jones, Deputy Minister, Western Economic Diversification, to discuss the University's possible partnership with the SHAD program, a summer enrichment program for high-achieving high school students.
- On May 24th, the results of the election for the position of Alumni Representative to the Board of Governors will be determined.

The candidates are:

- Samuel Davidson [BComm(Hons)/15]
- Marcelo Dubiel [BSc(ME)/11]
- Jerome Knysh [BSc(IE)/84, ExtEd/87, MBA/90]
- James Mansfield [MSC/90]
- Derek Neufeld [BSc(ME)/11]

## **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**

Acting Dean Todd Mondor will be the Speaker for the Executive Committee for the June meeting of Senate.

#### **2. Appointment of Vice-Chair of the Senate Committee on Appeals**

Senate Executive appointed Professor Scanlon to serve as Vice-Chair of the Senate Committee on Appeals for a three-year term, beginning June 1, 2017 and ending May 31, 2020.

#### **3. Vacancies on the Senate Committee on Nominations**

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (see recommendation below). Senate Executive has made recommendations on nominations for two vacancies for student members.

#### **4. Comments of the Executive Committee of Senate**

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

### **Recommendation**

The Senate Executive Committee recommends:

**THAT the following nominations to the Senate Committee on Nominations be approved by Senate for one-year terms beginning June 1, 2017 and ending May 31, 2018:**

- a) Ms. Sarah Blanchard (School of Art);**
- b) Mr. Shahriar Bagheri (Graduate Studies).**

Respectfully submitted,

Dr. David Barnard, Chair  
Senate Executive Committee

Terms of Reference:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/477.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

### **Vacancies on the Senate Committee on Nominations**

At the July 1977 meeting of Senate, Senate approved without debate area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Faculty of Health Sciences.

The current membership is as follows:

Agricultural and Food Sciences & Environment, Earth and Resources	Dean Karin Wittenberg*	2018
Architecture & Engineering	Prof. Witold Kinsner*	2019
Arts	Prof. Pam Perkins	2020
Education, Kinesiology and Recreation Management & Extended Education	Prof. Sandra Kouritzin*	2018
Health Sciences (2)	Prof. Marie Edwards Prof. Barbara Shay*	2019 2020
Libraries & Student Affairs	Ms Vera Keown	2019
Management, Law & Social Work	Prof. Robert Biscontri*	2020
Music & School of Art	Prof. Gordon Fitzell*	2018
Science	Prof. Helen Cameron	2018
Students (2)	Mr. Ifeanyi Nwachukwu Ms Mercy Oluwafemi	2017 2017

\* denotes member of Senate presently or at time of appointment

The terms of Mr. Ifeanyi Nwachukwu and Ms Mercy Oluwafemi as student members will end on May 31, 2017. Consequently, student replacements are required for the term June 1, 2017 to May 31, 2018.

The Student Senate Caucus has recommended Ms Sarah Blanchard (School of Art) and Mr. Shahriar Bagheri (Graduate Studies).

## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B**

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

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

### **Observation**

At its meeting of May 2, 2017, the Senate Committee on Awards reviewed 4 new offers and 4 amended 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 May 2, 2017).

### **Recommendation**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve 4 new offers and 4 amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 2, 2017).

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**

**May 2, 2017**

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

##### **BMO Financial Group Indigenous Leader of Tomorrow Scholarships**

BMO Financial Group has established an endowment fund at the University of Manitoba to offer renewable scholarships to exceptional undergraduate students who entered the university as recipients of the Indigenous Leader of Tomorrow Entrance Scholarship.

Each year, a total of 3 Indigenous Leader of Tomorrow Entrance Scholarships will be given out to students entering any of the Direct Entry programs at the University of Manitoba. For each student, the University of Manitoba will fund an award valued at a minimum of \$4,000 in their first year of study. In renewable years of the scholarship, BMO Financial Group will provide a minimum award of \$4,000 to each student through the BMO Financial Group Indigenous Leader of Tomorrow Scholarships.

Beginning in the 2017/18 academic year, and ending in the 2026/27 academic year, a portion of BMO's annual gift will be designated to the capital spending account and will be used to offer a minimum of three scholarships, and a maximum of nine scholarships, of a minimum value of \$4,000 each to undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are enrolled full-time (minimum 80% course load) in the second year of study in any faculty, college or school;
- (3) have achieved a minimum degree grade point average of 3.5;
- (4) held an Indigenous Leader of Tomorrow Entrance Scholarship in their first year of study at the University of Manitoba;
- (5) have continued to demonstrate leadership qualities and future potential while undertaking their university studies;
- (6) have a continuing record of community involvement (e.g. school; local band or community; city-wide/regional, provincial, national, global, etc.).

The remainder of BMO's annual gift will be designated to the endowment fund. Beginning in the 2027/28 academic year, the scholarships will be fully funded from the interest earned on the endowment.

The scholarship is renewable, at the same value, in the third and fourth years of study provided that the recipient:

- (1) continues to be enrolled full-time (minimum 80% course load) in any faculty, college or school;
- (2) continues to meet criteria (3) through (6) as set out in the previous paragraph.

Each year, candidates must submit two letters of reference to the Lead Indigenous Student Recruitment Officer (or designate), which describes how they continue to demonstrate leadership skills and ongoing community involvement. Candidates who meet the criteria may be interviewed by the selection committee.

Students who receive a BMO Financial Group Leader of Tomorrow Scholarship will not be eligible for this award.

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

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

(Attachment I)

### **Dr. Ken Hotz Bursary in Computer Science**

Dr. Kenneth Hotz (B.C.Sc. [Hons]/1987, M.Sc./1988, Ph.D./1997) has established an endowment fund with a donation of \$25,000 at the University of Manitoba in 2016. The purpose of this award is to support female students with a declared major in Computer Science specializing in Computer Systems or Databases. Each year, beginning in 2018-2019, the available annual interest from the fund will be used to offer one bursary to a female undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second year of study or higher in the Honours, Honours Co-op, Major, and Major Co-op programs in Computer Science;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has completed, or is currently in the process of completing, the requirements for specialization in either Computer Systems or Databases;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application.

In the event that there is no eligible candidate that meets criterion (3), the award will go to the female student who meets criteria (1), (2), and (4).

The Head of the Department of Computer Science (or designate) will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

(Attachment II)

### **Pauline and Roger Presland Direct Entry from High School Bursaries in Aboriginal Business Education**

Pauline and Roger Presland will offer an annual gift totaling \$10,000 to offer two bursaries a year beginning in the 2018-2019 academic year. The aim of the bursaries is to provide support to students enrolled in the Aboriginal Business Education Partners (ABEP) program who are entering the I.H. Asper School of Business directly from high school. Each year, two bursaries valued at \$5,000 each, will be offered to undergraduate students who:

- (1) are members of the ABEP program in the I.H. Asper School of Business at the University of Manitoba;
- (2) have been admitted to the I.H. Asper School of Business via the Direct Entry Option and enrolled full-time (minimum 60% course load) in their first year of study in the B.Comm (Hons.) program;
- (3) have demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

The bursaries are renewable provided that the recipients:

- (1) continue to be members of the ABEP program;

- (2) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business;
- (3) have achieved a minimum degree grade point average of 2.0;
- (4) continue to demonstrate financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office.

Only two recipients may hold the bursaries at any one time.

In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on the first set of eligibility criteria. In the event that no qualified applicants exist, the funds will be directed in the following order:

- (i) to an ABEP member who has declared graduation and in their final year or term of study (minimum 60% course load) of the B.Comm. (Hons) program, has a minimum degree grade point average of 2.0, and has demonstrated financial need;
- (ii) the balance of the funds will be used for the *Pauline and Roger Presland Bursaries in Aboriginal Business Education*. If there are still not enough qualified applicants, the balance of the funds will be used for the *Pauline and Roger Presland Bursaries in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates*.

Recipients selected under set (i) and (ii) above will receive the funds as a one year, non-renewable award.

The donors will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year they wish to discontinue this award.

The selection committee shall be named by the Director of the ABEP program (or designate) and may include the Director of Financial Aid and Awards (or designate).

(Attachment III)

### **University 1 Student Council Indigenous Scholarship**

The University 1 Student Council offers an annually funded scholarship of \$1,000 at the University of Manitoba to recognize exceptional Canadian Indigenous Manitoba high school graduates who combine outstanding extra-curricular involvement with good academic standing. Each year, the Council will offer one scholarship valued at \$1,000 each to an undergraduate student who:

- (1) is Canadian Indigenous (First Nation, Métis, Inuit);
- (2) is entering University 1 directly from a Manitoba high school;
- (3) has achieved a high school average of at least 85% on those courses considered for admission to the University of Manitoba;
- (4) has demonstrated evidence of a high level of extra-curricular involvement and contributions made to their high school community, and/or the community at large.

Students must submit an application to the University 1 Student Council Scholarship Committee that will include: (a) a description of their extra-curricular and community involvement (maximum 500 words); (b) an official copy of their high school transcript; and (c) one letter of reference from someone other than a relative who can speak to extra-curricular involvement and contributions made to the school and/or wider community.

The University 1 Student Council will notify the Financial Aid and Awards office and the Executive Director, Student Engagement and Success, by March 31 in any year the scholarship will not be offered.

The selection committee will be named by the Executive Director, Student Engagement and Success (or designate) and will include the President of the University 1 Student Council (or designate).



This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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 IV)

## 2. AMENDMENTS

### **Derek Riley Undergraduate Entrance Bursary**

The following amendments were made to the terms of reference for the Derek Riley Undergraduate Entrance Bursary:

- The third selection criterion was removed:  
*(3) attended a high school in Manitoba, outside of the census metropolitan areas of the province (as defined by Statistics Canada);*
- In the event that there are no candidates that meet all of the initial criteria, applications will be considered in the following order:
  - (i) *Students accepted into any faculty, college, or school of the University of Manitoba not listed in criterion (4) who otherwise meet the eligibility criteria;*
  - (ii) *Students accepted into any faculty, college, or school of the University of Manitoba, are not active members of a Rec and Read Mentorship Program, but otherwise meet the eligibility criteria;*
  - (iii) *Continuing students of the University of Manitoba who meet the eligibility criteria (or (i) and (ii) above), with a minimum degree grade point average of 2.0.*
- The following statement was removed:  
*In the event that a recipient does not qualify for renewal of the award, the selection committee may select another qualified student to receive the remaining funds that would have been awarded to the original student.*
- The renewal criteria was revised to:
  - (1) *will be enrolled full-time (minimum 60% course load) in any faculty, college, or school at the University of Manitoba;*
  - (2) *has a record of satisfactory academic achievement, defined as:*
    - (a) *a minimum degree grade point average of 2.0 or*
    - (b) *good standing, as confirmed by the College of Medicine;*
  - (3) *continues to demonstrate financial need on a Financial Aid and Awards approved bursary application form.*
- The Board of Governors statement was updated.

(Attachment V)

### **Pauline and Roger Presland Bursaries in Aboriginal Business Education**

The following amendment was made to the terms of reference for the Pauline and Roger Presland Bursaries in Aboriginal Business Education:

- The following statement was added:

*In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on the first set of eligibility criteria. In the event that no qualified applicants exist, the funds will be directed in the following order:*

- (i) *an ABEP member who has declared graduation and in their final year or term of study (minimum 60% course load) of the B.Comm. (Hons) program, has a minimum degree grade point average of 2.0, and has demonstrated financial need;*
- (ii) *the balance of the funds will be used for the Pauline and Roger Presland Bursaries in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates. If there are still not enough qualified applicants, the balance of the funds will be used for the Pauline and Roger Presland Direct Entry from High School Bursaries in Aboriginal Business Education.*

*Recipients selected under set (i) and (ii) above will receive the funds as one year, non-renewable awards.*

(Attachment III)

### **Pauline and Roger Presland Bursaries in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates**

The following amendments were made to the terms of reference for the Pauline and Roger Presland Scholarship in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates:

- The number of years that the award is to be offered was removed, and the bursaries will continue on an annual basis.
- The following statement was added:

*In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on the first set of eligibility criteria. In the event that no qualified applicants exist, the funds will be directed in the following order:*

  - (i) *an ABEP member who has declared graduation and in their final year or term of study (minimum 60% course load) of the B.Comm. (Hons.) program, has a minimum degree grade point average of 2.0, and has demonstrated financial need;*
  - (ii) *the balance of the funds will be used for the Pauline and Roger Presland Bursaries in Aboriginal Business Education. If there are still not enough qualified applicants, the balance of the funds will be used for the Pauline and Roger Presland Direct Entry from High School Bursaries in Aboriginal Business Education.*

*Recipients selected under set (i) and (ii) above will receive the funds as one year, non-renewable awards.*
- The following statement was removed:

*If there are no qualified applicants, the selection committee will have the discretion to offer the award to a student, or students, from the pool of ABEP bursary applicants who otherwise meet criteria (1) and (3) through (5), as set out in the first paragraph.*

(Attachment III)

### **Pauline and Roger Presland Scholarship in Aboriginal Business Education**

The following amendment was made to the terms of reference for the Pauline and Roger Presland Scholarship in Aboriginal Business Education:

- The following statement was added:

*In the event that a recipient does not qualify for renewal, a new recipient will be selected based on the first set of eligibility criteria. In the event that no qualified applicants exist, the funds will be directed in the following order:*

- (i) an ABEP member who has declared graduation and in their final year or term of study (minimum 60% course load) of the B.Comm. (Hons) program and has a minimum grade point average of 3.0;*
- (ii) the balance of the funds will be used for the Pauline and Roger Presland Bursaries in Aboriginal Business Education. If there are still not enough qualified applicants, the balance of the funds will be used for the Pauline and Roger Presland Bursaries in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates.*

*Recipients selected under set (i) and (ii) above will receive the funds as a one year, non-renewable award.*

(Attachment III)



UNIVERSITY  
OF MANITOBA

## Enrolment Services

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

April 21, 2017

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

### RE: BMO Financial Group Indigenous Leader of Tomorrow Scholarships

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the **BMO Financial Group Indigenous Leader of Tomorrow Scholarships**.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students (undergraduate)	Total Students	% Indigenous Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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

Sincerely,

Ms. Jane Lastra  
Director, Financial Aid and Awards  
University of Manitoba

<sup>1</sup> Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.

**STUDENT  
AFFAIRS**

creating opportunities for student success

May 1, 2017

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Mabelle Magsino,  
Awards Establishment/Selection Coordinator  
424E University Centre  
University of Manitoba

**RE: Dr. Ken Hotz Bursary in Computer Science**

Dear Dr. Hultin,

The Faculty of Science is pleased to support the establishment of the Dr. Ken Hotz Bursary in Computer Science.

When comparing the numbers in the table below to the number of undergraduate female students in the general University of Manitoba population (53.7%), it becomes clear that female students are underrepresented in the Department of Computer Science at the University of Manitoba.

Year (Fall Term)	Total number of students in Computer Science (Majors, Honours, and Joint Honours programs)	Number of female student in Computer Science (Majors, Honours, and Joint Honours programs)	% female students in Computer Science
2015	493	55	11.2
2014	398	50	12.6
2013	351	35	10
2012	300	36	12
2011	297	30	10.1

The addition of this new bursary will have the potential to recruit, retain, and encourage female students in the area of Computer Science.

Sincerely,



Dr. Stefi Baum  
Dean, Faculty of Science

i Office of Institutional Analysis, *Undergraduate Students by Program or Area of study, Full/Part Status, and Gender Fall 2015, as of November 1, 2015* (University of Manitoba).

[http://un Manitoba.ca/admin/oia/media/enrol\\_UG\\_area\\_of\\_study\\_MF\\_f15.pdf](http://un Manitoba.ca/admin/oia/media/enrol_UG_area_of_study_MF_f15.pdf)



UNIVERSITY  
OF MANITOBA | Asper School of Business

Dean's Office  
319 Drake Centre  
181 Freedman Crescent  
Winnipeg, Manitoba  
Canada R3T 5V4  
Telephone (204) 474-9353  
Fax (204) 474-7544

April 25, 2017

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

**RE: Presland Awards**

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment and amendment of the Presland awards:

**NEW**

- **Pauline and Roger Presland Direct Entry from High School Bursaries in Aboriginal Business Education**

**AMENDMENTS**

- **Pauline and Roger Presland Bursaries in Aboriginal Business Education**
- **Pauline and Roger Presland Bursaries in Aboriginal Business Education – Select Manitoba College and Select Manitoba University Diploma Graduates**
- **Pauline and Roger Presland Scholarship in Aboriginal Business Education**

In the Fall Term of 2016, the I.H. Asper School of Business' Indigenous undergraduate student population was 4.9% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table on the next page.

Year (Fall Term)	Number of Indigenous	Total Students in the I.H. Asper School of	% Indigenous Students
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<sup>1</sup> Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.



<b>Year (Fall Term)</b>	<b>Number of Indigenous Students in the I.H. Asper School of Business (undergraduate)</b>	<b>Total Students in the I.H. Asper School of Business (undergraduate)</b>	<b>% Indigenous Students</b>
2016	85	1,738	4.9
2015	71	1,753	4.1
2014	63	1,753	3.6
2013	55	1,752	3.1
2012	59	1,742	3.4

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 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. Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership





UNIVERSITY  
OF MANITOBA

April 7, 2017

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Mabelle Magsino,  
Awards Establishment/Selection Coordinator  
424E University Centre  
University of Manitoba

**RE: University 1 Student Council Scholarship**

Dear Dr. Hultin,

University 1 supports the amendment of the University 1 Student Council Scholarship.

In the Fall Term of 2016, University 1's self-declared Canadian Indigenous student population was 9.8% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. The Indigenous student enrolment data for the past five years in University 1 is provided for context in the table below.

Year (Fall Term)	Number of Indigenous students	Total Number of U1 Students	% Indigenous students
2016	512	5222	9.8%
2015	458	5298	8.6%
2014	507	5443	9.3%
2013	572	5939	9.6%
2012	602	6616	9.1%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of scholarships, bursaries, and awards for Indigenous students contributes to this commitment. This scholarship will provide University 1 with the opportunity to recruit, recognize 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. Jerome Cranston  
Executive Director, Student Engagement & Success

<sup>1</sup> Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*. Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-cnm/2011/as-sa/99-011-x/2011001/tbl/tb02-eng.cfm>].





UNIVERSITY  
OF MANITOBA

May 1, 2017

## Enrolment Services

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422 University Centre  
Winnipeg, Manitoba  
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Telephone (204) 474-9531  
Fax (204) 474-7543  
awards@umanitoba.ca

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

### RE: Derek Riley Undergraduate Entrance Bursary

Dear Dr. Hultin,

Financial Aid and Awards supports the amendment of the **Derek Riley Undergraduate Entrance Bursary**.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students (undergraduate)	Total Students	% Indigenous Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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

Sincerely,

Ms. Jane Lastra  
Director, Financial Aid and Awards  
University of Manitoba

<sup>1</sup> Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.

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

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### 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 May 9, 2017 to consider a proposal from the Dept. of Community Health Sciences.

### Observations

1. The **Dept. of Community Health Sciences** proposes program/curriculum changes to its M.Sc., Master of Population Health (MPH), and Ph.D. programs and the addition of a Biostatistics concentration in the M.Sc.

The Department of Community Health Sciences (CHS) has undergone significant changes in the last few years. Since 2009, 17 new faculty members have been hired to strengthen the Department's expertise in epidemiology (Drs. Afifi, Mahmud, Nickel), global health (Drs. Becker, Lorway and Avery), biostatistics (Drs. Jiang and Torabi), obesity, disability and aging (Drs. McPhail and Kelly), Indigenous health (Drs. Lavoie, Hatala, Riediger, Kornelsen and Fowler), applied public health (Drs. Urquia, and Pickle), and maternal and child health (Dr. Boerma). Six of these faculty members have joined in the past year (Drs. Kelly, Hatala, Nickel, Fowler, Riediger, Kornelsen, and Urquia), and two will be joining during the coming year (Drs. Pickle, and Boerma). In addition, on July 1, 2015, the Department of Family Social Sciences (FSS), which used to be located in the Faculty of Human Ecology, merged into CHS as part of the broader restructuring of faculties at the University of Manitoba. Through the merger with FSS, seven new faculty members joined CHS. The growth in faculty members has not only increased the diversity of expertise in the department, but has also substantially strengthened methodological areas, including biostatistics, qualitative methodologies, and epidemiology.

In 2016, discussions were initiated in CHS to re-examine courses and program requirements to determine whether they still meet the needs of current and potential incoming students, as well as new faculty members' ability to attract graduate students. A review of course requirements in other, similar programs across the country was also conducted (see Appendix A below). These discussions have led to proposed changes to the M.Sc. and Ph.D., which have been approved by the CHS Departmental Council. None of the proposed modifications have resource implications. In addition, the present proposal includes several other, more minor changes to our Supplemental Regulations.

This proposal describes modifications to:

- M.Sc. course requirement;
- Ph.D. course requirements;
- MPH course requirements; and
- Other specific modifications.

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

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### Modifications to M.Sc. Course Requirements

#### Rationale:

Two changes are being proposed: 1) reducing the number of credit hours from 24 to 21; and 2) giving M.Sc. students a choice between taking a course in either biostatistics or qualitative methods.

Reducing the number of required courses from 8 to 7 (from 24 credit hours to 21) brings the M.Sc. in CHS in line with other, similar departments across the country. Most other, comparable departments require 21 credit hours or less, with some requiring as few as 15 credit hours (see Appendix A). A reduction in courses should also make it more feasible for students to complete the M.Sc. within two years.

Giving students a choice between biostatistics OR an introductory qualitative methods course is proposed for the following reasons:

- It would acknowledge qualitative methods as one of the pillars of Community Health Sciences and as an important research method in the health field. This is evidenced by journals such as *Qualitative Health Research*, and *Social Science & Medicine*, conferences such as the Qualitative Health Research Conference International, and CIHR funding available for and awarded to qualitative research projects. Government policy documents often include qualitative portions, and community groups also request qualitative research evidence as part of evaluations, for example, qualitative researchers in CHS often partner with various community groups and community-based clinics to facilitate and guide qualitative evaluations. Students trained in qualitative research thus work in a variety of employment settings, including in academia – as evidenced by our own faculty with qualitative methods expertise;
- It would ensure adequate preparation of M.Sc. and Ph.D. students wanting to write a qualitative thesis. Although CHSC 7860 Methods and Concepts for Community Health Sciences provides a basic introduction to qualitative methods, this is not sufficient for students to carry out a qualitative research project. Students therefore have to take extra courses (sometimes outside of CHS) or do work with a supervisor who teaches them qualitative methods during the proposal and thesis writing stages, outside of students' coursework. This creates extra work and negatively affects time to completion.
- It would allow students interested in qualitative methods to select elective courses more specialized to their interests (such as, Gender & Health or Critical Perspectives on Ethics) rather than having to use up electives on a methods course that could be core (and is core for students pursuing a quantitative thesis);
- It would create continuity from the Master's to the Ph.D. program where choosing to write the methods portion of the candidacy exam on qualitative methods is already an option;
- It would align CHS with other Community Health programs in Canada, many of

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

which give students the option of completing a quantitative OR qualitative methods course. Given that most Community Health programs allow for this methodological option, this demonstrates that the discipline of Community Health now not only includes quantitative methods, but recognizes the strength of researchers and trainees who focus on qualitative research to help provide a rich and nuanced picture of health and healthcare in Canada. Further, given that these other programs in Canada graduate students from qualitative streams, it seems almost certain that a Community Health program can graduate students trained specifically in qualitative methods who are rigorous, highly employable health researchers.

### Current and New Supplemental Regulations – Section 4.4.1.

The M.P.H. program consists of completion of core courses, elective courses and a supervised field placement component. Thirty (30) credit-hours from 7000-level courses will be required for completion of the degree: twelve (12) credit hours from core courses, three (3) credit hours from a methods course, and eighteen-fifteen (18-15) credit hours from elective courses. The field placement is a zero (0) credit hour component.

The following four (4) 3-credit hour courses are required:

CHSC 7500 Core Concepts of Public Health  
CHSC 7520 Principles of Epidemiology 1  
CHSC 7530 Principles of Epidemiology 2; and either  
CHSC 7820 Biostatistics for Community Health  
Sciences 1; or  
CHSC 7810 Biostatistics for Health and Human Sciences

Plus one 3 credit hour course from:  
CHSC 7830 Biostatistics for Community Health

Sciences 2

CHSC 7740 Advanced Qualitative Methods

CHSC 7290 Economic Evaluation of Health Care

FMLY 7500 Evaluation of Family, Health, & Social Development Programs

An additional six-five (65) approved elective courses (18-15 credit hours) of CHS courses must be taken at the 7000 level.

One (1) of the six elective courses should be a methods course, selected from the following list:

CHSC 7830 Biostatistics for Community Health

Sciences 2

CHSC 7740 Advanced Qualitative Methods

CHSC 7290 Economic Evaluation of Health Care

FMLY 7500 Evaluation of Family, Health, & Social Development Programs

### M.Sc. course requirements

The M.Sc. program consists of completion of core courses, elective courses and a thesis. Twenty four-one (24-21) credit-hours from 7000-level courses will be required for completion of the degree: twelve-nine (12-9) credit hours from core courses, three (3) credit hours from methods courses and nine (9) credit hours from elective courses.

The following four-three (43) 3-credit hour courses are required:

CHSC 7520 Principles of Epidemiology 1

CHSC 7860 Methods and Concepts for Community  
Health Sciences

CHSC 7320 Organization and Financing of the  
Canadian Health Care System; and either

CHSC 7820 Biostatistics for Community Health

Sciences 1; or

CHSC 7810 Biostatistics for Health and Human Sciences

Plus one three (3)-credit hour methods course from:

CHSC 7820 Biostatistics for Community Health

Sciences 1; or

CHSC 7810 Biostatistics for Health and Human Sciences; or

ANTH 7140 Ethnographic Research Methods

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

~~CHSC 7130 Methods in Health Services Research and Evaluation~~  
~~CHSC 7290 Economic Evaluation of Health Care~~  
~~CHSC 7310 Epidemiology of Health Care~~  
~~CHSC 7360 Clinical Trials~~  
~~CHSC 7400 Advanced Quantitative Research Methods~~  
~~CHSC 7530 Principles of Epidemiology 2~~  
~~CHSC 7540 Advanced Epidemiology~~  
~~CHSC 7740 Advanced Qualitative Research Methods~~  
~~CHSC 7830 Biostatistics for Community Health Sciences 2~~  
~~CHSC 7870 Health Survey Research Methods~~  
 FMLY 7710 Special Topics - Qualitative Research Methods  
~~FMLY 7500 Evaluation of Family, Health, & Social Development Programs~~  
~~FMLY 7510 &~~  
~~FMLY 7520 Research Data Centre Research Methods, Part A (Fall Term) and Part B (Winter Term)~~

An additional three (3) approved elective courses (9 credit hours) of CHSC courses must be taken at the 7000 level\*.

\*On the recommendation of the student's advisor and with the approval of the Director of the CHS Graduate Program elective courses for the M.Sc. program may be taken in other departments.

### Modifications to Ph.D. Course Requirements

#### Rationale:

Two changes are being proposed: 1) modifications to the Ph.D. pre-requisite courses; and 2) reduction in the number of methods options. The proposed changes would align the Ph.D. course requirement with the proposed changes to the M.Sc. in the following ways:

- As pre-requisites for the Ph.D. are intended to consist of the required courses at the Master's level, a change to the M.Sc. requirements necessitates a corresponding change to Ph.D. pre-requisite requirements. Thus, the modified pre-requisites reflect the proposed change to the M.Sc., which will give students a choice between taking either biostatistics or qualitative methods as their methods option;
- Having students choose between the 3 proposed methods options aligns the course requirements at the Ph.D. level with required courses at the M.Sc. level. Furthermore, it streamlines the methods requirements and highlights more clearly the three methodological strengths in the Department (epidemiology, biostatistics, and qualitative methodologies). It also creates clearer continuity between course work and the Department's revised candidacy exam, which came into effect July 1, 2016, whereby students are given a choice between quantitative questions or qualitative methods questions.

### Current and New Supplemental Regulations – Section 5.4.

#### Course Requirements for Ph.D. Program

The Ph.D. program requires completion of pre-requisite courses, core courses and elective courses.

#### Pre-requisite Courses

The following courses or their equivalents must be completed by all students, either prior to entry into the doctoral program or once accepted to the program. These four (4) (3-credit hour) courses are the core courses required by M.Sc. students in CHS. Thus a student with a M.Sc. degree in CHS will have completed these pre-requisite courses. For students who do not have a M.Sc. in CHS, these courses may count towards their Ph.D. requirement of 12 elective credit hours.

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The following 3-credit hour courses are required:

CHSC 7320 Organization and Financing of the  
Canadian Health Care System  
CHSC 7520 Principles of Epidemiology 1  
CHSC 7860 Methods and Concepts for Community  
Health Sciences and either  
CHSC 7820 Biostatistics for Community Health  
Sciences 1; or  
CHSC 7810 Biostatistics for Health and Human Sciences; or  
FMLY 7710 Qualitative Research Methods

### Required Courses for Ph.D. program

Eighteen (18) credit-hours from 7000-level courses will be required for completion of the degree: six (6) credit hours of core courses and twelve (12) credit hours of elective courses.

Core courses include:

CHSC 8600 Senior Seminar in Community Health

Plus one 3-credit hour methods course from:

CHSC 7830 Biostatistics for Community Health  
Sciences 2  
CHSC 7740 Advanced Qualitative Methods  
~~CHSC 7870 Health Research Survey Methods~~  
~~CHSC 7360 Clinical Trials~~  
~~CHSC 7130 Methods in Health Services Research~~  
~~and Evaluation~~  
~~CHSC 7310 Epidemiology of Health Care~~  
~~CHSC 7530 Principles of Epidemiology 2~~  
CHSC 7540 Advanced Epidemiology  
~~CHSC 7290 Economic Evaluation of Health Care~~  
~~FMLY 7500 Program Evaluation~~

Plus twelve (12) credit hours of CHSC elective courses.

If any courses required for the Ph.D. program were taken to meet the requirements for another degree program (including the M.Sc. degree in CHS) these courses are not to be repeated but replaced with other 7000 level courses, to bring the total credit hours to the 18 required in the Ph.D. program.

## Modifications to MPH Course Requirements

### Rationale:

In July 2016, the Department was made aware of a discrepancy between our Supplemental Regulations and information in the Academic Calendar regarding MPH course requirements. As an interim measure, our Supplemental Regulations were modified to make them consistent with the Academic Calendar description. At this point, we propose revisions to both the Academic Calendar and the Supplemental Regulations to make them consistent with the intent of the program.

## Current and New Supplemental Regulations – Section 4.4.1

The M.P.H. program consists of completion of core courses, elective courses and a supervised field placement component. Thirty (30) credit-hours from 7000-level courses will be required for completion of the degree: twelve (12) credit hours from core courses, three (3) credit hours from a methods course, and ~~eighteen-fifteen~~ (1815) credit hours from elective courses. The field placement is a zero (0) credit hour component.

The following four (4) 3-credit hour courses are required:

CHSC 7500 Core Concepts of Public Health  
CHSC 7520 Principles of Epidemiology 1  
CHSC 7530 Principles of Epidemiology 2; and either

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

CHSC 7820 Biostatistics for Community Health Sciences 1; or  
CHSC 7810 Biostatistics for Health and Human Sciences

Plus one 3 credit hour course from:  
CHSC 7830 Biostatistics for Community Health

Sciences 2

CHSC 7740 Advanced Qualitative Methods

CHSC 7290 Economic Evaluation of Health Care

FMLY 7500 Evaluation of Family, Health, & Social Development Programs

An additional ~~six~~ five (65) approved elective courses (~~18-15~~ credit hours) of CHS courses must be taken at the 7000 level.

~~One (1) of the six elective courses should be a methods course, selected from the following list:~~

~~CHSC 7830 Biostatistics for Community Health~~

~~Sciences 2~~

~~CHSC 7740 Advanced Qualitative Methods~~

~~CHSC 7290 Economic Evaluation of Health Care~~

~~FMLY 7500 Evaluation of Family, Health, & Social Development Programs~~

### Other Modifications

#### Timing of Master's thesis proposal defense

##### Rationale:

Our current regulation states that the proposal defense can be held only *after the completion of coursework*. This regulation has led to delays in the completion of the M.Sc. for some of our students. For example, a student might complete 6 courses in Year 1 of the program (3 per term), work on a thesis proposal over the summer, and complete the remaining coursework in the fall term of Year 2. Given our current regulation, the student would only be able to defend the proposal in December of Year 2 at the very earliest. This also means that the student could only submit the proposal to the Research Ethics Board after December of Year 2. The proposed change would ensure that students can start to work on their thesis in a timely manner, while ensuring that they have gained the methodological background needed to develop a proposal.

#### Current and New Supplemental Regulations – Section 4.8.1.1

The M.Sc. Thesis Proposal Examining Committee will consist of the student's Thesis Advisory Committee and the examination can be held only after the completion of ~~coursework; the following 3 courses:~~

- CHSC 7520 Principles of Epidemiology 1;
- CHSC 7860 Methods and Concepts for Community Health Science;
- CHSC 7820 Biostatistics for Community Health Sciences 1, or
- CHSC 7810 Biostatistics for Health and Human Sciences, or
- FMLY 7710 Qualitative Research Methods,

#### Section 4.8.1.3

The oral examination of the final thesis can be held only after completion of all coursework.

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

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### Introducing an M.Sc. concentration in Biostatistics

#### Rationale:

In November 2014, the CHS Department Council approved an M.Sc. concentration in Biostatistics. The concentration was introduced because there is an increased demand for biostatisticians worldwide, due to a heightened emphasis on evidence-based decision making in healthcare and the growth of large, complex datasets in health. The concentration is expected to attract about 2 to 3 students per year.

The specialization requires students to complete the core courses in the current M.Sc. program, and to concentrate their electives into statistics and biostatistics courses (see below for courses). In addition, students seeking to achieve this specialization must complete a thesis whose content emphasizes the development and application of new statistical methods in the healthsciences.

At this point, we propose to formalize the concentration and acknowledge successful completion with a note on students' transcript: **Concentration: Biostatistics.**

#### New Supplemental Regulations – Section 4.4.1.

##### M.Sc. Concentration in Biostatistics

##### Core courses (9 credit hours):

CHSC 7320 Organization and Financing of the Canadian Health Care System

CHSC 7520 Principle of Epidemiology 1

CHSC 7860 Methods and Concepts for Community Health Sciences

CHSC 7820 is currently a core course for the M.Sc. program. Applicants who have completed STAT 3400, STAT 3800, STAT 4100 and STAT 4200 at the University of Manitoba will normally have CHSC 7820 waived. Applicants seeking a waiver will provide the course instructor with an outline of the equivalent course(s), and the course instructor will make the waiver decision. In order to maintain an overall program total of 21 credit hours, these students who are not successful in obtaining a waiver will take three credit hours of elective courses rather than six credit hours of elective courses.

##### Required biostatistics concentration courses (6 credit hours):

CHSC 7830 Biostatistics for Community Health Sciences 2

STAT 7080 Advanced Statistical Inference

Elective courses: 6 credit hours selected from courses offered by CHS and/or Statistics. Normally, a student should take three credit hours from each Department, but this will be determined by the student in consultation with his/her advisor.

### Admission to the Ph.D. program

#### Rationale:

We propose to delete the statement that there is no option in CHS for direct entry from a Bachelor Honours degree to the Ph.D. By deleting this statement and defaulting to the general FGS statement that "With special recommendation of the unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study", we are able to recommend that exceptional students be admitted into the Ph.D., such as medical residents who may have extensive research experience.

#### Current and New Supplemental Regulation – Section 5.1.2.



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~~There is no option for direct entry from a Bachelor's Honours degree to the Ph.D. program in CHS.~~

### Appendix A

#### Comparison of Community Health Sciences-Related M.Sc. Programs Across Canada

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University	Programs/degrees (excluding professional programs)	Are there M.Sc. concentrations/streams/specializations?	Number of courses/credit hours (crh) required in thesis-based M.Sc.	Comments
Simon Fraser Faculty of Health Sciences <a href="http://www.sfu.ca/fhs/future-students/graduate/master-of-science/overview.html">http://www.sfu.ca/fhs/future-students/graduate/master-of-science/overview.html</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	No – but has informal “signature areas”	<ul style="list-style-type: none"> <li>• 6 crh core courses:               <ul style="list-style-type: none"> <li>- Interdisciplinary Seminar in Health Sciences I</li> <li>- Interdisciplinary Seminar in Health Sciences II</li> </ul> </li> <li>• 6 crh electives</li> </ul>	Does not require either biostatistics or qualitative methods
UBC School of Population and Public Health <a href="http://spph.ubc.ca/">http://spph.ubc.ca/</a>	<ul style="list-style-type: none"> <li>• Master of Health Administration</li> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes - concentrations <ul style="list-style-type: none"> <li>• Health Economics</li> <li>• Epidemiology</li> <li>• Health Services and Policy Research</li> <li>• Plus others to be added soon, according to the website</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 18 crh core courses plus others depending on concentration               <ul style="list-style-type: none"> <li>- (3) Statistics for Health Research</li> <li>- (3) Analytical Methods in Epidemiological Research</li> <li>- (3) Epidemiological Methods I</li> <li>- (1.5) Research Seminar (Rounds and Research in Progress)</li> </ul> </li> </ul> <p>At least <b>one</b> of the following courses:</p> <ul style="list-style-type: none"> <li>- (3) Epidemiological Methods II</li> <li>- (3) Quantitative Research Methods</li> <li>- (3) Qualitative Methods in Health Research Design</li> </ul>	Not clear from the website how many additional courses MUST be taken in each concentration

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U of Alberta School of Public Health <a href="https://www.ualberta.ca/public-health">https://www.ualberta.ca/public-health</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes - Specializations <ul style="list-style-type: none"> <li>• Clinical Epidemiology</li> <li>• Environmental</li> <li>• Health Sciences</li> <li>• Epidemiology</li> <li>• General Public Health</li> <li>• Global Health</li> <li>• Health Policy Research</li> <li>• Health Promotion and Sociobehavioural Sciences</li> <li>• Health Technology Assessment</li> <li>• Occupational Health</li> </ul>	Minimum 21 crh; more depending on concentration <ul style="list-style-type: none"> <li>• 6 crh core courses               <ul style="list-style-type: none"> <li>- (3) Foundations of Public Health Research (3)</li> <li>- (1) Topics in Public Health: Epidemiology Module(s)</li> <li>- (2) Epidemiology Methods I</li> </ul> </li> <li>• Specialization courses (crh vary)</li> <li>• Electives (crh vary by specializations)</li> </ul>	Example of courses in <b>Global Health specialization:</b> <ul style="list-style-type: none"> <li>• 6 crh core courses</li> <li>• 6 crh specialization courses               <ul style="list-style-type: none"> <li>- Case Studies in International Primary Health Care</li> <li>- Introduction to Global Health</li> </ul> </li> <li>• 12 crh elective courses               <ul style="list-style-type: none"> <li>- Biostatistics I</li> <li>- Biostatistics II</li> <li>- Epidemiology Methods II</li> <li>- *3 graduate-level course work approved by the student's supervisor</li> </ul> </li> </ul> Or <ul style="list-style-type: none"> <li>- *6 qualitative methods course work</li> <li>- *6 graduate-level course work approved by the student's supervisor</li> </ul> Example of courses in <b>Health Policy Research specialization:</b> <ul style="list-style-type: none"> <li>• 6 crh core courses</li> <li>• 6 crh specialization courses               <ul style="list-style-type: none"> <li>- Introduction to Health Policy and Management</li> <li>- *3 qualitative methods course as approved by the student's supervisor</li> </ul> </li> <li>• 6 crh elective courses approved by the student's supervisor</li> </ul>
U of Calgary Dept. of Community Health Sciences	<ul style="list-style-type: none"> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes - Specializations <ul style="list-style-type: none"> <li>• Biostatistics</li> <li>• Community Rehabilitation and Disability Studies</li> </ul>	Courses depend on specialization, but generally 7 courses plus 1 block week: <ul style="list-style-type: none"> <li>• 1 block week course</li> <li>• 4 core courses</li> </ul>	Example of courses in <b>Population and Public Health specialization:</b> <ul style="list-style-type: none"> <li>• Required courses               <ul style="list-style-type: none"> <li>- (Fall Block Week): Introduction to Community Health Sciences</li> </ul> </li> </ul>

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

<a href="https://www.ucalgary.ca/communityhealthsciences/">https://www.ucalgary.ca/communityhealthsciences/</a>		<ul style="list-style-type: none"> <li>• Epidemiology</li> <li>• Health Economics</li> <li>• Health Services Research</li> <li>• Medical Education</li> <li>• Population &amp; Public Health</li> </ul>	<ul style="list-style-type: none"> <li>• 1 or 2 specialization courses</li> <li>• 1 or 2 electives</li> </ul>	<ul style="list-style-type: none"> <li>- Determinants of Health</li> <li>- Essentials of Biostatistics</li> <li>- Fundamentals of Epidemiology</li> <li>- Health Research Methods</li> <li>• Specialization courses               <ul style="list-style-type: none"> <li>- Foundations of Population/Public Health</li> </ul> </li> <li>• Electives               <ul style="list-style-type: none"> <li>- Minimum 2 courses</li> </ul> </li> </ul>
U of Saskatchewan School of Public Health	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes - Specializations <ul style="list-style-type: none"> <li>• Biostatistics</li> <li>• Vaccinology &amp; Immunotherapy</li> </ul>	Courses vary by specialization. For biostatistics specialization, students must take 9 crh of core courses and 6 crh electives	
U of Saskatchewan Dept. Community Health and Epidemiology <a href="http://medicine.usask.ca/department/schools-divisions/che.php">http://medicine.usask.ca/department/schools-divisions/che.php</a>	<ul style="list-style-type: none"> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	No - no specializations	<ul style="list-style-type: none"> <li>• 5 required courses</li> <li>• 1 elective course</li> </ul>	1 of required courses can be biostatistics OR qualitative research methods
McMaster Dept. of Clinical Epidemiology and Biostatistics <a href="http://fhs.mcmaster.ca/ceb/">http://fhs.mcmaster.ca/ceb/</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc. – Health Research Methodology Program</li> <li>• Ph.D.</li> </ul>	Yes – Specializations with Health Research Methodology <ul style="list-style-type: none"> <li>• Clinical epidemiology</li> <li>• Health services research</li> <li>• Population and public health</li> <li>• Health technology assessment</li> <li>• HRM classic</li> </ul>	<ul style="list-style-type: none"> <li>• 2 required courses</li> <li>• 3 elective courses</li> </ul>	McMaster also has interdisciplinary M.Sc. programs (e.g., global health; health & aging)
Queen's Dept. of Public Health Sciences <a href="http://www.queensu.ca/phs/home">http://www.queensu.ca/phs/home</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes – 2 specific degree options <ul style="list-style-type: none"> <li>• M.Sc. in Epidemiology</li> <li>• M.Sc. in Biostatistics</li> </ul>	M.Sc. in Epidemiology <ul style="list-style-type: none"> <li>• 4 required courses</li> <li>• 2 elective courses</li> </ul> M.Sc. in Biostatistics <ul style="list-style-type: none"> <li>• 6 required courses</li> <li>• 2 elective courses</li> </ul>	

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

U of Toronto Dalla Lana School of Public Health <a href="http://www.dlsph.utoronto.ca/programs/">http://www.dlsph.utoronto.ca/programs/</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc. in Community Health (M.Sc.CH)</li> <li>• M.Sc.: Biostatistics</li> </ul>	<p>Yes – specializations within MPH (Epidemiology, Family &amp; Community Medicine, Nutrition &amp; Dietetics, Occupation &amp; Environmental Health &amp; Social &amp; Behavioural Health Sciences) and</p> <p>M.Sc.CH (Addictions in Mental Health, Family &amp; Community Medicine, Health Practitioner Teacher Education, Occupational Health Care &amp; Wound Prevention Care)</p>	M.Sc.: Biostatistics – 7 required courses	Both MPH and M.Sc.CH are a mix of thesis and non-thesis programs; some are professional programs
U of Western Ontario Dept. of Epidemiology & Biostatistics <a href="http://www.schulich.uwo.ca/epibio/">http://www.schulich.uwo.ca/epibio/</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	<p>Yes – 2 M.Sc. specializations</p> <ul style="list-style-type: none"> <li>• M.Sc. in Epidemiology</li> <li>• M.Sc. in Biostatistics</li> </ul>	<p>M.Sc. in Epidemiology</p> <ul style="list-style-type: none"> <li>• 7 required courses</li> <li>• Students may take 2 electives</li> </ul> <p>M.Sc. in Biostatistics</p> <ul style="list-style-type: none"> <li>• 6 required courses</li> <li>• Students may take 3 electives</li> </ul>	
U of Waterloo School of Public Health & Health Systems <a href="https://uwaterloo.ca/public-health-and-health-systems/programs">https://uwaterloo.ca/public-health-and-health-systems/programs</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	No – M.Sc. in Public Health & Health Systems	<p>6 courses</p> <p>‘Courses normally include 3 required courses, or approved equivalents’</p>	
McGill Dept. of Epidemiology, Biostatistics & Occupational Health <a href="https://www.mcgill.ca/epi-biostat-occh/epidemiology-">https://www.mcgill.ca/epi-biostat-occh/epidemiology-</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	<p>Yes</p> <ul style="list-style-type: none"> <li>• Epidemiology</li> <li>• Biostatistics</li> <li>• Occupational health (non-thesis based)</li> </ul>	24 crh	

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<a href="#">biostatistics-and-occupational-health</a>				
U de Montreal School of Public Health <a href="http://espum.umontreal.ca/accueil/">http://espum.umontreal.ca/accueil/</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes <ul style="list-style-type: none"> <li>• Healthcare administration</li> <li>• Bioethics</li> <li>• Health technology assessment</li> <li>• Healthcare quality and patient safety</li> <li>• Environmental and occupational health</li> <li>• Occupational health (not-thesis based)</li> </ul>	Course work varies	
U Laval Dept. of Social and Preventive Medicine <a href="http://www.fmed.ulaval.ca/en/la-faculte-et-son-reseau/a-propos-de-la-faculte/departements/medecine-sociale-et-preventive/presentation/">http://www.fmed.ulaval.ca/en/la-faculte-et-son-reseau/a-propos-de-la-faculte/departements/medecine-sociale-et-preventive/presentation/</a>	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes – but appear to be more areas of focus, rather than specializations with specific course requirements <ul style="list-style-type: none"> <li>• General</li> <li>• Healthcare evaluation</li> <li>• Global health</li> <li>• Health promotion</li> <li>• Environmental health</li> </ul>	<ul style="list-style-type: none"> <li>• 15 required credits</li> <li>• 12 elective credits</li> </ul>	
Dalhousie Dept. of Community Health & Epidemiology <a href="http://medicine.dal.ca/departments/departments-sites/community-health.html">http://medicine.dal.ca/departments/departments-sites/community-health.html</a>	<ul style="list-style-type: none"> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	No	<ul style="list-style-type: none"> <li>• 15 crh required courses</li> <li>• 9 crh elective courses</li> </ul>	
Memorial University Division of Community Health and Humanities	<ul style="list-style-type: none"> <li>• MPH</li> <li>• M.Sc.</li> <li>• Ph.D.</li> </ul>	Yes – specific degree options <ul style="list-style-type: none"> <li>• Master of Health Ethics</li> </ul>	Master of Health Ethics <ul style="list-style-type: none"> <li>• 3 required courses</li> <li>• 3 elective courses</li> </ul>	

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

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<a href="http://www.med.mun.ca/CommunityHealth/Home.aspx">http://www.med.mun.ca/CommunityHealth/Home.aspx</a>		<ul style="list-style-type: none"> <li>• M.Sc. Med (Applied Health Services Research)</li> <li>• M.Sc. Med (Community Health)</li> </ul>	<p>M.Sc. Med (Applied Health Services Research)</p> <ul style="list-style-type: none"> <li>• 8 required courses (1 is choice between advanced qualitative OR advanced quantitative methods)</li> </ul> <p>M.Sc. Med (Community Health)</p> <ul style="list-style-type: none"> <li>• 5 required courses (this includes a choice between 2 qualitative stream OR 2 quantitative stream courses)</li> <li>• 1 elective course</li> </ul>	
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### Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

#### Dept. of Community Health Sciences

Respectfully submitted,  
 Todd A. Mondor, Chair  
 Faculty Council of Graduate Studies

/ak

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

## **Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Academic Policies and Procedures, Undergraduate Medical Education Program, Max Rady College of Medicine**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html).
2. At its meeting on March 16, 2017, SCIE considered revisions to the following policies and procedures concerning the Undergraduate Medical Education (UGME) program, Max Rady College of Medicine:
  - *Examination Results Policy and Procedures*
  - *Forward Feeding Clerkship Summative Evaluation Information Policy and Procedures*
  - *Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit and Remediation Policy and Procedures*
  - *Promotion and Failure Policy and Procedures*
  - *Reappraisal of Student Assessments Policy and Procedures*
  - *Remediation Policy and Procedures*
  - *Repeat Clerkship Policy and Procedures*

### **Observations:**

1. The Max Rady College of Medicine is proposing revisions to a number of the Undergraduate Medical Education policies and procedures, as outlined in the document attached to this report, and summarized below, for accreditation standards.
2. Accreditation standards require that the definition of Final In-Training Evaluation include a statement regarding narrative comments. The Max Rady College of Medicine is proposing that the definition of Final In-Training Evaluation, included in each of the policies and procedures noted above, be revised to include the statement "This must include a narrative description of medical student performance."

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the following revised policies and procedures, for the Undergraduate Medical Education program, Max Rady College of Medicine, effective the Fall 2017 term:**



- ***Examination Results Policy and Procedures***
- ***Forward Feeding Clerkship Summative Evaluation Information Policy and Procedures***
- ***Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit and Remediation Policy and Procedures***
- ***Promotion and Failure Policy and Procedures***
- ***Reappraisal of Student Assessments Policy and Procedures***
- ***Remediation Policy and Procedures***
- ***Repeat Clerkship Policy and Procedures***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

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

**Max Rady College of Medicine**  
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and Vice-Provost, Rady FHS  
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February 10, 2017

Hello,

The FITER definition has been updated to make it explicitly clear for accreditation standards that narrative comments are part of the FITER reports.

The sentence added to the definition is:

**This must include a narrative description of medical student performance**

This has been approved at College Executive Council Feb 7, 2017.

The Following policies will require Senate approval:

- Examination Results
- Forward Feeding Clerkship Summative Evaluation Information
- Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation
- Promotion and Failure
- Reappraisal of Student Assessments
- Remediation
- Repeat Clerkship

Thank you

Mark Boiteau, CPA, CMA

## Max Rady College of Medicine - UGME Policy

<b>Policy Name:</b>	Examination Results
<b>Application/Scope:</b>	Undergraduate Medical Education (UGME) Students
<b>Approved (Date):</b>	
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	Senate, January 4, 2017

### 1. **PURPOSE**

To provide specific processes to ensure student examination results are organized in a timely and effective manner that complement the University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

### 2. **DEFINITIONS**

- 2.1 Midterm Examination - A summative examination normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.2 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.3 Course/Module - A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Assignment - Take home work as defined in the syllabus of each course.
- 2.5 Objective Structured Clinical Examination (OSCE-type Examination) – An examination that is used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.6 CCE – The Comprehensive Clinical Exam is an OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average of the top 10% of students who take the examination.
- 2.7** Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and

submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance**

2.8 Monitored Status – A student will be placed on Monitored Status as follows:

- Modular Courses –Achieving a result between 60.0% and 62.9% (No rounding of scores will take place).
- Longitudinal Courses–Achieving a result less than sixty percent (60.0%) on any exam worth twenty-five percent (25.0%) or more of the total Longitudinal Course assessment weight.
- A Failure of one (1) Clerkship Exam.
- A Borderline Pass on a FITER.

A student on Monitored Status is encouraged to participate in remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely assistance can be provided.

2.9 Probationary Status - Would be applied to a student after a failure of any of the following:

- One (1) Course/Module
- The CCE
- Two (2) Clerkship examinations
- One (1) FITER
- One (1) assignment integral to either the Professionalism or Population Health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

2.10 Pre-Clerkship Student Evaluation Committee (PSEC)/Clerkship Student Evaluation Committee(s) (CSEC) – Committees responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions, the review and evaluation of results and recommendation to Progress Committee for approval.

2.11 Coaching/Strengths and Opportunities Report – A report which displays information about a participant's performance in a particular assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

2.12 Working Day – A day when the University of Manitoba is open for regular business.

### 3. **POLICY STATEMENTS**

3.1 Students will receive results for all examinations within a reasonable amount of time following completion of the examination. The following timelines will be adhered to:

- Mid-Term/Final Exams – Results will be reported via the Pre-Clerkship Exam System Student Portal typically within two working days of the completion of the exam.
- Course Results – Results will be reported via Curriculum Management System typically within five (5) days of course completion.
- Clerkship Exam– Results will be reported via email correspondence typically within two (2) weeks of completion.
- OSCE-type – Given the complexity in marking this practical assessment, which often includes a comprehensive review of individual recorded performance, results will be reported as soon as practicable. Typically, results will be made available to students no later than four (4) weeks from completion.

- 3.2 Student input on Internal Examinations will be taken into consideration when making decisions related to examination results.
- 3.3 The Chair of the applicable PSEC/CSEC will work with the respective Administrators Evaluation in reviewing and preparing examination results.
- 3.4 The applicable PSEC/CSEC will meet to review and approve Internal Examination results on a monthly basis for exams/courses completed during the previous month.
- 3.5 Final scores for all Internal Examinations will not be rounded.
- 3.6 A pass is considered as follows:
  - Course/Module - attaining a score of 60.0% or higher. No rounding of scores will take place.
  - OSCE-type Examinations/Courses - attaining a score at or above 80% of the average mark of the top 10% of students who sit the examination or take the course. No rounding of scores will take place.
  - Clerkship Exams – A score at the 11<sup>th</sup> percentile or higher
  - FITER
    - Pass - A grade of “meets expectations” or higher in all major and minor criteria
    - Borderline pass (counted as a ‘Pass’ for summative purposes) - A combination of grades below “meets expectations”, that does not otherwise constitute a fail, as explained below.
    - Fail - A grade of ‘unsatisfactory’ in one (1) major criterion, or ‘unsatisfactory’ on any two (2) minor criteria, or a grade of ‘below expectations’ or worse in any three (3) major or minor criteria.

#### 4. **PROCEDURES**

##### MID-TERM EXAMINATIONS, FINAL, COURSE EXAMINATIONS

- 4.1 Typically within two (2) working days of completed examinations:
  - The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the examination
  - Without direction, all examination questions with less than a thirty (30) percent success rate will be removed from the scoring of an exam.
  - An Exam Summary Report, Item Analysis, Question Notes/Feedback and Exam Taker Results report will be distributed to the Coordinator, Evaluations Pre-Clerkship and Course Leader.
  - All information on reporting provided to Course Leaders will not include student names or any specific identifying information which would allow the identity of students to be ascertained.
  - The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to examination scoring structure, if any, based on the scoring and reporting information relevant to the exam.
  - The Administrator, Evaluations Pre-Clerkship will release results of adjusted exam results, as appropriate, to the Pre-Clerkship Exam System.
- 4.2 The respective Course Leader, will in accordance with the academic schedule:

- Based on the results of the exam, determine if a review session focusing on the information provided within the respective Exam Summary/Item Analysis Report is required.
- Course Leaders should be prepared to respond to questions from students on their respective individualized Coaching/Strength and Opportunities Report without divulging confidential examination content.

## COURSE SCORES

- 4.3 Typically within two (2) working days of completion of the Final Examination for a course:
- The Administrator, Evaluations Pre-Clerkship will organize the scoring of all components of the course in accordance with the weighting established in the Pre-Clerkship Master Assessment Plan.
  - Information on individual exam scores and assignments for the course will be distributed to the respective Coordinator, Evaluations and Course Leader.
- 4.4 Typically within one (1) working day of distribution to Course Leaders:
- The Administrator, Evaluations Pre-Clerkship will organize and verify the formulae to ascertain final course scores and upload all results to Curriculum Management System.
  - The Administrator, Evaluations Pre-Clerkship, will receive instructions from the respective Coordinator, Evaluations on changes to course scoring structure, if any, based on the scoring information and Question Notes/Feedback reports.
- 4.5 Typically within one (1) days of receipt of instructions from the Coordinator, Evaluations:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae and upload all remaining results to Curriculum Management System such that final course results are provided to students typically within five (5) days of course completion.
- 4.6 Summary information will be prepared by the Administrator, Evaluations Pre-Clerkship for the Chair, PSEC to include the following psychometric data obtained from the Pre-Clerkship Exam System Item Analysis Report:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/ Monitored Status based on final percent scores for each student.
  - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and bar graph. The total number of students on Probationary Status and Monitored Status.
  - Summary of component and final percent scores for two preceding classes, which includes mean, standard deviation, median, minimum, maximum scores, by class.
- 4.7 The Administrator, Evaluations Pre-Clerkship, will prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.8 The respective Course Leader, will in accordance with their academic schedule:
- Conduct a review session of exam results with their course committee which integrates information contained within the Exam Summary Report, Item Analysis

Report and Question Notes/Feedback Report with the intent of revising questions where appropriate.

#### OSCE-TYPE EXAMINATIONS

- 4.9 In a given academic year, the Assistant to Administrators, Evaluations will organize, in collaboration with the Chair of CSEC and the Director of Evaluations, dates for OSCE-type examinations for the next academic year.
- 4.10 Typically within three (3) working days of completed examinations:
- The Assistant to Administrators Evaluations will organize the scoring of all components of the examination.
- 4.11 Typically within seven (7) working days of receipt of examination scores:
- The Assistant to Administrators, Evaluations will organize and verify the formulae to ascertain final examination scores.
- 4.12 Typically within seven (7) working days of ascertaining final examination scores:
- The Administrator, Evaluations will finalize the scoring and conduct an internal review of the scores and scoring formulae which will be subsequently reviewed. The Chair CSEC will certify the reviewed results.
- 4.13 The following summary information shall be prepared by the Assistant to Administrators Evaluations for the Chair CSEC:
- Component (raw and percent) scores, final (percent) scores, pass/fail status based on final percent scores, Probationary/Monitored Status based on final percent scores for each student.
  - Summary of component and final percent scores for the entire class, which includes mean, standard deviation, median, minimum, maximum scores, and histogram. The total number of students on Probationary Status and Monitored Status is included.
- 4.14 The Assistant to Administrators, Evaluations will prepare individual student examination reports for electronic distribution as well as prepare Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clinical Skills, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
- 4.15 Typically within five (5) days of distribution of scores, the Administrator, Evaluations will update the class master sheet with the new set of scores for the respective examinations and examinations and ensure that they are distributed to the class via the Curriculum Management System.

#### CLERKSHIP EXAMINATION SYSTEM

- 4.16 In a given academic year, the Administrator, Evaluations Clerkship organizes the process of determining the supplementary dates on which Clerkship Examination System will be administered for the next academic year.

- 4.17 Typically within one (1) working day of a completed Clerkship Examination:
- The Administrator, Evaluations will organize the dispatch of all completed Clerkship Examinations.
- 4.18 Typically within seven (7) working days of mailing of Clerkship Examination:
- The Administrator, Evaluations will check for results of scoring of Clerkship Examinations.
- 4.19 Typically within seven (7) working days of receipt of results of Clerkship Examinations:
- The Administrator, Evaluations will prepare individual student examination reports for electronic distribution and will prepare the Probationary and Monitored Status letters for the perusal and signature of the Associate Dean, UGME ensuring that the Director, Evaluations, Director, Remediation, Director Clerkship Clinical, and Associate Dean Student Affairs UGME are included on the distribution list and then, once approved, distribute electronically to each affected student.
  - The Administrator, Evaluations will update the class master sheet with the new set of scores for the respective Clerkship Examinations and ensure that results are uploaded to the Curriculum Management System.

## 5. **REFERENCES**

- 5.1 UGME Policy and Procedures – Examination Conduct
- 5.2 UGME Policy and Procedures – Deferred Examinations
- 5.3 UGME Policy and Procedures – Supplemental Examinations
- 5.4 UGME Policy and Procedures – Promotion and Failure
- 5.5 UGME Policy and Procedures - Invigilation of Examinations
- 5.6 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.7 University of Manitoba- Final Examinations and Final Grades Policy
- 5.8 University of Manitoba- Deferred and Supplemental Examinations Procedures
- 5.9 University of Manitoba- Final Examinations Procedures
- 5.10 University of Manitoba- Final Grades Procedures

## 6. **POLICY CONTACT**

Director, Evaluations



## Max Rady College of Medicine- UGME Policy

<b>Policy Name:</b>	Forward Feeding Clerkship Summative Evaluation Information
<b>Application/ Scope:</b>	Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates
<b>Approved (Date):</b>	
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	Senate, January 4, 2017

### 1. **PURPOSE**

To set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

### 2. **DEFINITIONS**

- 2.1 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance.**
- 2.2 Forward Feeding – Sharing summative evaluation information from a rotation the student has completed with the Clerkship Director for a rotation or rotations to which the student is scheduled in the future.
- 2.3 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management, and administration of examination questions. The review and evaluation of results provide a basis for recommendations to be approved by the Progress Committee

### 3. **POLICY STATEMENTS**

- 3.1 Forward Feeding may only occur respecting a student who has failed a FITER, has received two or more borderline passes on FITERs, or about whom significant professionalism or patient safety concerns (not otherwise indicated on the FITER) have been identified.
- 3.2 CSEC discusses and votes on Forward Feeding and then the Chair, CSEC brings the vote results to Progress Committee for discussion and decision.

- 3.3 Progress Committee makes a final decision on Forward Feeding student summative evaluation information from one rotation to another rotation.
- 3.4 Progress Committee's decisions on Forward Feeding may include:
- The number of rotations for which summative evaluation information will be forward fed.
  - The areas of concern that will be forward fed; and general recommendations for remediation.
- Progress Committee makes decisions on Forward Feeding student summative evaluation information on a case-by-case basis.
- 3.5 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein.
- 3.6 The Director, Student Assessment or designate is responsible for Forward Feeding the approved summative evaluation information to the Clerkship Director for the next clinical rotation to which the student is assigned.

#### 4. **PROCEDURES**

##### RESPONSIBILITIES OF THE STUDENT

- 4.1 Complete the Midpoint In-Training Evaluation Report (MITER).
- 4.2 Participate in the midpoint meeting with faculty.
- 4.3 Seek support to improve academic success when presented with evaluation information that indicates there are academic concerns i.e. Student Affairs, Faculty of Medicine; Student Accessibility Services, University of Manitoba.
- 4.4 Participate in the Final In-Training Evaluation Report (FITER) meeting.
- 4.5 Actively engage in addressing identified deficiencies that are forward fed.

##### RESPONSIBILITIES OF CLERKSHIP DIRECTOR

- 4.6 Monitor student progress throughout the rotation, ensuring the Midpoint In-Training Evaluation (MITER) meeting of the preceptor and student takes place.
- 4.7 Complete the Final In-Training Evaluation Report (FITER) identifying all areas of concern.
- 4.8 Inform the Director, Clerkship Curriculum and Chair, CSEC that Forward Feeding must be considered within 2 working days of finalizing the FITER. In the case of shorter rotations that do not use a FITER for evaluation, this notification must occur within 2 working days of the end of the rotation.
- 4.9 Inform the student in question that a request to forward feed summative information has been made.
- 4.10 Participate in discussion and voting at CSEC with respect to Forward Feeding of summative evaluation information on identified student(s).

- 4.11 Distribute any information that has been forward fed from the previous rotation to the relevant faculty.
- 4.12 Review the academic progress reports of students whose summative evaluations have been forward fed, and report outcomes of remediation to CSEC.

#### RESPONSIBILITY OF MEMBERS OF CSEC

- 4.13 Participate in the discussion and vote at CSEC with respect to each situation presented related to forward feeding of summative evaluation information.

#### RESPONSIBILITIES OF CHAIR, CSEC

- 4.14 Ensure that all relevant information is available for CSEC member discussion and voting.
- 4.15 Oversee the CSEC voting process. This may occur electronically.
- 4.16 Bring the decision of CSEC to the attention the Director, Evaluation/Chair, Progress Committee within 3 working days after a vote by CSEC.
- 4.17 Participate in the discussion at the Progress Committee with respect to each situation presented and related to forward feeding of summative evaluation information

#### RESPONSIBILITIES OF MEMBERS OF PROGRESS COMMITTEE

- 4.18 Participate in the discussion and vote at Progress Committee with respect to each situation presented and related to forward feeding of summative evaluation information.
- 4.19 Render a decision on the request to forward feed within three working days of receipt of this request.

#### RESPONSIBILITIES OF DIRECTOR, STUDENT ASSESSMENT/CHAIR, PROGRESS COMMITTEE

- 4.20 Organize a Progress Committee meeting to discuss the CSEC results. This may occur electronically.
- 4.21 Ensure that all relevant summative evaluation information is available for Progress Committee member discussion and voting.
- 4.22 Oversee the Progress Committee voting process.
- 4.23 Forward feed the summative evaluation information, as indicated by the Progress Committee to the clerkship director of the next scheduled rotation, within three working days of the Progress Committee vote.
- 4.24 Inform the student in question of the decision of the Progress Committee.
- 4.25 Review the FITER from the next scheduled rotation with the Progress Committee, in order to determine if identified deficiencies have been remediated, and if further forward feeding is required.

#### RESPONSIBILITIES OF EVALUATION PERSONNEL

- 4.26 Ensure that all FITER information is recorded in a timely manner and in accordance with other UGME policies related to Student Evaluation.
- 4.27 Maintain the database that tracks summative evaluation information.

- 4.28 Inform the Director, Progress Committee of cases where a student has two borderline passes on FITERs.
- 4.29 Provide support to the Chair, CSEC and Director, Evaluation/Chair, Progress Committee in their work of preparing for meetings that involve discussion and voting on student summative evaluation information and preparing and distributing documents when committee decisions are made.

## 5. **REFERENCES**

- 5.1 [UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentations Preparation, Distribution, Audit, and Remediation](#)
- 5.2 [UGME Policy & Procedures – Remediation](#)
- 5.3 Frellsen SL, Baker EA, Papp KK, Durning SJ. Medical school policies regarding struggling medical students during the internal medicine clerkships: results of a national survey. *Acad Med* 2008 Sep;83(9):876-81.
- 5.4 Cleary L. "Forward feeding" about students' progress: the case for longitudinal, progressive, and shared assessment of medical students. *Acad Med* 2008 Sep;83(9):800.

## 6. **POLICY CONTACT**

Director, Evaluation

## Max Rady College of Medicine- UGME Policy

<b>Policy Name:</b>	Midpoint In-Training Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation
<b>Application/Scope:</b>	Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates
<b>Approved (Date):</b>	
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	Senate, January 4, 2017

### 1. **PURPOSE**

To outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

### 2. **DEFINITIONS**

- 2.1 Clerkship – Year III and Year IV of the UGME program.
- 2.2 Essential Clinical Presentations (ECP) – Are Rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experience(s), and the expected level of student responsibility, which must be part of each particular rotation. This listing of presentations is distributed in electronic format at the start of each core rotation and must be completed electronically.
- 2.3 Midpoint In-Training Evaluation Report (MITER) – A formative assessment report completed by the student, and then reviewed by the preceptor. Distributed at the start of each core rotation that is at least four (4) weeks duration, the MITER must be completed and submitted electronically.
- 2.4 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which demonstrates the full range of competencies (knowledge, skills and attitudes) required of a physician. Electronically distributed at the start of each rotation, FITERs must be completed and submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance.**
- 2.5 FITER Approval Confirmation and ECP Remediation Completion (FACERC) - The FITER Approval Confirmation and ECP Remediation Completion survey.
- 2.6 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management and administration of assessments/examination questions and the review and evaluation of results and their recommendation to Progress Committee for approval.

2.7 Working Day – A day when the University of Manitoba is open for regular business.

## **POLICY STATEMENTS**

- 2.8 Each student involved in a core rotation is responsible for completing all rotation specific ECPs, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing the ECP remediation plan, as well as a remedial rotation based on a FITER failure, if required.
- 2.9 Each Clerkship Director/Designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.
- 2.10 Each Clerkship Director/Designate is responsible for auditing each assigned student's ECPs throughout the core rotation to identify gaps in learning, organizing a remediation plan to address the learning gaps and ensuring the student completes the remediation.
- 2.11 Each Clerkship Director/Designate is responsible for developing a standard list of strategies that can be used in ECP remediation plans.
- 2.12 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduation list (no later than the College Executive Council session scheduled in early to mid-April of the academic year). Failure to meet this deadline will result in a delay of graduation.

## **3. PROCEDURES**

### **STUDENTS**

- 3.1 Track all learning experiences related to the ECP throughout each core rotation.
- 3.2 Complete the MITER (if required) prior to the midpoint of the rotation and submit it for viewing by the Clerkship Director/Designate.
- 3.3 Attend scheduled meetings with Clerkship Director/Designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.
- 3.4 Ensure the rotation evaluation is completed no later than the last day of the rotation to initiate release of the FITER for the student's personal file.
- 3.5 Ensure the ECP is submitted no later than the end of the day on the last day of the rotation.
- 3.6 Complete the student component of the FITER within one (1) working day of receiving the FITER from the Clerkship Director/Designate.
- 3.7 Ensure any ECP remediation is completed as directed by the Clerkship Director/Designate within nineteen (19) working days from the end of the rotation.

### **CLERKSHIP DIRECTOR/DESIGNATE**

- 3.8 Audit each assigned student's ECP throughout the core rotation.
- 3.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and discuss the ECP with the student.
- 3.10 Organize a plan for remediation of ECP if gaps in learning are identified at the midpoint of the rotation.

- 3.11 Examine each student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.
- 3.12 Complete a FITER for each assigned student no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors.
- 3.13 Meet with each student to discuss the FITER and to discuss the ECP remediation plan if one is required.
- 3.14 Ensure the student completes the remediation plan within fifteen (15) working days of the end of the rotation.
- 3.15 Within nineteen (19) days of the end of the rotation submit the FACERC Survey to the Administrator, Clerkship.
- 3.16 Develop a standard list of strategies that can be incorporated into a remediation plan.

#### ADMINISTRATOR, CLERKSHIP/ADMINISTRATOR EVALUATIONS CLERKSHIP PRIOR TO THE START OF EACH CORE ROTATION

- 3.17 Prepare the electronic ECP, MITER, FITER and rotation evaluation in accordance with each core rotation requirements.
- 3.18 Prepare the electronic ECP remediation reflection for each department.
- 3.19 Inform the Department Assistant, where appropriate, for each rotation that the electronic documents are ready.

#### ESSENTIAL CLINICAL PRESENTATIONS - ECPS

- 3.20 Send students a reminder e-mail two (2) days before the rotation ends informing them that they are required to complete and submit the ECP on the last day of the rotation.
- 3.21 Generate and print the ECP Gap Report on the morning of the second day of the new rotation.
- 3.22 Within five (5) working days:
  - Cross reference the ECP Gap Report with the completed FITERS.
  - Create and distribute the ECP Gap Notification letter to the Clerkship Directors and Department Assistants indicating where required that the FITERS have not yet submitted.
  - Notify Clerkship Directors and Department Assistants who have no ECP gaps.

#### ROTATION EVALUATION

- 3.23 Send students a reminder e-mail two (2) prior to a rotation ending, informing them that they are required to complete and submit the rotation evaluation on the last day of the rotation.

#### MITER

- 3.24 Send a template reminder e-mail to students, Clerkship Directors and Assistants two (2) working days prior to the midpoint of the rotation for all rotations that have a MITER.
- 3.25 Run the MITER Status Report five (5) working days after the midpoint of the rotation and distribute it to the Clerkship Directors and Department Assistants for action.



- 3.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

## FITER

- 3.27 Send a template reminder e-mail to Clerkship Directors, Department Assistants and students five (5) working days prior to the end of the rotation.
- 3.28 Run the FITER Status Report one (1) working day and five (5) working days into the new rotation and distribute each to the Clerkship Directors and the Department Assistants for action.

## FACERC SURVEY

- 3.29 In the ECP Gap Notification, identify the date for completion of the FACERC Survey. Ensure every rotation is notified of requirement to complete the FACERC irrespective of ECP gaps. FACERC completion is nineteen (19) working days into the current rotation.
- 3.30 Send a reminder e-mail to Clerkship Directors and Department Assistants five (5) working days prior to the required completion date of the FACERC.
- 3.31 On the required FACERC completion date, check to see that all FACERC have been submitted.
- 3.32 Immediately inform the Clerkship Director and Department Assistant for any departments where the required FACERC has not been submitted on the required date.
- 3.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
  - The status of FACERC completion

## DEPARTMENT ASSISTANT

- 3.34 At the beginning of each rotation, organize the electronic distribution of:
  - The ECP, MITER (if applicable), FITER (view only access), and rotation evaluation to each student.
  - The FITER, MIITER (if applicable and view only) and ECP (view only) to each Clerkship Director/Designate.
- 3.35 Audit the completion of MITERs at the midpoint of the rotation and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s).
- 3.36 Audit the completion of FITERs and remind each Clerkship Director/Designate of his/her responsibility to meet with the assigned student(s) prior to the end of the rotation.
- 3.37 Audit the student submission of ECPs and email any student(s) who has not submitted their ECP progress ensuring that all ECPs are submitted by the end of the day on the final day of the rotation.
- 3.38 If notified by the UGME office that inconsistencies exist between the ECP Gap Report and FITERs, have the Clerkship Director/Designate indicate the appropriate ECP remedial plan on the FITER and resubmit the FITER.
- 3.39 Upon completion of all of the above, ensure the Clerkship Director/Designate submits the FACERC to close the period. The deadline for submission is nineteen (19) working days into the current rotation.

4. **REFERENCE**

- 4.1 UGME Policy and Procedures - Program Evaluation
- 4.2 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program
- 4.3 UGME Policy and Procedures – Promotion and Failure
- 4.4 UGME Policy and Procedures – Formative Assessment

5. **POLICY CONTACT**

Director, Evaluations

## Max Rady College of Medicine - UGME Policy

<b>Policy Name:</b>	Promotion and Failure
<b>Application/Scope:</b>	Undergraduate Medical Education (UGME) Students
<b>Approved (Date):</b>	
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	Senate, January 4, 2017

### 1. PURPOSE

To set out the process for promotion and failure of Undergraduate Medical Education (UGME) students which complements extant University of Manitoba Examination and Final Grades policy and related procedures.

### 2. DEFINITIONS

- 2.1 Pre-Clerkship – Year I and Year II of the UGME program
- 2.2 Clerkship – Year III and Year IV of the UGME program.
- 2.3 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 Rotation – A unit of clinical work in Clerkship.
- 2.5 Midterm Examination - A summative examination normally conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 National Board of Medicine Examiners (NBME Examination) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.8 Objective Structured Clinical Examination (OSCE-type) – An examination that is used to assess the clinical skills of students For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.

- 2.9 Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.10 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance.**
- 2.11 Maximum Allowable Failures - The number of Pre-Clerkship modular courses which, if exceeded, would result in the immediate failure of a Pre-Clerkship year, and preclude the writing of supplemental examinations. The maximum allowable failures score is based on the sum of the weights (course weights (CW)) assigned to each course. Weightings assigned to each course are based on the amount of contact time spent with students and a breakdown of weightings assigned to each course within the Pre-Clerkship curriculum is included at Annex A. In order to be eligible to write supplemental exams, students cannot exceed nine (9) CW in Year One or ten (10) CW in Year Two.
- 2.12 Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC) - Are responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.
- 2.13 Progress Committee - The overseeing body for student evaluations in the Undergraduate Medical Education Program. The Progress Committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum.
- 2.14 Working Day – A day when the University of Manitoba is open for regular business.

### 3. **POLICY STATEMENTS**

#### **A. Preclerkship**

##### **3.1 Successful completion of an academic year is deemed as follows:**

- Year One and Two (MED I and II)
  - Case One: Attaining a pass on each course/module
  - Case Two: Failing a number of Courses/Modules up to the maximum allowable failures and successfully completing the corresponding supplemental examination(s).

##### **3.2 Failure of an academic year is deemed as follows:**

- Year One and Two (MED I and II)
  - Case One: Failing a number of Course/Modules in excess of the maximum allowable failures. Students may fail up to nine (9) CW Year One (I) or ten (10) CW in Year Two (II). A listing of CW is outlined in Annex A.

- Case Two: Failing the supplemental assessment for any two (2) modular courses.
- Case Three: Failing any three (3) longitudinal courses, or the supplemental assessment in a longitudinal course.

## **B. CLERKSHIP**

Students commencing Clerkship in 2013 or earlier

### **3.3 Successful completion of an academic year is deemed as follows:**

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.

### **3.4 Failure of an academic year is deemed as follows**

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery, Surgery Selective, Pediatrics, Psychiatry, Family Medicine, and Obstetrics/Gynecology, )

OR

- One major clerkship and one or more of the following:
  - i. Its remedial
  - ii. An ITC remedial
  - iii. A remedial in any of the components of the Multiple Specialty Rotation (Anesthesia, Emergency Medicine, Community Health Sciences, Ophthalmology, Otolaryngology)
  - iv. An Elective remedial

OR

- A remedial in two of the following:
  - i. Anesthesia
  - ii. Emergency Medicine
  - iii. Otolaryngology
  - iv. Ophthalmology
  - v. Elective
  - vi. Community Health Sciences
  - vii. ITC

- Failure of Examinations

The student has failures in one or more of the following:

- a) A single NBME subject examination three (3) times

OR

- b) A total of five (5) NBME examinations

OR

- c) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than eight (8) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

Students commencing Clerkship in 2014 or later

**3.5 Successful completion of an academic year is deemed as follows:**

- Case One: Attaining a pass on each of the six (6) required NBME examinations, a pass on all clerkship rotation evaluations (FITERs), and a pass on the Comprehensive Clinical Examination (CCE).
- Case Two: Successful remediation of core/elective rotations and/or CCE and/or attaining a pass on all necessary supplemental NBME examinations.
- Successful pass on all Longitudinal Courses

**3.6 Failure of an academic year is deemed as follows:**

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- One major clerkship and:
  - i. Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial, or,
  - ii. A remedial in any of the assignments integral to either the Professionalism or Population Health courses.
  - iii. A Public Health remedial, or
  - iv. A remedial in the Evidence-Based Medicine Practice Course, or
  - v. A TTR Selective remedial, or
  - vi. An Elective remedial

OR

- A remedial in two of the following:
  - i. Medicine Selective

- ii. Musculoskeletal Course
- iii. Any of the assignments integral to either the Professionalism or Population Health courses.
- iv. Public Health
- v. The Evidence-Based Medicine Practice course
- vi. TTR Selective
- vii. Elective

- Failure of Examinations

The student has failures in one or more of the following:

- d) A single NBME subject examination three (3) times

OR

- e) A total of five (5) NBME examinations

OR

- f) The CCE after remediation

- Remediation Period

If a remediation period recommended for a student, for whatever cause, requires more than ten (10) weeks, the student will be deemed to have failed the Clerkship Program. An outline of the minimum remediation period for Clerkship is outlined at Annex B.

### 3.7 FITER Pass/Fail Criteria

- FITER's will be automatically assessed, based on preceptor input, as a Pass, Borderline Pass, or Fail.

The following situations constitute a FAIL:

- a) If a student receives a grade of "unsatisfactory" in ONE MAJOR criterion.
- b) If a student receives a grade of "unsatisfactory" in TWO MINOR criteria.
- c) If a student receives a grade of "2 - Below expectations" (or worse) in ANY THREE MAJOR or MINOR criteria.

- The following situation constitutes a BORDERLINE PASS:

- a) If a student receives any combination of grades below "3 - meets expectations" that does not otherwise constitute a fail, as above. PLEASE NOTE: For summative purposes, a grade of "Borderline Pass" constitutes as a "Pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.

- The following constitutes a PASS:

- a) If a student receives grades of "3 - Meets expectations" or better in ALL criteria.

### GENERAL POLICY STATEMENTS

- 3.8 A student who fails Year One or Two will be required to repeat that particular year.



- 3.9 A student, who fails Clerkship due to failure of clinical assessments, failure of examinations, or failure of remediation, immediately ceases in the program, and will be required to repeat the entire Clerkship Program.
- 3.10 A student, who has failed any repeat year, or the Repeat Clerkship, will be required to withdraw from the Faculty of Medicine program.
- 3.11 Acceptance of student results for Course, Block, NBME, OSCE-type Examinations, and FITERs is the responsibility of the PSEC and CSEC Committees. The Chairs of these committees present these results to Progress Committee for review and approval.
- 3.12 At any time a student, may appear in person before Progress Committee, and be represented by an advocate from the office of Student Advocacy, a representative from the University of Manitoba Students' Union, a member of the University community not receiving payment for appearing, or a member of the student's immediate family. It is the student's sole responsibility to determine the adequacy of their representation. If the student wishes to have a lawyer present, the lawyer may only be a non-participating observer at the committee meeting. The student may also provide a written submission to the Progress Committee, received at least five (5) days prior to the meeting.
- 3.13 Students have a right to request a reappraisal of a mark on any type of internal examination and FITER as per the Policy on Reappraisal of Student Evaluations.
- 3.14 Students can appeal any evaluation decision to the Undergraduate Medical Education Student Appeals Committee.

#### **4. PROCEDURES**

- 4.1 **Pre-Clerkship — Course/Module Examinations, OSCE-type examinations**
  - Each course must have at least two assessments; and the final exam is to be no more than 70% of the course. Course leaders may add points for written assignments, formative assessments, attendance, and lab exams. Assessment criteria shall be articulated in the respective course syllabus.
  - The Administrator, Evaluations Pre-Clerkship will track longitudinal student performance on all assessments within each year/module of the Pre-Clerkship Program. Longitudinal tracking of performance is reported to PSEC as required.
  - For the CV1 and RS1 courses, the remediation periods will begin immediately after the course has been failed, and will therefore occur at the same time as other mandatory curricular time. For all other courses, remediation periods will take place in the summer. Students should only remediate one course at a time and supplemental exams will be scheduled to follow breaks within the academic schedule. Three (3) summer remediation periods will be created following each year to allow students to continue with their academic progress.
  - Students required to remediate within Pre-Clerkship will be encouraged to access the College of Medicine UGME Peer to Peer mentoring program.
  - At the end of the academic year, PSEC will determine whether a student has passed or failed based on cumulative performance.
  - The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after decision of PSEC, to each student who did not meet the criteria for promotion to the following year.

- The Administrator, Evaluations Pre-Clerkship will provide the Administrator, Enrolment within three (3) working days after the decision of PSEC of students who:
  - Have successfully completed the academic year.
  - Are required to write supplemental examination(s) or,
  - Have failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of MED II students to Administrator, Clerkship. of students who
  - Are writing supplemental examination(s) or,
  - Have failed the academic year
- At the end of designated supplemental examination periods, PSEC will determine whether a student has passed or failed based on the performance on the supplemental examination(s).
- The Administrator, Evaluations Pre-Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent, within three (3) working days after the decision of the PSEC, to each student who did not successfully complete the supplemental examination informing him/her that he/she has failed the academic year.
- The Administrator, Evaluations Pre-Clerkship will send a listing to the Administrator, Enrolment, the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Remediation, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship, within three (3) working days after the decision of the PSEC for students who wrote the supplemental examination(s) and:
  - Successfully completed the academic year.
  - Failed the academic year.
- The Chair of PSEC will bring all information pertaining to the conduct of assessment within Pre-Clerkship to Progress Committee for discussion and approval when necessary.

#### 4.2 Clerkship - FITERs, NBME, CCE

- The Administrator, Evaluations Clerkship will track student performance on evaluation criteria integral to the Clerkship Program. Tracking of longitudinal assessment data will be reported to the CSEC.
- CSEC and Progress Committees will determine whether a student has passed or failed the Clerkship program based on the cumulative performance of the student on all evaluation criteria.
- Clerkship remediation periods will be scheduled on consultation with the Director, Clerkship, and Director, Remediation. Students will only remediate one (1) rotation at a time and supplemental exams will be scheduled as required.
- Clerkship Remediation will in some instances occur during other mandatory curricular time. In some instances remediation will occur during the year concurrent with other rotations.
- In October of each academic year, the Program Manager, UGME will begin to prepare a preliminary graduand listing of Med IV students together with the Administrator,

Enrolment, Administrator, Clerkship, and Administrator, Electives based on the criteria established within this policy.

- When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.
- Students who pass the Repeat Clerkship program will be included in the spring or fall grandaunt listing depending on the time of the year that they successfully completed all requirements for the clerkship program and filed for graduation.
- The Chair of CSEC will bring all information pertaining to the conduct of assessment within Clerkship to Progress Committee for discussion and approval when necessary.

## **5. REFERENCES**

- 5.1 UGME Policy and Procedures - Communicating Methods of Evaluation
- 5.2 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.3 UGME Policy and Procedures – Deferred Examination
- 5.4 UGME Policy and Procedures – Supplemental Examinations
- 5.5 UGME Policy and Procedures - Examination Results
- 5.6 UGME Policy and Procedures – Invigilation of Examiners
- 5.7 UGME Policy and Procedures – Examination Conduct
- 5.8 University of Manitoba – Final Examination and Final Grades Policy
- 5.9 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.10 University of Manitoba – Final Examination Procedures
- 5.11 University of Manitoba – Final Grades Procedures

## **6. POLICY CONTACT**

Director, Evaluations

**COURSE WEIGHTINGS – CLASS OF 2018 AND BEYOND**

Commencing with the Class of 2018, course weights (CW) are as follows:

**Year One**

- Foundation of Medicine – 4
- Blood and Immunology One – 3
- Cardiovascular One – 3
- Respiratory One – 3
- Neuroscience One – 4
- Musculoskeletal One – 2
- Endocrine One – 2
- Women's Reproductive Health/Obstetrics One – 2
- Gastro-Intestinal/Hepatology/Nutrition One – 2
- Urinary Tract One – 2
- Introduction to Infectious Disease Two – 2
- Cardiovascular Two - 3.5
- Respiratory Two - 3.5

**Year Two**

- Oncology Two – 0
- Blood and Immunology Two - 4
- Neuroscience Two – 6
- Women's Reproductive Health Two – 3
- Endocrine Two – 3
- Gastro-Intestinal/Hepatology/Nutrition Two – 3
- Urinary Tract Two – 3
- Musculoskeletal Two – 4
- Consolidation – 6
- Dermatology Two - 0

**WEEKS ASSIGNED TO CLERKSHIP REMEDIATION**

Students required to remediate Clerkship rotations

- Anesthesia - 4 weeks
- Any Population Health Course Assignment – 0.5 week
- Any Professionalism Course Assignment- 0.25 week
- CCE - 2 weeks
- Core Medicine - 6 weeks
- Elective – A period of weeks equal to the length of the elective requiring remediation
- Emergency Medicine - 4 weeks
- Evidence Based Medicine (EBM) Course - 2 weeks
- Family Medicine - 5 weeks
- Medicine Selective - 2 weeks
- Musculoskeletal Course - 2 weeks
- Obstetrics/Gynecology - 6 weeks
- Pediatrics - 6 weeks
- Psychiatry - 6 weeks
- Public Health - 1 week
- Repeat NBME Failure - 4 weeks
- Surgery - 6 weeks
- Transition to Residency (TTR) Selective – A period of weeks equal to the length of the TTR selective

## Max Rady College of Medicine- UGME Policy

<b>Policy Name:</b>	Reappraisal of Student Assessments
<b>Application/ Scope:</b>	Year I to Year IV Undergraduate Medical Education Students
<b>Approved (Date):</b>	April 19, 2016
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	College Executive Council

### 1. **PURPOSE**

This policy outlines the circumstances and process for a student to challenge the content of an assessment where the assessor used some discretion in determining the grade assigned or to challenge the process used to determine the assigned grade.

### 2. **DEFINITIONS**

- 2.1 Assessment –a Course/Module Examination summative OSCE-Type examination, written assignment as part of a Course/Module, or a FITER.
- 2.2 Course/ Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.3 Rotation – A defined period of clinical work in Clerkship.
- 2.4 Reappraisal Subcommittee - a Subcommittee of Undergraduate Medical Education established by Chair, Progress Committee to deliberate and render decisions on a student's request for reappraisal of an evaluation.
- 2.5 Midterm Examination – A summative examination conducted at the approximate midpoint of a Course/Module. No rounding of scores will take place.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 Assignment-Take home work as it has been defined in the syllabus of each course
- 2.8 National Board of Medical Examiners (NBME Examination) – A multiple choice examination developed by the NBME that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, family medicine and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.

- 2.9 Objective Structured Clinical Examination (OSCE-type) – An examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.10 Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.11 Supplemental Examination – An opportunity to rewrite an examination that was failed.
- 2.12 FITER – Final In-Training Evaluation Report – A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance**
- 2.13 The Pre-Clerkship Student Evaluation Committee and the Clerkship Student Evaluation Committee(s) (PSEC/CSEC) – Are responsible for the development and approval of assessment policies and rules. PSEC/CSEC bodies are responsible for the overall management and administration of examination questions; the review and evaluation of results and recommendations to the Progress Committee for approval.
- 2.14 Working Day – A day when the University of Manitoba is open for regular business.

### 3. **POLICY STATEMENTS**

- 3.1 A student request for reappraisal of an Assessment will only be accepted if the student received a “Fail” on the Course/Module or Rotation to which the assessment pertains.
- 3.2 Undergraduate Medical Education will not accept a student request for reappraisal of an NBME Examination. NBME has a mechanism to address this. See Section 5 - References.
- 3.3 A student request for reappraisal of an Assessment must be submitted to the Director of Student Assessment in accordance with the timelines outlined in the procedures section of this document.
- 3.4 A student request for reappraisal must outline the specific rationale for consideration of the reappraisal.
- 3.5 A student who meets the requirements of Statement 3.1 shall have the opportunity to read the Evaluation script and any comments written on it in the presence of a Course Leader/Clerkship Director or designate prior to submission of a request for reappraisal of an Assessment in accordance with the timings established in Section Four.
- 3.6 A request for reappraisal will not be accepted for:
- Multiple choice examinations.
  - The components of the OSCE-type Examinations involving direct patient contact. These are video-reviewed by Faculty in any case.
  - Content of Individual Evaluation items.
  - Factors that have impacted on all individuals involved in the Assessment.
  - Illness during an Evaluation. The UGME Examination Deferral Policy and Procedures addresses illness.
- 3.7 A request for reappraisal may be accepted for:

- Short answer examination questions.
  - FITERs
  - Written assignments as part of a Course/Module.
- 3.8 An accepted student request for reappraisal of an Assessment mandates the Director of Student Assessment to organize the Reappraisal Subcommittee in accordance with the requirements outlined in the procedures section of this document.
  - 3.9 The decision of the Reappraisal Subcommittee may result in a change of grade compared to the original grade.
  - 3.10 The Reappraisal Subcommittee may require reassessment of the student. In the case of a Course/Module Assessment or an OSCE-type Examination, this may be conducted at the next scheduled rewrite time or timing coincident with a Supplemental Examination. In the case of a FITER, the completion of another period of assessment may be necessary.
  - 3.11 The decision of the Reappraisal Subcommittee will be communicated to the Chair, Progress Committee.
  - 3.12 The Chair, Progress Committee will communicate the decision of the Reappraisal Subcommittee in writing to the student, the Associate Dean UGME, the Associate Dean Student Affairs UGME, and the relevant Course Leader/Clerkship Director.
  - 3.13 The result of a student request for reappraisal which is reviewed by a Reappraisal Subcommittee will only apply to the student submitting the request for reappraisal. A change in marking will not apply to or alter the assessment result for any other student.
  - 3.14 If the student requesting a reappraisal does not accept the decision of the Reappraisal Subcommittee, the student has the right of appeal to the Undergraduate Medical Education Student Appeals Committee.

#### 4. **PROCEDURES**

##### RESPONSIBILITIES OF THE STUDENT

- 4.1 Accept that a request for reappraisal can only be made if there is a "Fail" on the specific evaluation.
- 4.2 Contact the Course Director/Clerkship Director or designate to set a time to read the evaluation script and any related comments. This should be done within five days of receiving notification of a "Fail".
- 4.3 Ensure that the request for reappraisal is submitted to the Director of Student Assessment within twenty working days of receipt of the Assessment result.
- 4.4 Ensure that the request for reappraisal clearly states the specific rationale for consideration of the reappraisal.
- 4.5 Provide written notification to the Director of Student Assessment of the intent to present to the Reappraisal Subcommittee at the time the request for reappraisal is submitted. The student must present his/her own case. It is recommended that the student contact the Student Advocacy Services Office and have a student advocate present with the student at the Reappraisal Subcommittee meeting. In addition, the student may have one support person and/or one legal counsel present at the meeting. None of these people may present the case or speak at the hearing.
- 4.6 Accept or decline an invitation to be present throughout the whole Reappraisal Subcommittee meeting except for the *in camera* Subcommittee deliberations. If the



student chooses not to appear before the subcommittee, the hearing will be heard *in absentia*.

- 4.7 Consider an appeal to the Undergraduate Medical Education Student Appeals Committee if not accepting of the decision of the Reappraisal Subcommittee.

#### RESPONSIBILITIES OF THE Director of Student Assessment

- 4.8 Review the student request for reappraisal of an evaluation, applying all Reappraisal of Student Evaluation policy requirements.
- 4.9 If the request for reappraisal is accepted, inform the Chair, Progress Committee within five working days of receiving the student request for reappraisal. This notification must include information related to the student's decision to present to the Reappraisal Subcommittee.
- 4.10 Inform the student in writing, within three working days of the completion of the review if there are no grounds for reappraisal of the stated evaluation.

#### RESPONSIBILITIES OF CHAIR, PROGRESS COMMITTEE

- 4.11 Appoint a Reappraisal Subcommittee within five working days of receiving an accepted request for reappraisal from the Director of Student Assessment. Subcommittee membership is organized as follows:
- Three Faculty members – At least one of whom is a member of the relevant PSEC/CSEC not including:
    - Course Leader/Clerkship Director of the course/clerkship being reappraised
    - Associate Dean, UGME
    - Associate Dean, Student Affairs UGME.
  - One Faculty member will be appointed as Subcommittee Chair.
  - Two student representatives who are not in the same year of study as the student seeking the reappraisal.
  - One member of UGME Support Staff to act as Subcommittee secretary (non-voting). Generally this will be the secretary of the respective PSEC/CSEC.
- 4.12 Inform the applicable Course Director/Clerkship Director of the invitation to attend and present to the Reappraisal Subcommittee meeting, if the student is presenting to the Reappraisal Subcommittee.
- 4.13 Inform the Reappraisal Subcommittee that the student and the applicable Course Director/Clerkship Director will present to the subcommittee, if applicable.
- 4.14 Inform the Reappraisal Subcommittee that a decision must be communicated to the Chair, Progress Committee within ten working days of receipt of information provided to make a decision.
- 4.15 Inform the Reappraisal Subcommittee that the Subcommittee decision must be made by secret ballot if a decision cannot be reached by consensus. The Subcommittee Chair will vote in the event of a tie.
- 4.16 Ensure the student receives written communication of the Reappraisal Subcommittee decision within five working days of the Subcommittee decision. This communication shall indicate the student's right to appeal to the Undergraduate Medical Education Student Appeal Committee in accordance with the [Undergraduate Medical Education Student Appeal Committee Policy and Procedures](#).

## RESPONSIBILITIES OF CHAIR, REAPPRAISAL SUBCOMMITTEE

- 4.17 Review all reappraisal information in preparation for the Reappraisal Subcommittee meeting.
- 4.18 Chair the Reappraisal Subcommittee meeting with the intent that following presentation by student and Course Director/Clerkship Director (if applicable) there will be *in camera* discussion. If the student declines the invitation to present the hearing will be heard *in absentia*.
- 4.19 If not a unanimous decision, organize a secret ballot vote to make the Subcommittee decision and cast a vote if there is a tie.
- 4.20 Inform the Chair, Progress Committee of the Subcommittee decision immediately following the meeting.

## RESPONSIBILITIES OF MEMBERS, REAPPRAISAL SUBCOMMITTEE

- 4.21 Review information related to the request for reappraisal in preparation for the Reappraisal Subcommittee meeting.
- 4.22 Attend Subcommittee meeting; participate in presentation(s) if applicable and *in camera* or *in absentia* discussion; and cast secret ballot vote if the Subcommittee decision is not unanimous.
- 4.23 Return all information used in addressing the request for reappraisal to the Secretary, Reappraisal Subcommittee immediately following the meeting.

## RESPONSIBILITIES OF SECRETARY, REAPPRAISAL SUBCOMMITTEE

- 4.24 Communicate with Reappraisal Subcommittee members to establish a time and place for the Reappraisal Subcommittee to meet understanding that the Subcommittee decision must be made within ten working days of receiving notice of Subcommittee structure from Chair, Progress Committee.
- 4.25 Work with the Chair, Progress Committee to prepare required information for Reappraisal Subcommittee members. The required information is as follows:

### Course/Module & OSCE-Type Examinations

- Student written request for reappraisal including rationale for request
- Original evaluation and answer key if applicable
- Student's original examination script
- A written response to the request from the relevant Course Director/Director, OSCE-Type Examination

### FITER

- Student written request for reappraisal including rationale for request
  - Student MITER and FITER and other documents from the specific department/rotation including all correspondence that may have contributed to the MITER and FITER, as well as, relevant Departmental Clerkship Committee meeting minutes
  - A written response to the request from the relevant Clerkship Director
- 4.26 Distribute all required information to members of the Reappraisal Subcommittee for review in preparation for the Subcommittee meeting.

- 4.27 Attend the Reappraisal Subcommittee meeting acting as the recording secretary.
- 4.28 Collect all information Reappraisal Subcommittee members used in making a decision after the decision is made.
- 4.29 Work with the Chair, Progress Committee to prepare communication to the student understanding that the student must receive this communication within five working days of a decision by the Reappraisal Subcommittee.
- 4.30 Place the communication in the student's mailbox.
- 4.31 Confirm via e-mail or telephone communication that the student received the communication.
- 4.32 Distribute a copy of the communication to the student to the Associate Dean, UGME, Associate Dean Student Affairs, UGME, Director, Evaluation, the relevant Course/Clerkship Director, and the student's active file.
- 4.33 Organize all information related to the Request for Reappraisal and communication of Reappraisal Subcommittee decision. Confidentially forward this information to the Max Rady College of Medicine Archives for storage.

#### RESPONSIBILITIES OF THE COURSE LEADER/CLERKSHIP DIRECTOR

- 4.34 Meet with the student in a timely manner, so the student can read the Evaluation script and any related comments.
- 4.35 If the student's request for reappraisal is accepted, prepare a written response to the student request and forward it to the Chair, Progress Committee within five working days of notification to provide the written response.
- 4.36 Accept or decline the invitation to present to the Reappraisal Subcommittee if the student decides to present to the Subcommittee. The response to the invitation must be provided to the Chair, Progress Committee within 2 working days of receipt of the invitation.

#### 5. **REFERENCES**

- 5.1 [UGME Policy & Procedures – Deferred Examination](#)
- 5.2 [UGME Policy & Procedures – Undergraduate Medical Education Student Appeals](#)
- 5.3 [UGME Policy & Procedures – Supplemental Examinations](#)
- 5.4 [UGME Policy & Procedures – Promotion and Failure](#)
- 5.5 [The National Board of Examiners Score Recheck Service](#)

#### 6. **POLICY CONTACT**

Chair, Progress Committee

## Max Rady College of Medicine- UGME Policy

<b>Policy Name:</b>	Remediation
<b>Application/ Scope:</b>	Year I through Year IV Undergraduate Medical Education (UGME) Students
<b>Approved (Date):</b>	
<b>Review Date:</b>	February 2021
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	Senate, January 4, 2017

### 1. **PURPOSE**

To set out the process for remediating students who fail summative assessments.

### 2. **DEFINITIONS**

- 2.1 Course/Module - A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.2 Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.
- 2.3 National Board of Medical Examiners (NBME Examination) – A multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11<sup>th</sup> percentile or higher is considered a pass.
- 2.4 Objective Structured Clinical Examination (OSCE-type Examination) – An *examination* used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.5 Comprehensive Clinical Exam (CCE) - An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.

- 2.8 Final In-Training Evaluation Report (FITER) – Is a comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of the Rotation. **This must include a narrative description of medical student performance.**
- 2.9 Remediation – The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review, and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.10 Remediation Assessment – Completed by the Director, Remediation in conjunction with the student, and taking into account input from such other Undergraduate Medical Education faculty and staff as may be available or requested. The Remediation Assessment may include a review of:
- a) FITERs or failed examinations resulting in the current Probationary Status;
  - b) Other relevant prior Undergraduate Medical education results;
  - c) Prior or ongoing Remediation efforts;
  - d) Prior or ongoing professionalism issues;
  - e) Prior or ongoing accommodation or access issues including the completion of a meeting with the Associate Dean Student Affairs UGME.
- 2.11 Remediation Contract – A written agreement, signed by the student, the Director, Remediation, and the relevant Course Leader/Clerkship Director setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements, additional resources and timeframes for completion of Remediation.
- 2.12 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.13 Probationary Status – Would be applied to a student after a failure of any of the following:
- One (1) Course/Module
  - The CCE
  - Two (2) NBME examinations
  - One (1) FITER
  - One (1) assignment integral to either the professionalism or population health courses in Clerkship

A student on Probationary Status is required to participate in Remediation

- 2.14 Monitored Status - A score between 60.0% and 62.9%, with no rounding of scores, on a Course, or Module Examination, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on Monitored Status is encouraged to participate in Remediation.
- 2.15 Working day – A day when the University of Manitoba is open for regular business.

### 3. **POLICY STATEMENTS**

#### GENERAL

- 3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty. The terms “Probationary” and “Monitored” are not meant to imply punitive status.

- 3.2 Student Remediation with respect to Essential Clinical Presentations (ECP) is covered in the Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation Policy and Procedures document.
- 3.3 The Remediation policy governs the process of student Remediation in situations of failures and borderline pass results. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.

#### MONITORED STATUS

- 3.4 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.5 A student meeting the criteria for Monitored Status maintains this status for the remainder of their UGME program unless the student moves to Probationary Status.
- 3.6 A student receiving first written notification of Monitored Status may initiate a meeting with the Director, Remediation and/or the Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings.
- 3.7 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean Student Affairs UGME or designate.

#### PROBATIONARY STATUS

- 3.8 A student meeting the criteria for Probationary Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.9 A student meeting the criteria for Probationary Status is required to participate in Remediation in order to advance in the UGME curriculum
- 3.10 A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation for a Remediation Assessment, and to the Associate Dean Student Affairs UGME or designate. The specific Remediation requirements for each student shall be dependent on the student deficiencies identified in the Remediation Assessment.
- 3.11 The Director, Remediation shall establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.
- 3.12 Subject to the discretion of the Director, Remediation, a student on Probationary Status may be required to sign a Remediation Contract prior to commencing a Remediation Rotation.
- 3.13 The Director, Remediation is responsible for monitoring student progress throughout the Remediation period.
- 3.14 A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.

- 3.15 A student who satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.

#### 4. **PROCEDURES**

##### RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS

- 4.1 On the first instance of notification of Monitored Status, the Student may consider initiating a meeting with the Director, Remediation and/or Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings that are available.
- 4.2 On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification.

##### RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 The Student shall initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status.
- 4.4 The Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification of Probationary Status.
- 4.5 The Student shall complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the Director, Remediation, including attendance at Remediation sessions, planning meetings, and responding to requests for updates on student progress. Failure to meet the requirements of this policy or the requirements of any of the foregoing may result in a suspension of the Remediation process, including the opportunity to complete the Block, Course, Module or Rotation.

##### RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.7 Ensure that the Director Remediation is informed within one (1) working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.
- 4.8 Ensure each student receives the notification of Monitored or Probationary Status within two (2) working days of the decision that the student meets the requirements for Monitored or Probationary Status.
- 4.9 Ensure appropriate contact information for the Associate Dean Student Affairs UGME, the Director, Remediation, or other relevant individual is included in each student notification letter.
- 4.10 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.11 Place a copy of any documentation received from the Director, Remediation or other UGME faculty in support of the Remediation, including any Remediation Assessment

summary, Remediation Contract, or other correspondence in the appropriate section of the student active file.

#### RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- 4.12 Meet with each student on Monitored Status who wishes to discuss Remediation.
- 4.13 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.
- 4.14 Identify the time and nature of appropriate Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- 4.15 Respond to requests for initial and ongoing meetings with students in a timely fashion with each student identified as under Probationary Status, perform a Remediation Assessment, monitor progress, and review the completion of Remediation objectives.
- 4.16 Prepare documentation to support the Remediation in a timely fashion, including a written summary of the Remediation Assessment, or where required, a Remediation Contract.
- 4.17 Ensure the applicable Administrator, Evaluations receives a copy of documentation produced pursuant to this policy for the student active file as follows:
  - Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examinations.
  - Administrator, Clerkship - Remediation related to NBME Examinations or Rotation FITER.

#### RESPONSIBILITIES OF ASSOCIATE DEAN STUDENT AFFAIRS UGME OR DESIGNATE

- 4.18 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.19 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- 4.20 Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.
- 4.21 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.

#### RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

- 4.22 Work with the Director, Remediation to provide resources, expertise, and/or other information to the Student in the time frame identified by the Director, Remediation.
- 4.23 Meet with or otherwise communicate with the Student, and provide such resources, supplemental materials or tutorials to the Student as is deemed appropriate.

### 5. **RESOURCES**

- 5.1 [Faculty of Medicine Student Affairs Website](#)
- 5.2 [University of Manitoba Student Accessibility Services](#)



- 5.3 [University of Manitoba Academic Learning Center](#)
- 5.4 [University of Manitoba Student Counseling and Career Center](#)
- 5.5 [Services for Student – Bannatyne Campus](#)

6. **REFERENCES**

- 6.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 6.2 UGME Policy & Procedures – Promotion & Failure
- 6.3 UGME Policy & Procedures – Supplemental Examinations
- 6.4 UGME Policy & Procedures – Deferred Examinations
- 6.5 UGME Policy & Procedures – Examination Conduct
- 6.6 UGME Policy & Procedures – Invigilation of Examinations
- 6.7 UGME Policy & Procedures – Examination Results
- 6.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

7. **POLICY CONTACT**

Director, Remediation



<b>Policy Name:</b>	Repeat Clerkship
<b>Application/Scope:</b>	Undergraduate Medical Education (UGME) Students
<b>Approved (Date):</b>	April 19, 2016
<b>Review Date:</b>	February 2018
<b>Revised (Date):</b>	February 2016
<b>Approved By:</b>	College Executive Council

## 1. **PURPOSE**

Students who fail clerkship for the first time are required to repeat it. This policy describes the terms of such a repeat clerkship.

## 2. **DEFINITIONS**

- 2.1 Clerkship – Year III and Year IV of the UGME program.
- 2.2 Course/Module – A Course/Module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.3 Final Examination – A summative multiple choice and/or short answer examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.4 National Board of Medicine Examiners (NBME Examination) – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.5 Objective Structured Clinical Examination (OSCE-type) – An examination used to assess the clinical skills of students. For courses based on OSCE-type examinations, the pass mark is determined by calculating 80% of the average mark of the top 10% of students who take the course.
- 2.6 Comprehensive Clinical Exam (CCE) – An OSCE-type exam that takes place during clerkship. The pass mark is determined by calculating 80% of the average mark of the top 10% of the students who take the exam.
- 2.7 Rotation – A unit of clinical work in Clerkship.
- 2.8 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. **This must include a narrative description of medical student performance.**

- 2.9 Clerkship Student Evaluation Committee(s) (CSEC) – Is responsible for the development and approval of assessment policies and rules; management and administration of examination questions; and the review and evaluation of results and recommendations to the Progress Committee for approval.
- 2.10 Progress Committee - The overseeing body for student assessments in the Undergraduate Medical Education Program. The Progress Committee assists in the design of a cohesive plan and standardized process for student assessment that follows the principles of the curriculum. Responsibilities include ensuring continuity of student monitoring, the direction of student remediation, and development of terms for promotion and failure at all stages of the curriculum.
- 2.11 Advanced Cardiac Life Support Course (ACLS) – The ACLS course is mandatory part of clinical Clerkship and used to prepare students for the Medical Council of Canada Qualifying Examination.
- 2.12 Licentiate of the Medical Council of Canada Refresher Course (LMCC Refresher Course) – A course designed to prepare students for upcoming Medical Council of Canada Qualifying Exams.
- 2.13 Elective – A course of clinical study selected according to a student's own interest.
- 2.14 Transition to Residency Selective - A course of clinical and/non clinical study that students rank from a prescribed list provided to them by UGME.

### **3. POLICY STATEMENTS**

- 3.1 A student who fails the Clerkship Program for the first time be it because of failure of clinical assessments, examinations, or remediation, immediately ceases in the program, and will be required to repeat the Clerkship Program.
- 3.2 The repeat Clerkship will commence as soon as is logistically feasible in the schedule.
- 3.3 The repeat Clerkship will consist of the following:
  - i. Six (6) week rotations in each of Internal Medicine, Surgery, Pediatrics, Family Medicine, Psychiatry, and Obstetrics/ Gynecology.
  - ii. If the failure occurred prior to the completion of the Medicine Selective, Musculoskeletal Rotation, Emergency Medicine Rotation, Anaesthesia Rotation, Population Health Course, Professionalism Course, TTR Selectives, or Evidence-Based Medicine Practice Course, then these will be required components of the repeat of clerkship
  - iii. Fourteen (14) weeks of Electives; this requirement may be reduced by the number of Electives weeks previously successfully completed.
  - iv. The ACLS Course (0.5 weeks) and the LMCC Refresher Course (4.5 weeks), if not already completed.
- 3.4 The student will be granted 3 weeks for CARMs interviews, 2 weeks in August and 2 weeks in December for vacation if the repeat clerkship coincides with those dates.

- 3.5 The student must satisfactorily meet all clinical assessments and examinations regardless of whether they had been passed previously. This includes the CCE and Remedial Rotations (as appropriate).
- 3.6 The terms of the Repeat Clerkship for a particular student will be submitted to the Progress Committee for review and final approval.
- 3.7 The terms for failure of the Repeat Clerkship are the same as listed in Policy statement 3.7 of the Promotion and Failure Policy.
- 3.8 A student who fails the Repeat Clerkship is required to withdraw from the Max Rady College of Medicine Program.

#### **4. PROCEDURES**

##### RESPONSIBILITY OF FACULTY

- 4.1. When a student meets the criteria for a failure of Clerkship, the Administrator, Evaluations Clerkship will prepare a letter for the signature of the Associate Dean, UGME, which will be sent to the student required to repeat the clerkship program.
- 4.2. A student would need to repeat clerkship if they fail to meet the requirement for promotion outlined the Max Rady College of Medicine's Promotion and Failure policy, specifically:

- Failure of Clinical Assessments

The student who has received failing evaluations in one or more of the following:

- Two major clerkships in different disciplines (Core Medicine, Surgery (i.e. combination of Core Surgery and Surgical Specialties), Pediatrics, Psychiatry, Family Medicine, Obstetrics/Gynecology, Emergency Medicine, Anesthesia)

OR

- One major clerkship and one or more of the following:
  - i. Its remedial, a Medicine Selective remedial, or, the Musculoskeletal course remedial,
  - ii. A remedial in any of the Scholarship in Medicine or Health Equity and Social Accountability Assignment integral to the Population Health Course,
  - iii. A Public Health remedial,
  - iv. A remedial in the Evidence-Based Medicine Practice Course, or
  - v. A TTR Selective remedial,
  - vi. An Elective remedial

OR

- A remedial in two of the following:
  - i. Anesthesia
  - ii. Emergency Medicine
  - iii. Otolaryngology

- iv. Ophthalmology
- v. Elective
- vi. Community Health Sciences
- vii. ITC

- Failure of Examinations

The student has failures in one or more of the following:

- a) A single NBME subject examination three (3) times

OR

- b) A total of five (5) NBME examinations

OR

- c) The CCE after remediation

- Remediation Period

## 5. **REFERENCES**

- 5.1. UGME Policy and Procedures – Promotion and Failure Policy

## 6. **POLICY CONTACT**

Program Administrator, Clerkship

Evaluations Administrator, Clerkship

Associate Dean, UGME

## **Report of the Senate Committee on Instruction and Evaluation RE: Revised Repeating, Substituting and Extra Courses Regulation, I.H. Asper School of Business**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html).
2. At its meeting on March 16, 2017, SCIE considered a proposal from the I.H. Asper School of Business regarding revisions to the Repeating, Substituting and Extra Courses regulation.

### **Observations:**

1. The I.H. Asper School of Business is proposing revisions to their Repeating, Substituting and Extra Courses regulation, as outlined in the document attached to this Report and summarized below, to reflect recent changes to the University's Repeated Course Policy (Senate, June 22, 2016), Voluntary Withdrawal (Senate, June 22, 2016) and Grade Point Averages Policy (Senate, June 22, 2016).
2. The Faculty is proposing to remove the *Maximum Limit Allowed* section of the *Repeating, Substituting and Extra Courses* regulation, as the University's Repeated Course policy will restrict access to repeating a course, and remove the necessity of manually tracking a student's repeating courses. Currently, the Faculty permits each student to repeat or substitute a maximum of 12 credit hours of previously passed courses, with a maximum of 6 credit hours per course, with only the latest grades achieved used in the computation of the Degree GPA.
3. Currently the *Voluntary Repeats* section states that after completion of the approved course repeat or substitution, the latest grade achieved in a course will included in the computation of the Degree Grade Point Average. The Faculty is proposing to change the title of the *Voluntary Repeats* section to *Voluntary Withdrawals and Voluntary Repeats*. The Faculty is proposing that the highest grade received in a repeated course be used in the calculation of the Degree Grade Point Average. The Faculty is proposing to include a statement making reference to Limited Access restrictions as noted in the University's Voluntary Withdrawal and Repeated Course policies. The Faculty is also proposing to modify the wording in this section, indicating that "the student should seek written approval of the Undergraduate Program Office."

### **Recommendation:**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the proposed revisions to the Repeating, Substituting and Extra Courses regulation, I.H. Asper School of Business, effective September 1, 2017.**

Respectfully submitted,  
Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

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



UNIVERSITY  
OF MANITOBA

Asper School of Business

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February 27, 2017 (revised)

**MEMORANDUM**

To: Jeff Leclerc, University Secretary  
c/o Shannon Coyston, Academic Specialist

From: Laura Bean, Undergraduate Program Manager 

Subject: Undergraduate Program Revisions for the 2017-2018 Academic Year

The Asper School of Business submits the following undergraduate program revisions for consideration. The motions for these revisions were passed at Faculty Council Meetings held on December 9, 2016.

**CHANGES APPROVED BY FACULTY COUNCIL ON December 9, 2016**

**Calendar Entry 3.11 Repeating, Substituting and Extra Courses**

**Moved by Faculty Council to approve the following course changes to the Repeating, Substituting and Extra Courses Faculty Regulation.**

**Curriculum Regulation Modification:**

The maximum repeat, substitution and extra course regulation is being deleted and the calendar wording regarding the use of the latest grade in repeated courses is being modified.

**Reason for change:** In May 2016, University Senate approved changes to the University of Manitoba's Repeat Course, Voluntary Withdrawal and Grade Point Averages Policies. Section 3.11 of the I.H. Asper School of Business Undergraduate Calendar, has references to the university's policy of which grade to include in gpa calculations when a course is repeated. These sections have been edited to reflect this global change. In addition, the I. H. Asper School of Business had a supplementary regulation that restricted the number of passed courses that could be repeated and substituted in a student's degree program after admission. The global policy changes will naturally restrict when a student can repeat course thus the faculty felt there was no longer a need to further restrict (and manually track) student's repeating courses.





## **CURRENT CALENDAR ENTRY – ASPER SCHOOL OF BUSINESS**

### **3.11 Repeating, Substituting and Extra Courses**

#### **Maximum Limit Allowed**

Each student will be permitted to repeat or substitute a maximum of 12 credit hours of previously passed courses, with a maximum of 6 credit hours per course within the regulations detailed below.

After completion of the approved course repeat or substitution, only the latest of the grades achieved will be included in the computation of the degree GPA.

#### **Required Courses**

A student who withdraws from a Core course or who obtains a grade of “F” in such a course should repeat that course during the following Fall or Winter Term. If a student repeats a course for which a grade was recorded, only the latest of the grades achieved will be included in the computation of the degree GPA. Therefore, if on repeating the course, the student does not complete the course successfully, a grade of “F” will be recorded for that course on the student’s history.

Students may not substitute another course for a Core course.

#### **Major Courses**

Students who achieve a grade of “F” in a Major course must either repeat that course or substitute another Major course if the Major requirements permit an alternate choice. Upon completion of the Major course, only the latest of the grades achieved will be included in the computation of the degree GPA. When a course is to be substituted, the student must seek the approval of the Undergraduate Program Office, in writing, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

#### **Electives and Business Options**

Students who achieve a grade of “F” in an Elective or Option may either repeat that course or substitute another approved course in its place. Upon completion of the course, only the latest of the grades achieved will be included in the computation of the degree GPA.

When a course is substituted for a failed Elective or Option, a student must request approval from the Undergraduate Program Office in writing prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Students who want to supplement their Majors may take up to 12 hours of their Business Options from that area.

#### **Voluntary Repeats**

In order to improve their degree GPA, or to meet a prerequisite requirement, students may, with prior approval from the Undergraduate Program Office, voluntarily repeat any course in which a passing

grade has been received, subject to any registration restrictions that may be published on the faculty website and subject to the limits imposed at the point of admission. Students must request approval from the Undergraduate Program Office prior to enrolling in the course; failure to do so may result in a denial of the course substitution.

After completion of the approved course repeat or substitution, only the latest of the grades achieved will be included in the computation of the degree GPA.

### **Extra Courses**

Students who would like to take courses extra to their degree are permitted providing prior approval of the Undergraduate Program Office is obtained prior to registration. When a course is extra to the degree but a student would like to substitute the course for another already in the degree, the student must seek the approval of the Undergraduate Program Office, in writing, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

## **PROPOSED CALENDAR ENTRY – ASPER SCHOOL OF BUSINESS**

### **3.11 Repeating, Substituting and Extra Courses**

#### **~~Maximum Limit Allowed~~**

~~Each student will be permitted to repeat or substitute a maximum of 12 credit hours of previously passed courses, with a maximum of 6 credit hours per course within the regulations detailed below.~~

~~After completion of the approved course repeat or substitution, only the latest of the grades achieved will be included in the computation of the degree GPA.~~

#### **Required Courses**

A student who withdraws from a Core course or who wants to repeat a Core course because of a passing or failing grade, should, if possible, repeat that course during the following Fall or Winter Term. The student will be subject to Limited Access as per the University's Voluntary Withdrawal and Repeat Course Policies (see General Academic Regulations and Requirements). If a student repeats a course for which a grade was recorded, only the highest of the grades achieved will be included in the computation of the degree GPA. Students may not substitute another course for a Core course.

#### **Major Courses**

Students who achieve a grade of "F" in a Major course must either repeat that course or substitute another Major course if the Major requirements permit an alternate choice. Upon completion of the Major course, only the highest of the grades achieved will be included in the computation of the degree GPA. When a course is to be substituted, the student must seek the approval of the Undergraduate Program Office, in writing, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

## **Electives and Business Options**

Students who achieve a grade of “F” in an Elective or Option may either repeat that course or substitute another approved course in its place. Upon completion of the course, only the highest of the grades achieved will be included in the computation of the degree GPA.

When a course is substituted for a failed Elective or Option, a student must request approval from the Undergraduate Program Office in writing prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

Students who want to supplement their Majors may take up to 12 hours of their Business Options from that area.

## **Voluntary Withdrawals and Voluntary Repeats**

If a student voluntarily withdraws from a course and wants to enrol in the course in another term or if a student wants to voluntarily repeat any course in which a passing grade has been achieved (for example, in order to improve their degree GPA, or to meet a prerequisite requirement) they will be subject to all published University or Faculty registration restrictions (for example, students repeating courses will be subject to Limited Access as per the University’s Voluntary Withdrawal and Repeat Course Policies; see General Academic Regulations and Requirements). After completion of a approved voluntary course repeat, only the highest of the grades achieved will be included in the computation of the degree GPA. When a student wishes to voluntarily repeat a course, the student should seek written approval of the Undergraduate Program Office.

## **Extra Courses**

Students who would like to take courses extra to their degree are permitted, however students should seek approval of the Undergraduate Program Office prior to registration. When a course is extra to the degree but a student would like to substitute the course for another already in the degree, the student should seek written approval of the Undergraduate Program Office, prior to enrolling in the new course; failure to do so may result in a denial of the course substitution.

## **RATIONALE**

In May 2016, University Senate approved changes to the University of Manitoba’s Repeat Course, Voluntary Withdrawal and Grade Point Averages Policies. Section 3.11 of the I.H. Asper School of Business Undergraduate Calendar, has references to the university’s policy of which grade to include in gpa calculations when a course is repeated. These sections have been edited to reflect this global change. In addition, the I. H. Asper School of Business had a supplementary regulation that restricted the number of passed courses that could be repeated and substituted in a student’s degree program after admission. The global policy changes will naturally restrict when a student can repeat course thus the faculty felt there was no longer a need to further restrict (and manually track) student’s repeating courses.

## **Report of the Senate Committee on Instruction and Evaluation RE: Revisions to Accessibility Policy and Student Accessibility Procedure**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm\\_itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm_itees/502.html).
2. At its meeting on May 11, 2017, SCIE considered proposed revisions to the *Accessibility Policy and Student Accessibility Procedure*.

### **Observations:**

1. *The University of Manitoba Accessibility Policy and Student Accessibility Procedure* were approved by Senate in November 2014, with an effective date of January 1, 2015.
2. The Cooper Commission Implementation Working Group is proposing revisions to the *Accessibility Policy and Student Accessibility Procedure*, as outlined in the document attached to this report, and summarized below.

### **Accessibility Policy**

1. The title has been changed from *The University of Manitoba Accessibility Policy* to *Accessibility Policy* to be consistent with the names of other governing documents.
2. Section 1.1 of the policy has been added, which includes the University's mission statement regarding accessibility in order to reflect the University's commitment to compliance with the *Accessibility for Manitobans Act*.
3. A number of editorial changes have been made throughout the policy.

### **Student Accessibility Procedure**

1. In Section 2.1 of the procedure, the term Accommodation has been removed. The term Reasonable Accommodation has been revised to provide greater clarity and for congruence with the *Respectful Work and Learning Environment Policy*. The term Faculty/School has been defined, resulting in section 2.14 of the procedure being removed, as it is no longer required. Definitions for Standard Accommodation and Non-Standard Accommodation have been added. The proposed changes to these definitions have also been updated throughout the procedure as required.
2. In section 2.2 of the procedure, the terms Modification and Waiver have been modified for greater clarity. The terms Substitution and Degree Notwithstanding a Deficiency

include editorial updates. In order to clarify the authority of Deans and Directors, the statement “Deans and Directors do not have the authority to waive general university academic requirements that apply to all students regardless of Faculty/College or School.” has been added. The proposed changes to these terms also result in updates throughout the procedure.

3. The revisions to section 2.4 of the procedure include the removal of the requirement for a healthcare professional to identify the diagnostic or clinical test used to assess the individual, which reflects and is compliant with current Human Rights case law. A reference to a document available from Student Accessibility Services to assist Students and their health care professionals has been added. A requirement that students are responsible for providing up to date documentation has been added.
4. The role of the Accessibility Advisory Committee has been clarified in section 2.19 of the procedure. In 2.19 (b) “set policies” is replaced with “Recommend Faculty/School or College policies and processes”. Item 2.19 (c) “receive reports from the Accommodation Team and Monitors, in general terms, on progress of students receiving accommodation, at times recommending changes in support” has been removed.
5. Section 2.20 has been revised to clarify language and to remove 2.20 (b) which stated “a process for prompt approval of routine or typical Accommodation requests”.
6. The Faculty/School Accommodation Team section (2.21 and 2.22) of the procedure has been revised to clarify language.
7. 2.24 of the Responsibilities of the Faculty/College/School AT section has been revised to clarify responsibilities, including removing 2.24 (b) “work with individual students on the provision of accommodations” and revising 2.24 (h) to clarify reporting requirements.
8. 2.26 of the procedure has been added to clarify that “The reconsideration process is to review a Modification of a course or program requirement.” Reference is made to 2.2 of the procedure to clarify the process regarding requests for Substitutions, Waivers or Degree Notwithstanding a Deficiency.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve revisions to the Accessibility Policy and the Student Accessibility Procedure, effective September 1, 2017.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

DATE: April 27, 2017

TO: Dr. Diane Hiebert-Murphy, Chair, Senate Committee on Instruction and Evaluation

FROM: Brandy Usick, Co-Chair, Cooper Commission Implementation Working Group

RE: Revisions to the *Accessibility Policy* and *Student Accessibility Procedure*

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One of the recommendations of the *ad hoc Committee of the Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements* (the "Cooper Commission") was for Senate to "adopt a new or revised policy regarding accommodation" (recommendation (d)). On November 5, 2014 Senate approved the *Accessibility Policy* and the revised *Student Accessibility Procedure*. These documents were effective January 1, 2015.

Since the time these documents came into effect, there have been changes to the accessibility landscape, including the introduction of provincial legislation *The Accessibility for Manitobans Act* and case law that provides direction to post secondary institutions about medical documentation for mental health disabilities<sup>1</sup>. As well, users of the procedure - Student Accessibility Services, academic administrators, faculty and students – have identified gaps in the procedure or sections that require clarification. The Implementation Working Group is presenting revised versions of these documents to Senate for consideration and approval.

With respect to the *Accessibility Policy*, the following changes are proposed:

1. Renaming the policy from "The University of Manitoba Accessibility Policy" to simply "Accessibility Policy", which is more in line with the names of other governing documents;
2. The addition of the University's mission statement regarding accessibility to Part I of the Policy, in order to affirm within the policy the University's commitment to compliance with *The Accessibility for Manitobans Act*;
3. Minor improvements from the current version, including:
  - (a) The deletion of section 2.2, which currently states "[intentionally blank]";
  - (b) Additions to the "Cross References" section.

<sup>1</sup> Ontario Human Rights Commission. (2016, January 6). New documentation guidelines for accommodating students with mental health disabilities Retrieved from [http://www.ohrc.on.ca/en/news\\_centre/new-documentation-guidelines-accommodating-students-mental-health-disabilities](http://www.ohrc.on.ca/en/news_centre/new-documentation-guidelines-accommodating-students-mental-health-disabilities)

With respect to the *Student Accessibility Procedures*, the following changes are proposed:

1. Defined terms and language harmonized with other governing documents, including:
  - (a) updated definition for Student;
  - (b) removal of term Accommodation and revised definition for Reasonable Accommodation to provide clarity and congruence with definition of the term in the Respectful Work and Learning Environment Policy;
  - (c) revision to the Accessibility Advisory Committee (AAC) regarding the role of consultants;
  - (d) removal of reference to an “accommodation liaison” from the procedure as all Faculty/School and Colleges are required to create an Accommodation Team (AT);
  - (e) definition for Faculty/School added;
  - (f) definition for SAS (Student Accessibility Services) added; and
  - (g) minor revisions to the definitions for the four types of accommodations (Modification, Substitution, Waiver and Degree Notwithstanding a Deficiency). Under Modification, examples were provided from the Cooper Commission report and a statement added to emphasize Student Accessibility Service’s role in facilitating implementation of modifications in consultation with Academic Staff Members.
2. To be compliant with current Human Rights case law, removed requirement that health care professional identify diagnostic or clinical tests used to assess individual (section 2.4) and reference made to a document available on the SAS to assist Students and their health care professionals. Requirement that students responsible for providing up to date documentation added.
3. To better reflect how existing AACs and ATs are operating, removed responsibility of the AAC to receive reports from the AT and to monitor progress of students receiving accommodations. Removed requirement for AT to produce an annual report, instead AAC will work with SAS to create a report for their own Faculty/School or College to help identify and respond to trends.
4. Clarification that where Faculty/School comprised of Colleges, separate ATs will be created.
5. Removed responsibility of the AT to work with individual students on the provision of accommodation. This does not preclude an AT to meet with individual students but clarifies that SAS is responsible for implementation of accommodation recommended by SAS and/or consider non-standard accommodations made by SAS.

We are seeking the support of the Senate Committee on Instruction and Evaluation so that these revised documents can be forwarded to the appropriate governing bodies for approval.

## UNIVERSITY OF MANITOBA POLICY

<b>Policy:</b>	<b>ACCESSIBILITY POLICY</b>
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	[insert date]
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Board of Governors
<b>Authority:</b>	<i>The University of Manitoba Act</i> , Section 16(1)
<b>Responsible Executive Officer:</b>	Vice-President (Administration) and Provost and Vice-President (Academic)
<b>Delegate:</b>	
<b>Contact:</b>	Associate Vice-President (Human Resources) and Vice-Provost (Students)
<b>Application:</b>	All Employees and Students

### Part I Reason for Policy

- 1.1 The University of Manitoba promotes diversity, inclusion, and accessibility in our programs, employment opportunities, and in the conduct of the University's affairs. We believe in the inherent dignity of all people. We are committed to identifying and removing the barriers that prevent full and meaningful participation in all aspects of campus life. The University will comply with all applicable federal, provincial, and municipal legislation with respect to accessibility and will implement the standards specified under The Accessibility for Manitobans Act ("AMA").
- 1.2 The purpose of this Policy is to ensure that all members of the University community, including those with disabilities, are provided with an accessible learning and working environment.



## **Part II Policy Content**

### **Disability**

- 2.1 For the purpose of this Policy and related procedures an employee or student with a disability is a person who experiences a mental, cognitive, physical or sensory impairment for which they may require accommodation.

### **General**

- 2.2 The University recognizes it is subject to The Human Rights Code (Manitoba) and the AMA, and as such has a duty to provide reasonable accommodation to employees and students with documented disabilities in its efforts to provide an accessible learning and working environment.
- 2.3 The concept of reasonable accommodation requires a partnership between the individual requiring the accommodation and the University. All concerned should be responsible for respecting the dignity and confidentiality of the individual who requests the accommodation.
- 2.4 The University shall endeavor to maintain an accessible work and learning environment at all its campuses through the provision of accommodation supports and services to employees and students with disabilities.
- 2.5 The University will use reasonable efforts to offer reasonable accommodation in the working and learning environments. The University will also seek to identify, remove and prevent barriers to accessibility at the University.
- 2.6 The University will use reasonable efforts to ensure that employment opportunities and programs of study are accessible to potential employees and students with disabilities.

### **Confidentiality**

- 2.7 All communication regarding the accommodation of an employee's or student's disability shall be confidential and in accordance with the University's policy and procedures related to The Personal Health Information Act (Manitoba).

## **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 Associate Vice-President (Human Resources) and Vice-Provost (Students) are responsible for the implementation, administration and review of this Policy.

- 3.3 All members of the University community are responsible for complying with this Policy.

#### **Part IV Authority to Approve Procedures**

- 4.1 The Board, the Senate and the Administration may approve procedures which give effect to this Policy, in accordance with their respective jurisdiction.

#### **Part V Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for this Policy is January 1, 2025.
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the Approving Body deems it necessary or desirable to do so;
  - (b) the Policy is no longer legislatively or statutorily compliant; and/or
  - (c) the Policy is now in conflict with another Governing Document.

#### **Part VI Effect on Previous Statements**

- 6.1 This Policy is a new policy.

#### **Part VII Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Student Accessibility Procedure;
  - (b) Student Accessibility Appeal Procedure;
  - (c) Respectful Work and Learning Environment Policy;
  - (d) RWLE and Sexual Assault Procedure;
  - (e) The Accessibility for Manitobans Act;

- (f) The Human Rights Code; and
- (g) The Personal Health Information Act.

## UNIVERSITY OF MANITOBA POLICY

<b>Policy:</b>	<b>ACCESSIBILITY POLICY</b>
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	[insert date]
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Board of Governors
<b>Authority:</b>	<i>The University of Manitoba Act, Section 16(1)</i>
<b>Responsible Executive Officer:</b>	Vice-President (Administration) and Provost and Vice-President (Academic)
<b>Delegate:</b>	
<b>Contact:</b>	Associate Vice-President (Human Resources) and Vice-Provost (Students)
<b>Application:</b>	All Employees and Students

### Part I Reason for Policy

- 1.1 **The University of Manitoba promotes diversity, inclusion, and accessibility in our programs, employment opportunities, and in the conduct of the University's affairs. We believe in the inherent dignity of all people. We are committed to identifying and removing the barriers that prevent full and meaningful participation in all aspects of campus life. The University will comply with all applicable federal, provincial, and municipal legislation with respect to accessibility and will implement the standards specified under The Accessibility for Manitobans Act ("AMA").**
- 1.2 The purpose of this Policy is to ensure that all members of the University community, including those with disabilities, are provided with an accessible learning and working environment.

## **Part II Policy Content**

### **Disability**

- 2.1 For the purpose of this Policy and related procedures an employee or student with a disability is a person who experiences a mental, cognitive, physical or sensory impairment for which they may require accommodation.

~~2.2 [intentionally blank]~~

### **General**

- 2.3 The University recognizes it is subject to The Human Rights Code (Manitoba) **and the AMA**, and as such has a duty to provide reasonable accommodation to employees and students with documented disabilities in its efforts to provide an accessible learning and working environment.
- 2.4 The concept of reasonable accommodation requires a partnership between the individual requiring the accommodation and the University. All concerned should be responsible for respecting the dignity and confidentiality of the individual who requests the accommodation.
- 2.5 The University shall endeavor to maintain an accessible work and learning environment at all its campuses through the provision of accommodation supports and services to employees and students with disabilities.
- 2.6 The University will use reasonable efforts to offer reasonable accommodation in the working and learning environments. **The University will also seek to identify, remove and prevent barriers to accessibility at the University.**
- 2.7 The University will use reasonable efforts to ensure that employment opportunities and programs of study are accessible to potential employees and students with disabilities.

### **Confidentiality**

- 2.8 All communication regarding the accommodation of an employee's or student's disability shall be confidential and in accordance with the University's policy and procedures related to The Personal Health Information Act (Manitoba).

## **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 Associate Vice-President (Human Resources) and Vice-Provost (Students) are responsible for the implementation, administration and review of this Policy.
- 3.3 All members of the University community are responsible for complying with this Policy.

#### **Part IV Authority to Approve Procedures**

- 4.1 The Board, the Senate and the Administration may approve procedures which give effect to this Policy, in accordance with their respective jurisdiction.

#### **Part V Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for this Policy is January 1, 2025.
- 5.2 In the interim, this Policy may be revised or repealed if:
  - (a) the Approving Body deems it necessary or desirable to do so;
  - (b) the Policy is no longer legislatively or statutorily compliant; and/or
  - (c) the Policy is now in conflict with another Governing Document.

#### **Part VI Effect on Previous Statements**

- 6.1 This Policy is a new policy.

#### **Part VII Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
  - (a) Student Accessibility Procedure;
  - (b) Student Accessibility Appeal Procedure;
  - (c) Respectful Work and Learning Environment Policy;
  - (d) RWLE and Sexual Assault Procedure;

- (e) The Accessibility for Manitobans Act;
- (f) The Human Rights Code; and
- (g) The Personal Health Information Act.

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>STUDENT ACCESSIBILITY</b>
<b>Parent Policy:</b>	Accessibility Policy
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Senate
<b>Authority:</b>	<i>The University of Manitoba Act, Section 16(1)</i>
<b>Responsible Executive Officer:</b>	Provost and Vice-President (Academic)
<b>Delegate: (If applicable)</b>	
<b>Contact:</b>	Provost and Vice-President (Academic)
<b>Application:</b>	All Employees and Students

### Part I Reason for Procedure

- 1.1 To set out Procedures secondary Accessibility Policy in connection with supporting an accessible learning environment where Students with disabilities can gain access to and participate in all programs for which they are academically qualified.
- 1.2 While it is a guiding principle of this procedure that all members of the University community have a role in creating and maintaining an accessible learning environment, the University has designated Student Accessibility Services (“SAS”) to facilitate the implementation of accommodations for Students with documented disabilities.
- 1.3 The University’s duty to provide Reasonable Accommodation to Students with documented disabilities may obligate the University to offer a Modification, Substitution, or Waiver. Such accommodations are consistent with the obligation to administer the University’s academic programs as approved by Senate so long as:
  - (a) The accommodation is reasonable;



- (b) The accommodation does not create an undue hardship for the University; and
- (c) The accommodation does not compromise a defined Bona Fide Academic Requirement.

## **Part II Procedural Content**

### **Definitions**

2.1 The terms below have the following defined meanings for the purpose of this procedure:

- (a) "Documented Disability" means a disability requiring accommodation which has been accepted as such by Student Accessibility Services.
- (b) "Bona Fide Academic Requirement" or "BFAR" describes the knowledge and skills that a Student must acquire and/or demonstrate in order to complete a course or program successfully. These are the essential and minimum requirements of the course or program, including methods of assessment that the Student must meet. Unless otherwise specified by an academic program, BFARs may be modified. They cannot be waived or substituted.
- (c) "Reasonable Accommodation" means an accommodation of the special needs of any Student, if those special needs are based upon a Documented Disability, that is reasonable but not necessarily perfect in the circumstances, that does not cause undue hardship to the University, and does not compromise a Bona Fide Academic Requirement of the University. The University is under no obligation to offer a Reasonable Accommodation (or any accommodation for that matter) on compassionate or other grounds.
- (d) Standard Accommodations are those Reasonable Accommodations that are widely accepted by post-secondary institutions in Canada, which includes but are not limited to examples of Modifications provided in section 2.2. (a) (i-vi).
- (e) Non-Standard Accommodations are considered when Standard Accommodations do not address the disability-related barriers a Student is experiencing in an academic program. Non-Standard Accommodations are those Reasonable Accommodations recommended by Student Accessibility Services and considered by the Accommodation Team in accordance with section 2.24.

- (f) "Academic Staff Member" means a professor, instructor and/or academic staff person who is responsible for providing the educational program or course to a Student requiring Reasonable Accommodation.
- (g) "Accessibility Advisory Committee" (AAC) means a Faculty/School or College committee, which is responsible for advising the respective Dean/Director on matters related to accommodation and the impact of accommodation on academic standards. Other resource personnel from within or external to the University may act as a consultant to the AAC. Since the AAC is advisory to the Dean/Director and may, at times, be in receipt of and requested to consider a Student's personal information and personal health information, student membership on the AAC is not recommended.
- (h) "Accommodation Team" (AT) means the Faculty/School or College team established to work with Student Accessibility Services on the provision of Reasonable Accommodations when Student Accessibility Services identifies the Reasonable Accommodation as Non-Standard or unusual for the circumstances. It is intended AT will be engaged early on in the process when necessary.
- (i) "Faculty/School" includes:
  - (i) all faculties, including constituent colleges within a faculty and constituent schools of a faculty, in which students enroll for study, and including the Extended Education Division and University 1; and
  - (ii) all schools of the University.
- (j) "SAS" refers to the office of Student Accessibility Services at the University of Manitoba.
- (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.

2.2 The terms below have the following defined meanings and could be types of Reasonable Accommodation:

(a) "Modification" means an accommodation involving a relatively minor change made to an academic requirement of a program or course. Modifications usually entail a revision to the way a Student must demonstrate required skills and knowledge, or sometimes additional assistance for a Student which does not detract from the skills and knowledge the Student must acquire. Without limitation, modifications typically include such things as:

- (i) providing additional time and quiet space to write examinations;
- (ii) alternate exam formats;
- (iii) alternate modes of course delivery or evaluation;
- (iv) provision of a note taker or interpreter;
- (v) special equipment in classrooms; and
- (vi) adaptive technology.

The implementation of modifications is facilitated by SAS in consultation with Academic Staff Members.

(b) "Substitution" means the replacement of a certain admission criterion, prerequisite course, course/program requirement or University requirement with another that is deemed comparable. Substitutions are commonly used to effect accommodations. Senate approves required program content including courses and other elements such as breadth, depth, math and written requirements; Faculties/Schools administer these programs. In administering a program, it may become impossible, impractical, or unfeasible for a Student to complete all program requirements exactly as approved by Senate. Deans and Directors, or their designates, may approve Substitutions. Deans may delegate their authority to an associate Dean or department head. Such delegations should be made in writing.

(c) "Waiver" means the removal of a criterion for admission, progression or graduation from a program of study. A waiver is an accommodation, but should never be offered in regard to a Bona Fide Academic Requirement. A Waiver does not include a case where a requirement is replaced by another requirement (this is a Substitution), but rather is the complete elimination of a non-essential academic requirement. Deans and Directors may approve Waivers and may delegate this authority to an associate Dean. Such delegations should be made in writing. Deans and Directors do not have the authority to waive general university academic

requirements that apply to all students regardless of Faculty/College or School.

- (d) "Degree Notwithstanding a Deficiency" means a degree that is conferred upon a Student who has not met all the Senate-approved requirements of his or her program of study and for whom no other accommodation has been approved in regard to the missing requirements. A Degree Notwithstanding a Deficiency, when approved by Senate, is the only way in which a Student may effectively obtain a Waiver of what would otherwise be considered a Bona Fide Academic Requirement. Senate alone may grant a Degree Notwithstanding a Deficiency.

### **Responsibilities and Rights of Students**

- 2.3 In order to facilitate Reasonable Accommodations of a Student's disability related needs, SAS requires Students with disabilities requesting accommodations to register with their office as soon as possible.
- 2.4 Students registering with SAS must provide the following information in a form approved by SAS:
  - (a) Name, contact information, student number; and
  - (b) Documentation from a registered health professional which should include:
    - (i) Name of the registered health professional;
    - (ii) Dates of the clinical assessments performed in determining the disability and the need for Reasonable Accommodations;
    - (iii) How the disability will affect the Student in the academic setting (i.e. on campus, in classroom, lab, clinical/fieldwork and other instructional settings, and during tests and exams);
    - (iv) An indication of the duration of the Student's period of disability; and
    - (v) Recommendations for appropriate accommodations to be made for that Student, with reference to any relevant health information that may support those recommendations.
- 2.5 The information outlined in section 2.4 is required from the Student at time of registration and must be kept up to date.
- 2.6 All personal information, including personal health information, shall be kept confidential in accordance with The Freedom of Information and Protection of Privacy Act (Manitoba) and The Personal Health Information Act (Manitoba).

The information will be shared with only those who need to know in order to give effect to the Policy and assist the Student in obtaining Reasonable Accommodations.

- 2.7 Students must schedule a meeting with SAS staff to discuss their accommodation requirements and acquaint themselves with the SAS procedures. The following documents should be prepared by SAS staff for each Student as required:
- (a) Letter of accommodation (outlining individual needs for distribution to instructors); and
  - (b) Tests/Exams Particular Forms (to be completed for each test/exam).
- 2.8 As part of the registration process, Students should be made aware of the Canada Student Grant program of funding.

### **The Canada Student Grant**

- 2.9 All eligible Students will be requested to complete an application for a Canada Student Grant or notify SAS of ineligibility for the grant.
- 2.10 Upon receipt of a Canada Student Grant, any portion designated for services retained through the SAS office at the University should be submitted to the SAS office. A receipt will then be issued to the Student for their records.

### **Responsibility and Rights of Student Accessibility Services<sup>1</sup>**

- 2.11 Student Accessibility Services has the responsibility and right to:
- (a) Offer advice, guidance and support for Students requiring academic accommodation and assign a SAS advisor to the Student.
  - (b) Request and evaluate documentation from registered health professionals provided by Students requesting assistance from SAS and assign appropriate services to meet the needs of each Student by adapting services, courses, and programs as feasible. SAS will consider the suggestions/recommendations noted in the documentation of a disability/condition but may not agree to all of the suggestions/recommendations.
  - (c) On the basis of supporting documentation, make recommendations and decisions regarding Reasonable Accommodation in a timely manner. In situations where the requested academic accommodation is beyond the

<sup>1</sup> Rights and Responsibilities section of policy adapted and used with permission from Mount Royal University, policy 517 Academic Accommodations for Students with Disabilities.

authority of SAS (i.e. a Substitution, Waiver, or Degree Notwithstanding a Deficiency), SAS will provide recommendations to the appropriate authority identified in section 2.2 of this procedure.

- (d) Coordinate service(s) and Reasonable Accommodation(s) for Students with Documented Disabilities to ensure that their needs are addressed.
- (e) Provide support to Academic Staff Members in accommodating and working with Students with Documented Disabilities.
- (f) Prepare the recommended accommodation plan for the Students with Documented Disabilities and send out the Letter of Accommodation to alert Academic Staff Members to the Reasonable Accommodations in place.
- (g) Inform and assist Academic Staff Members and other staff in providing Reasonable Accommodations and understanding disability issues.
- (h) Ensure that the University's Bona Fide Academic Requirements will not be compromised.
- (i) Work with Students and Academic Staff Members to resolve disagreements regarding recommended Reasonable Accommodation(s).
- (j) Provide a focus for activity and expertise regarding disability-related Reasonable Accommodations within the University, and for liaison with outside organizations regarding accessibility issues, and programs and services for Students with disabilities at the University.
- (k) Keep current with associated legislation.
- (l) Prepare an annual report for the University Senate.

## **Responsibility and Rights of Academic Staff Members**

2.12 Academic Staff Members have the right to:

- (a) Determine course content and methods of instruction.
- (b) Ensure that the academic integrity and standards of the course are not compromised and ensure that established entry-to-practice competencies and requirements for professional disciplines are not compromised.
- (c) Evaluate Student work, performance and competencies related to the course content and relevant academic standards, including failing any Student who has not passed or satisfied the course requirements.

- (d) Discuss with as much notice as possible, any particular Accommodation(s) with SAS, if in the Academic Staff Member's opinion, the Accommodation(s) compromise(s) the integrity of the course.
- (e) Determine the appropriate method of adapting their teaching style to meet Accommodation(s).
- (f) Consult with professionals, on or off campus, to determine how best to accommodate Students with Documented Disabilities in their course.
- (g) Question or challenge an Accommodation by working first with SAS and/or with any Accommodation Team or Liaison.

2.13 Academic Staff Members have the responsibility to:

- (a) Support the University's commitment and obligation to accommodate Students with Documented Disabilities.
- (b) Work with SAS to gain knowledge of appropriate Reasonable Accommodations(s) for Student(s).
- (c) Provide Reasonable Accommodation(s) recommended by SAS without compromising the academic integrity and professional standards of the course.
- (d) Maintain the Student's dignity and privacy in relation to the Documented Disability and Reasonable Accommodation.
- (e) Communicate in the classes and/or course outline their willingness to meet with Students to discuss Accommodation(s) facilitated by SAS.
- (f) Work with Students and SAS to resolve disagreements regarding Reasonable Accommodation(s).
- (g) Work with SAS when considering Reasonable Accommodations for field trips or clinical practicum that are requested or required.
- (h) Work with their Accessibility Advisory Committee and/or Accommodation Team.

### **Responsibilities and Rights of Faculties/Schools**

2.14 Each Faculty/School and/or College has the responsibility to:

- (a) create and maintain an Accessibility Advisory Committee (AAC);
- (b) create and maintain an Accommodation Team (AT); and

- (c) ensure that the academic integrity and standards of the program are not compromised and ensure that established entry-to-practice competencies and requirements for professional disciplines are not compromised.

### **Faculty/School Accessibility Advisory Committee**

2.15 Each Faculty/School and/or College will maintain an Accessibility Advisory Committee ("AAC").

### **Membership of the Faculty/School AAC**

2.16 The Faculty/School AAC shall consist of the following staff:

- (a) The Committee Chair will be the Associate Dean or designate, as appointed by the Dean/Director;
- (b) 4 - 6 Academic Staff Members of the Faculty/School as appointed by the Dean/Director; and
- (c) A staff representative from SAS in a consultative role.

### **Responsibilities of the Faculty/School AAC**

2.17 The AAC will be responsible for:

- (a) Advising the Dean on all matters related to accommodations including the resolution of conflict; and
- (b) Reviewing impact of Accommodations on academic standards.

2.18 The AAC role is to:

- (a) Meet a minimum of two times per year;
- (b) Recommend Faculty/School or College policies and processes;
- (c) Receive reports from the SAS representative;
- (d) Monitor trends internally, locally, and nationally regarding appropriate accommodations/approaches to accommodation;
- (e) Support the Accommodation Team in working through the logistics of accommodations, including the acquisition of resources;
- (f) Generally monitor and ensure student awareness of procedures and processes;



- (g) Provide an annual report to the Dean, Faculty Council and Vice-Provost (Students) (a copy of the report shall also be provided to the Coordinator of SAS).
- 2.19 In fulfilling its responsibilities, an AAC will establish practices to include the following:
- (a) a process to keep Student identities anonymous, unless not feasible based on the requirements of the Student;
  - (b) a process to work with and support the Accommodation Team.

### **Faculty/College/School Accommodation Team**

- 2.20 Each Faculty/School will maintain an Accommodation Team (“AT”). Where a Faculty/School is comprised of constituent Colleges, a separate AT will be maintained for each College.
- 2.21 The AT shall consist of the following staff appointed by the Dean/Director or designate:
- (a) one or more representatives from the Faculty/School or College who have expertise and responsibilities in the area of student academic progress;
  - (b) a Faculty/School or College academic staff person who can offer insight into the essential requirements of a course/program or Bona Fide Academic Requirements; and
  - (c) the SAS staff member assigned to Faculty/School or College as member of the team.
- 2.22 The AT may consult with or add individuals to meetings as needed (for example: an academic staff person with content or assessment expertise in a particular field of knowledge).

### **Responsibilities the Faculty/College/School AT**

- 2.23 The Accommodation Team (AT) shall have the following responsibilities:
- (a) meet as required;
  - (b) review consider Non-Standard Accommodation recommendations made by Student Accessibility Services (SAS);
  - (c) upon request, help SAS facilitate the implementation of approved Non-Standard Accommodations;
  - (d) monitor individual student progress as needed;

- (e) report to the Dean/Director if it appears that established processes and procedures are not understood or being followed by members of the Faculty/School or College;
  - (f) provide information, as appropriate and on a 'need-to know' basis, to the respective AAC and to other individuals as needed; and
  - (g) at least annually provide a report to the respective AAC of matters considered by the AT, outlining de-identified information regarding the number and types of issues considered, information regarding observable trends (if any), and de-identified information regarding particularly important cases.
- 2.24 In fulfilling its responsibilities, an AT will establish practices to include an effective system of communications that includes SAS, instructors, Academic Staff Members, department heads and the associate Dean.

### **Reconsideration Process**

- 2.25 The reconsideration process is to review a Modification of a course or program requirement. Requests for Substitutions, Waivers, or Degree Notwithstanding a Deficiency must be referred directly to the appropriate authority identified in section 2.2 of this procedure.
- 2.26 Students who believe that they have not been treated fairly in accordance with this procedure or who believe they were not reasonably accommodated with the type of accommodation offered are expected first to discuss this matter with their SAS advisor.
- 2.27 Academic Staff Members concerned that the type of accommodation may compromise the academic integrity of a course or program of study are expected first to discuss this matter with the Student's SAS advisor.
- 2.28 Any matters unresolved by discussion between students, Academic Staff Members and the SAS advisor will be handled in accordance with the Student Accessibility Appeal Procedure.

### **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a review of this procedure is required.
- 3.2 The Provost and Vice-President (Academic) is responsible for the communication, administration and interpretation of this procedure.
- 3.3 All Students and Employees are responsible for complying with this Policy.

#### **Part IV Review**

- 4.1 Formal procedure reviews will be conducted every ten (10) years. The next scheduled review date for this procedure is January 1, 2025.
- 4.2 In the interim, this procedure may be revised or rescinded if:
  - (a) the Provost and Vice-President (Academic) deems it necessary; or
  - (b) the relevant Policy is revised or rescinded.
- 4.3 If this procedure is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
  - (a) comply with these revised procedures; or
  - (b) are in turn repealed.

#### **Part V Effect on Previous Statements**

- 5.1 This procedure supersedes the following:
  - (a) Accessibility for Students with Disabilities (January 26, 1995);
  - (b) all previous Board/Senate procedures, and resolutions on the subject matter contained herein; and
  - (c) all previous Administration procedures, and resolutions 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) Accessibility Policy
  - (b) Student Accessibility Appeal Procedure
  - (c) General Academic Regulations, Academic Calendar

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>STUDENT ACCESSIBILITY</b>
<b>Parent Policy:</b>	The University of Manitoba Accessibility Policy
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Senate
<b>Authority:</b>	<i>The University of Manitoba Act, Section 16(1)</i>
<b>Responsible Executive Officer:</b>	<b>Provost and Vice-President (Academic)</b>
<b>Delegate: (If applicable)</b>	
<b>Contact:</b>	<b>Provost and Vice-President (Academic)</b>
<b>Application:</b>	All Employees and Students

### Part I Reason for Procedure

- 1.1 To set out ~~Procedures secondary to the Policy entitled “The University of Manitoba Accessibility Policy”~~ **Accessibility Policy** in connection with supporting an accessible learning environment where **Students** with disabilities ~~who are admitted to the University~~ can gain access to and participate in all programs for which they are academically qualified.
- 1.2 While it is a guiding principle of this ~~policy~~ **procedure** that all members of the University community ~~share responsibility for~~ **have a role in** creating and maintaining an accessible learning environment, the University has designated Student Accessibility Services (“SAS”) to facilitate the implementation of accommodations for Students with documented disabilities.
- 1.3 The University’s duty to provide **Reasonable Accommodation** to Students with documented disabilities may obligate the University to offer a Modification, Substitution, or Waiver. Such accommodations are consistent with the obligation to administer the University’s academic programs as approved by Senate so long as:
  - (a) The accommodation is reasonable;

- (b) The accommodation does not create an undue hardship for the University; and
- (c) The accommodation does not compromise a defined Bona Fide Academic Requirement.

## Part II Procedural Content

### Definitions

2.1 The terms below have the following defined meanings for the purpose of this Procedure:

- (a) **"Documented Disability"** means a disability requiring accommodation which has been accepted as such by Student Accessibility Services.
- (b) **"Bona Fide Academic Requirement" or "BFAR"** describes the knowledge and skills that a Student must acquire and/or demonstrate in order to complete a course or program successfully. These are the essential and minimum requirements of the course or program, including methods of assessment that the Student must meet. **Unless otherwise specified by an academic program, BFARs may be modified. They cannot be waived or substituted.**
- (c) ~~"Accommodation" is an attempt to remove barriers to the equitable participation of students in learning and evaluation. Where a course or program requirement is a barrier to equitable participation, an accommodation must allow the student an opportunity to acquire and demonstrate the knowledge and skills (or achieve other learning outcomes) required to complete a course or program of study through an alternative mode of instruction or assessment. The accommodation must not erode the academic integrity and standards of the course or program in question.~~
- (d) **"Reasonable Accommodation"** means an accommodation that would address an inequality toward a person with a disability without offering that individual an unfair advantage over other students. A Reasonable Accommodation must not result in an undue hardship on the University, and must not result in the compromise of a Bona Fide Academic Requirement. Students must still acquire and demonstrate mastery of essential skills or other Bona Fide Academic Requirements of a student's course or program of study, although this may be done in an alternative or non-traditional way. A reasonable accommodation must not lower the Bona Fide Academic Requirements of the course or program, or violate the accreditation needs of a professional program. The goal of reasonable accommodation is not to 'lower the bar', but rather to provide a different

~~and equitable approach that permits students with disabilities to access learning and assessment opportunities. The term 'reasonable accommodation' is used only in the context of the accommodation of a Documented Disability.~~ **of the special needs of any Student, if those special needs are based upon a Documented Disability, that is reasonable but not necessarily perfect in the circumstances, that does not cause undue hardship to the University, and does not compromise a Bona Fide Academic Requirement of the University.** The University is under no obligation to offer a Reasonable Accommodation (or any accommodation for that matter) on compassionate or other grounds.

- (e) **Standard Accommodations** are those Reasonable Accommodations that are widely accepted by post-secondary institutions in Canada, which includes but are not limited to examples of Modifications provided in section 2.2. (a) (i-vi).
- (f) **Non-Standard Accommodations** are considered when Standard Accommodations do not address the disability-related barriers a Student is experiencing in an academic program. Non-Standard Accommodations are those Reasonable Accommodations recommended by Student Accessibility Services and considered by the Accommodation Team in accordance with section 2.24.
- (g) **"Academic Staff Member"** means a professor, instructor and/or academic staff person who is responsible for providing the educational program or course to a Student requiring Reasonable Accommodation.
- ~~(h)~~ **"Accessibility Advisory Committee"** (AAC) means a Faculty/School or **College** committee, which is responsible for advising the respective Dean/Director on matters related to accommodation and the impact of accommodation on academic standards. **Other resource personnel from within or external to the University may act as a consultant to the AAC. Since the AAC is advisory to the Dean/Director and may, at times, be in receipt of and requested to consider a Student's personal information and personal health information, student membership on the AAC is not recommended.** Typically AAC would meet minimally twice a year to discuss accommodations affecting the Faculty/School.
- (i) **"Accommodation Team"** (AT) means the Faculty/School or **College** team established to work with **Student Accessibility Services** individual students on the provision of Reasonable Accommodations when Student Accessibility Services identifies the Reasonable Accommodation as **Non-Standard** or unusual for the circumstances. It is intended AT will be engaged early on in the process when necessary.

- (j) "Faculty/School" includes:
  - (i) all faculties, including constituent colleges within a faculty and constituent schools of a faculty, in which students enroll for study, and including the Extended Education Division and University 1; and
  - (ii) all schools of the University.
- (k) "SAS" refers to the office of Student Accessibility Services at the University of Manitoba.
- (l) "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.

2.2 The terms below have the following defined meanings and **could be** types of **Reasonable Accommodation**:

- (a) "**Modification**" means an accommodation involving a relatively minor change made to an academic requirement **of a program or course**. Modifications usually entail a revision to the way a **Student** must demonstrate required skills and knowledge, or sometimes additional assistance for a **Student** which does not detract from the skills and knowledge the **Student** must acquire. **Without limitation, modifications typically include such things as:**
  - (i) providing additional time and quiet space to write examinations;
  - (ii) alternate exam formats;
  - (iii) alternate modes of course delivery or evaluation;
  - (iv) provision of a note taker or interpreter;
  - (v) special equipment in classrooms; and

(vi) **adaptive technology.**

~~Modifications may be implemented a by Academic Staff Member on the advice of SAS.~~ **The implementation of modifications is facilitated by SAS in consultation with Academic Staff Members.**

- (b) **"Substitution"** means the replacement of a certain admission criterion, prerequisite course, course/program requirement or University requirement with another that is deemed comparable. Substitutions are commonly used to effect accommodations. Senate approves required program content including courses and other elements such as breadth, depth, math and written requirements; Faculties/**Schools** administer these programs. In administering a program, it may become impossible, impractical, or unfeasible for a **Student** to complete all program requirements exactly as approved by Senate. Deans and **Directors**, or their designates, may approve **Substitutions**. Deans may delegate their authority to an associate Dean or department head. Such delegations should be made in writing.
- (c) **"Waiver"** means the removal of a criterion for admission, progression or graduation from a program of study. A waiver is an accommodation, but ~~may not~~ **should never** be offered in regard to a Bona Fide Academic Requirement. A **Waiver** does not include a case where a requirement is replaced by another requirement (this is a **Substitution**), but rather is the complete elimination of a non-essential academic requirement. Deans and Directors may approve **Waivers** and may delegate this authority to an associate Dean. Such delegations should be made in writing. **Deans and Directors do not have the authority to waive general university academic requirements that apply to all students regardless of Faculty/College or School.**
- (d) **"Degree Notwithstanding a Deficiency"** means a degree that is conferred upon a **Student** who has not met all the Senate-approved requirements of his or her program of study and for whom no other accommodation has been approved in regard to the missing requirements. A **Degree Notwithstanding a Deficiency**, when approved by Senate, is the only way in which a **Student** may effectively obtain a **Waiver** of what would otherwise be considered a Bona Fide Academic Requirement. Senate alone may grant a **Degree Notwithstanding a Deficiency**.

## **Responsibilities and Rights of Students**

- 2.3 In order to facilitate **Reasonable** Accommodations of a **Student's** disability related needs, SAS requires **Students** with disabilities requesting **accommodations** to register with their office as soon as possible.



**2.4** Students registering with SAS must provide the following information **in a form approved by SAS:**

- (a) Name, contact information, student number; and
- (b) Documentation from a registered health professional which should include:
  - (i) Name of ~~diagnostician~~ **the registered health professional;**
  - (ii) ~~Name of the diagnostic tests used;~~
  - (iii) ~~Dates of the Clinical testing~~ **clinical assessments performed in determining the disability and the need for Reasonable Accommodations;**
  - (iv) How the disability will affect the **Student in the academic setting (i.e. on campus, in classroom, lab, clinical/fieldwork and other instructional settings, and during tests and exams);**
  - (v) An indication of the duration of the **Student's** period of disability; and
  - (vi) Recommendations for appropriate accommodations to be made for that **Student, with reference to any relevant health information that may support those recommendations.**

**2.5** The information outlined in section 2.4 is required from the Student at time of registration and must be kept up to date.

**2.6** All personal information, including personal health information, shall be kept confidential in accordance with The Freedom of Information and Protection of Privacy Act (Manitoba) and The Personal Health Information Act (Manitoba). The information will be shared with only those who need to know in order to give effect to the Policy and assist the **Student** in obtaining **Reasonable Accommodations**.

**2.7** Students must schedule a meeting with SAS staff to discuss their accommodation requirements and acquaint themselves with the SAS procedures. The following documents should be prepared by SAS staff for each **Student** as required:

- (a) Letter of accommodation (outlining individual needs for distribution to instructors); and
- (b) Tests/Exams Particular Forms (to be completed for each test/exam).

- 2.8 As part of the registration process, **Students** should be made aware of the Canada Student Grant program of funding.

### **The Canada Student Grant**

- 2.9 All eligible **Students** will be requested to complete an application for a Canada Student Grant or notify SAS of ineligibility for the grant.
- 2.10 Upon receipt of a Canada Student Grant, any portion designated for services retained through the SAS office at the University should be submitted to the SAS office. A receipt will then be issued to the **Student** for their records.

### **Responsibility and Rights of Student Accessibility Services<sup>1</sup>**

- 2.11 Student Accessibility Services has the responsibility and right to:
- (a) Offer advice, guidance and support for **Students** requiring academic accommodation and assign a SAS advisor to the **Student**.
  - (b) Request and evaluate documentation from registered health professionals provided by **Students** requesting assistance from SAS and assign appropriate services to meet the needs of each **Student** by adapting services, courses, and programs as feasible. SAS will consider the suggestions/recommendations noted in the documentation of a disability/condition but may not agree to all of the suggestions/recommendations.
  - (c) On the basis of supporting documentation, make recommendations and decisions regarding **Reasonable Accommodation** in a timely manner. **In situations where the requested academic accommodation is beyond the authority of SAS (i.e. a Substitution, Waiver, or Degree Notwithstanding a Deficiency), SAS will provide recommendations to the appropriate authority identified in section 2.2 of this procedure.**
  - (d) Coordinate service(s) and **Reasonable Accommodation(s)** for **Students** with **Documented Disabilities** to ensure that their needs are addressed.
  - (e) Provide support to **Academic Staff Members** in accommodating and working with **Students** with **Documented Disabilities**.
  - (f) Prepare the recommended accommodation plan for the **Students** with **Documented Disabilities** and send out the Letter of Accommodation to alert **Academic Staff Members** to the **Reasonable Accommodations** in place.

<sup>1</sup> Rights and Responsibilities section of policy adapted and used with permission from Mount Royal University, policy 517 Academic Accommodations for Students with Disabilities.

- (g) Inform and assist **Academic Staff Members** and **other** staff in providing **Reasonable Accommodations** and understanding disability issues.
- (h) Ensure that the University's Bona Fide Academic Requirements will not be compromised.
- (i) Work with **Students** and **Academic Staff Members** to resolve disagreements regarding recommended **Reasonable Accommodation(s)**.
- (j) Provide a focus for activity and expertise regarding disability-related **Reasonable Accommodations** within the University, and for liaison with outside organizations regarding accessibility issues, and programs and services for **Students** with disabilities at the University.
- (k) Keep current with associated legislation.
- (l) Prepare an annual report for the University Senate.

### **Responsibility and Rights of Academic Staff Members**

#### **2.12 Academic Staff Members have the right to:**

- (a) Determine course content and methods of instruction.
- (b) Ensure that the academic integrity and standards of the course are not compromised and ensure that established entry-to-practice competencies and requirements for professional disciplines are not compromised.
- (c) Evaluate **Student** work, performance and competencies related to the course content and relevant academic standards, including failing any **Student** who has not passed or satisfied the course requirements.
- (d) Discuss with as much notice as possible, any particular Accommodation(s) with SAS, if in the Academic Staff Member's opinion, the Accommodation(s) compromise(s) the integrity of the course.
- (e) Determine the appropriate method of adapting their teaching style to meet Accommodation(s).
- (f) Consult with professionals, on or off campus, to determine how best to accommodate **Students** with **Documented Disabilities** in their course.
- (g) Question or challenge an Accommodation by working first with SAS and/or with any ~~Faculty-specific~~ Accommodation Team or Liaison.

#### **2.13 Academic Staff Members have the responsibility to:**

- (a) Support the University's commitment and obligation to accommodate **Students** with **Documented Disabilities**.

- (b) Work with SAS to gain knowledge of appropriate **Reasonable Accommodations(s)** for **Student(s)**.
- (c) Provide Reasonable Accommodation(s) recommended by SAS without compromising the academic integrity and professional standards of the course.
- (d) Maintain the **Student's** dignity and privacy in relation to the **Documented Disability** and **Reasonable** Accommodation.
- (e) Communicate in the classes and/or ~~syllabus~~ **course outline** their willingness to meet with **Students with Disabilities** ~~who request classroom, examination, clinical, or practicum~~ **to discuss** Accommodation(s) **facilitated by SAS**.
- (f) Work with **Students** and SAS to resolve disagreements regarding **Reasonable** Accommodation(s).
- (g) Work with SAS when considering **Reasonable** Accommodations for field trips or clinical practicum that are requested or required.
- (h) Work with their Accessibility Advisory Committee and/or Accommodation Team.

## **Responsibilities and Rights of Faculties/Schools**

~~2.14 For the purposes of this policy "Faculty/School" means all Faculties, including constituent colleges within a faculty or schools in which students enroll for study, including the Extended Education Division and University 1.~~

2.15 Each Faculty/School **and/or College** has the responsibility to:

- (a) create and maintain an Accessibility Advisory Committee (**AAC**);
- (b) create and maintain an Accommodation Team (**AT**); and
- (c) ensure that the academic integrity and standards of the program are not compromised and ensure that established entry-to-practice competencies and requirements for professional disciplines are not compromised.

## **Faculty/School Accessibility Advisory Committee**

2.16 Each Faculty/School **and/or College** will maintain an Accessibility Advisory Committee ("AAC").

## **Membership of the Faculty/School AAC**

2.17 The Faculty/School AAC shall consist of the following staff:

- (a) The Committee Chair will be the Associate Dean or designate, as appointed by the Dean/Director;
- (b) 4 - 6 Academic Staff Members of the Faculty/School as appointed by the Dean/Director; and
- (c) A staff representative from SAS in a consultative role.

### **Responsibilities of the Faculty/School AAC**

2.18 The AAC will be responsible for:

- (a) Advising the Dean on all matters related to accommodations including the resolution of conflict; and
- (b) Reviewing impact of Accommodations on academic standards.

2.19 The ~~Faculty/School~~ AAC role is to:

- (a) Meet a minimum of two times per year;
- (b) ~~Set policies~~ **Recommend Faculty/School or College policies and processes;**
- (c) Receive reports from the SAS representative;
- (d) Monitor trends internally, locally, and nationally regarding appropriate accommodations/approaches to accommodation;
- (e) ~~receive reports from the Accommodation Team and Monitors, in general terms, on progress of students receiving accommodation, at times recommending changes in support;~~
- (f) **Support the Accommodation Team** in working through the logistics of accommodations, including the acquisition of resources;
- (g) **Generally** monitor and ensure student awareness of procedures and processes;
- (h) **Provide** an annual report to the Dean, Faculty Council and Vice-Provost (Students) (a copy of the report shall also be provided to the Coordinator of SAS).

2.20 In fulfilling its responsibilities, ~~an Faculty/School~~ AAC will establish practices to include the following:

- (a) a process to keep **Student** identities anonymous, unless not feasible based on the requirements of the **Student**;

- (b) ~~a process for prompt approval of routine or typical Accommodation requests;~~
- (c) a process to work with and support the ~~Faculty/School~~ Accommodation Team.

### **Faculty/College/School Accommodation Team**

- 2.21 Each Faculty/School will maintain an Accommodation Team ("AT"). Where a Faculty/School is comprised of constituent Colleges, a separate AT will be maintained for each College.
- 2.22 The AT shall consist of the following staff appointed by the Dean/Director or designate:
  - (a) one or more representatives from the Faculty/School **or College** who have expertise and responsibilities in the area of student academic progress;
  - (b) a Faculty/School **or College** academic staff person who can offer insight into the essential requirements of a course/program or Bona Fide Academic Requirements; and
  - (c) the SAS ~~accessibility advisor~~ **staff member** assigned to Faculty/School **or College** as member of the team.
- 2.23 The AT may consult with or add individuals to meetings as needed (for example: an academic staff person with content or assessment expertise in a particular field of knowledge).

### **~~Faculty/School Accommodation Liaison~~**

~~In certain circumstances, it may be more appropriate to have one AT member act as a Faculty/School Accommodation Liaison to work with individual students.~~

### **Responsibilities of the Faculty/College/School AT**

- 2.24 The Accommodation Team (AT) ~~or the Accommodation Liaison~~ shall have the following responsibilities:
  - (a) meet ~~monthly and/or~~ as required;
  - (b) ~~work with individual students on the provision of accommodations;~~
  - (c) review **consider Non-Standard Accommodation** recommendations made by Student Accessibility Services (SAS);
  - (d) **upon request, help SAS** facilitate the implementation of **approved Non-Standard Accommodations**;

- (e) monitor individual student progress **as needed**;
  - (f) **report to the Dean/Director if it appears** that established processes and procedures are **not** understood **or** being followed **by members of the Faculty/School or College**;
  - (g) provide information, as appropriate and on a 'need-to know' basis, to the respective AAC and to other individuals as needed; and
  - (h) at least annually provide a report to the respective AAC **of matters considered by the AT, outlining de-identified information regarding the number and types of issues considered, information regarding observable trends (if any), and de-identified information regarding particularly important cases.**
- 2.25 In fulfilling its responsibilities, an AT will establish practices to include an effective system of communications that includes SAS, instructors, Academic Staff Members, department heads and the associate Dean.

### **Reconsideration Process**

- 2.26 **The reconsideration process is to review a Modification of a course or program requirement. Requests for Substitutions, Waivers, or Degree Notwithstanding a Deficiency must be referred directly to the appropriate authority identified in section 2.2 of this procedure.**
- 2.27 Students who believe that they have not been treated fairly in accordance with this **procedure** or who believe they were not reasonably accommodated with the type of accommodation offered are expected first to discuss this matter with their SAS advisor.
- 2.28 Academic Staff Members concerned that the type of accommodation may compromise the academic integrity of a course or program of study are expected first to discuss this matter with the **Student's** SAS advisor.
- 2.29 Any matters unresolved by discussion between students, Academic Staff Members and the SAS advisor will be handled in accordance with the Student Accessibility Appeal Procedure.

### **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the **Provost and Vice-President (Academic) and Provost** that a review of this **procedure** is required.
- 3.2 The **Provost and Vice-President (Academic) and Provost** is responsible for the communication, administration and interpretation of this **procedure**.

- 3.3 All Students and Employees are responsible for complying with this Policy.

#### **Part IV Review**

- 4.1 Formal **p**rocedure reviews will be conducted every ten (10) years. The next scheduled review date for this **p**rocedure is January 1, 2025.
- 4.2 In the interim, this **p**rocedure may be revised or rescinded if:
- (a) the **Provost and** Vice-President (Academic) ~~and Provost~~ deems it necessary; or
  - (b) the relevant Policy is revised or rescinded.
- 4.3 If this **p**rocedure is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with these revised procedures; or
  - (b) are in turn repealed.

#### **Part V Effect on Previous Statements**

- 5.1 This **p**rocedure supersedes the following:
- (a) Accessibility for Students with Disabilities (January 26, 1995);
  - (b) all previous Board/Senate **p**rocedures, and resolutions on the subject matter contained herein; and
  - (c) all previous Administration **p**rocedures, and resolutions on the subject matter contained herein.

#### **Part VI Cross References**

- 6.1 This **p**rocedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) ~~The University of Manitoba~~ Accessibility Policy
  - (b) ~~The Student~~ Accessibility Appeal Procedure
  - (c) **General Academic Regulations, Academic Calendar**



## **Report of the Senate Committee on Instruction and Evaluation RE: Proposed Policy on Accommodation for Undergraduate Pharmacy Students with Disabilities, College of Pharmacy**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm\\_itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm_itees/502.html).
2. At its meeting on May 11, 2017, SCIE considered a proposal from the College of Pharmacy regarding the policy on *Accommodation for Undergraduate Pharmacy Students with Disabilities*.

### **Observations:**

1. The proposed policy is intended to be used in conjunction with the proposed *Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program*.
2. The proposal outlines the following information regarding accommodation for pharmacy students with disabilities:
  - i) Dissemination of the Policy
  - ii) Pre-application Information
  - iii) Accessibility Advisory Committee
  - iv) Student Accessibility Procedure
  - v) Responsibilities and Rights of Students
  - vi) Use of an Intermediary
  - vii) Confidentiality
3. The proposed policy makes reference to the Student Accessibility Procedure, outlining the process by which a pharmacy student with a disability may obtain reasonable accommodation.
4. Paragraph 9 under the section titled Procedures outlines the process to be followed should a student not demonstrate the essential skills and abilities even where reasonable accommodation had been provided, stating that "Processes will follow normal academic rules for progression outlined in the general calendar and the College of Pharmacy Student Handbook."
5. The proposal also makes reference to the *Student Accessibility Appeals Procedure*.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve the policy on Accommodation for Undergraduate Pharmacy Students with Disabilities Policy, College of Pharmacy, effective the Fall 2017 term.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

### **Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.



UNIVERSITY  
OF MANITOBA

Rady Faculty of  
Health Sciences

## **College of Pharmacy – Rady Faculty of Health Sciences Accommodation for Undergraduate Pharmacy Students with Disabilities**

### **Preamble**

The term "disability" is used to summarize a great number of different functional limitations and activity restrictions. A student with a disability is a person who experiences a mental, cognitive, physical or sensory impairment, and these may be permanent or transitory in nature. The Human Rights Code (Manitoba) identifies that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those students with documented disabilities. The University of Manitoba is committed to facilitating the integration of students with disabilities into the University community through reasonable accommodation of the needs of persons with documented disabilities. The University of Manitoba will make efforts to create a barrier-free campus and provide other supports and services within the limits of available resources. The University will endeavor to meet the identified needs of each student by adapting services, courses, and programs as feasible, and as resources allow, while maintaining appropriate academic standards. The University expects that the responsibility for making reasonable accommodations will be shared by the students, instructors and support staff. Within the College of Pharmacy, each student with a disability is entitled to reasonable accommodation that will assist her or him to meet academic standards.

### **Accommodation for Students with Disabilities**

Dissemination of this Policy: This policy and the document entitled Essential Skills and Abilities Requirements for Admission, Promotion, and Graduation in the Pharmacy Program are posted on the College of Pharmacy website: [http://umanitoba.ca/faculties/health\\_sciences/pharmacy/](http://umanitoba.ca/faculties/health_sciences/pharmacy/)

Both documents are consistent with the Accessibility Policy and Procedure. Students are informed of the procedures to request accommodation for disabilities via an orientation session organized just prior to classes for in-coming students and through an e-mail sent to all students at the beginning of each academic year.

Pre-application Information: The College of Pharmacy website contains a link to admissions information and provides the following statement: *“Students concerned about the extent to which they meet the requirements as outlined in the policy entitled Essential Skills and Abilities Requirements for Admission, Promotion, and Graduation in the Pharmacy Program, with or without accommodation, are advised to contact the Associate Dean (Academic) for the College of Pharmacy.”*

Pre-application advice that is given to students will be confidential and independent of the admissions process, any records generated in this regard shall be retained independently from a student’s application file, and if applicable, the student’s academic record of the College of Pharmacy.

Accessibility Advisory Committee: An Accessibility Advisory Committee (AAC) of the College of Pharmacy will be established to oversee the process of integrating students with disabilities. The AAC will be established and have responsibilities as outlined in the Student Accessibility

Procedure. The AAC will be chaired by the Associate Dean (Academic), or designate, and membership will include a staff representative from Student Accessibility Services (SAS) and four academic staff members of the College of Pharmacy, as appointed by the Dean. The AAC may consult with other individuals who may include: other members of the Rady Faculty of Health Sciences who are directly involved with specific components of the program and/or student; legal counsel; the Registrar of the College of Pharmacists of Manitoba, or designate; and others as deemed appropriate by the Committee. The AAC shall correspond with the Chair, College of Pharmacy Admission Committee, and/or the Associate Dean (Academic) as dictated by the circumstances of individual students. The AAC shall submit an annual report of the Committee's work to the Pharmacy College Council.

**Responsibilities and Rights of Students:** The responsibilities and rights of students as they relate to accommodations are outlined in the Student Accessibility Procedure. It is the student's responsibility to register with SAS as soon as possible. Where possible, students are requested to declare their needs to SAS at the time of application, or upon admission, or as soon as possible before registration. Students must schedule a meeting with SAS staff to discuss their accommodation requirements and acquaint themselves with the SAS procedures. Accommodations cannot be made retroactive to an examination or other evaluation.

**Use of an Intermediary:** There may be circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination or other procedure and/or in any way supplement clinical and ethical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis.

**Confidentiality:** The Accessibility Policy and Procedure ensure student confidentiality. All communication regarding the accommodation of a student's disability shall be confidential and in accordance with the University's policies and procedures related to the Personal Health Information Act (Manitoba) and the Freedom of Information and Protection of Privacy Act (Manitoba). Confidential records of all information regarding accommodation will be placed in the student's file and kept secured in the SAS Office. The nature of the disability, the nature of the accommodation, the dates of implementation, as well as any subsequent modification to the original accommodation will be kept on file. This information will not be placed in, nor form any part of the student's academic file. Students will be informed that in order for a requested accommodation to be implemented it may be necessary to share relevant information on a need to know, confidential basis with individuals involved in providing the accommodation (e.g. faculty, clinical supervisors, physical plant, etc.) The specific logistical requests for accommodation will be forwarded to those responsible for facilitating them; disclosure of the nature of the disability may be required. Students must consent in writing to this degree of communication in order to permit the College of Pharmacy to meet their needs.

## **Procedures**

Accommodation procedures are described in the Student Accessibility Procedure document.

**Preadmission:** No inquiries regarding an applicant's disability shall be made by individuals involved in the admissions process. Students who meet the essential skills and abilities requirements but may require accommodation for the admissions process or degree program can

direct requests for information about reasonable accommodation to the Associate Dean (Academic) for the College of Pharmacy or SAS. Such requests are kept independent from a student's admission file.

**Application process:** An applicant with a disability may request accommodation for the application process. The request shall be directed to SAS and considered on a case-by-case basis by the College of Pharmacy AAC.

**Newly registered students:** A student who gains acceptance to the College of Pharmacy may direct a request for reasonable accommodation for disability to SAS. The student requesting the accommodation is responsible for providing SAS with medical documentation to establish that the student has a disability, such that recommendations for accommodation may be determined to be appropriate for the student's condition. The documentation required is outlined in the Student Accessibility Procedure. If the disability is not documented or if the medical or other relevant documentation is not current or complete, the student may be directed to SAS of the University of Manitoba for a preliminary assessment. The student will then be directed by the SAS office to the appropriate professional for an assessment and for accommodation recommendations.

If there is a delay in acquiring a comprehensive assessment, the AAC will meet to develop an interim plan. The Chair of the AAC will meet with the student to discuss the interim accommodation plan.

Once an accommodation plan is in place, the AAC will ensure that appropriate individualized accommodation is implemented proactively as the student moves through the Pharmacy program. The individual plan will be reviewed as frequently as required as the student progresses through the curriculum, and upon request by the student. Plans will be reviewed by the AAC to determine whether further accommodation is reasonable in the case of a student who does not progress as expected.

**Students in their course of study:** Should a student become aware of a disability, or acquire an impairment, condition, or illness during their undergraduate pharmacy education program, and require consideration in a timely fashion, the student may direct a request for accommodation for disability to the Chair of the Accommodations Team. The composition of this team is described in the Student Accessibility Procedure. If time is less of a concern, the request is made to SAS.

Accommodation for disability if required and approved shall be prospective, not retroactive. Should reasonable accommodation for disability be unsuccessful in assisting the student in attaining the requisite skills and abilities, leading to academic difficulty, the student may be requested to withdraw from the Pharmacy program. Processes will follow normal academic rules for progression outlined in the general calendar and the College of Pharmacy Student Handbook.

**Students seeking readmission:** Policies and processes regarding students seeking readmission shall be the same as identified above.

## **Appeals**

The Student Accessibility Appeals Procedure outlines the process by which appeals should take place. A student who disagrees with accommodation recommendations should in the first instance address his/her concerns to the Coordinator of SAS.

## **Document Review**

The AAC will review this policy biannually.

This document was adapted from the College of Dentistry (with permission) and revised to be consistent with the Student Accessibility Policy, Procedure, and Appeal Procedure, effective January 1<sup>st</sup>, 2015. The original College of Dentistry document was constructed from the Rady College of Medicine policy document entitled *Accommodation for Undergraduate Medical Students with Disabilities*. That document was adapted with permission from the policy document entitled *Implementation Policy: Students with Disabilities in the MD Program*, approved in 2007 by the College of Medicine, University of Saskatchewan, and is influenced by the AAMC document entitled *Medical Students with Disabilities: A Generation of Practice*, published June, 2005.

Reference may be made to the Student Accessibility Policy, Procedure, and Appeals Procedure document. In addition, this document can be cross referenced to the College of Pharmacy “Essential Skills and Abilities Requirements for Admission, Promotion, and Graduation in the Pharmacy Program” document.



UNIVERSITY  
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Rady Faculty of  
Health Sciences



## **Essential Skills and Abilities Requirements for Admission, Promotion, and Graduation in the Pharmacy Program**

### **INTRODUCTION**

The College of Pharmacy at the University of Manitoba is responsible to society to provide a program of study that ensures graduates have the necessary qualifications (specialized knowledge, skills, and professional behaviours and attitudes) necessary to enter the regulated profession of pharmacy in Canada. Graduates must be able to competently provide pharmaceutical care and apply specialized knowledge and skills as medication therapy experts in a broad range of practice settings. They are also expected to integrate knowledge, skills, and behaviours necessary to fulfill the seven Association of Faculties of Pharmacy of Canada (AFPC) educational outcomes of the First Professional Degree Program in Pharmacy (Care provider, Communicator, Collaborator, Manager, Advocate, Scholar, Professional). It is critical for the College of Pharmacy to ensure its students provide safe and effective healthcare for patients and satisfactorily meet all of the essential functions described below before graduation.

Prospective applicants should be aware that cognitive, physical assessment, management skills, communication skills, and professional behaviours are all evaluated in time-restricted simulations of patient and healthcare professional encounters during the program. Further, in addition to obtaining a pharmacy degree, successful demonstration of these skills and behaviours are also required in the written examination and Objective Structured Clinical Examination (OSCE) administered by the Pharmacy Examining Board of Canada (PEBC) in order to become a registered/licensed pharmacist in Canada. Accordingly, the College of Pharmacy reserves the right to consider a student's ability to meet these requirements as part of the admissions process. By accepting admission and enrolling in the undergraduate program, the pharmacy student confirms that s/he has read these materials and understands the essential functions needed to be successful both in the program and as a health care professional.

A pharmacy student must possess aptitude, abilities, and skills in six critical areas: 1) observation and perception; 2) sensory and motor competencies; 3) conceptualization, integration and quantitative evaluation; 4) communication; 5) ethical, interpersonal, and professional skills; and (6) stamina. Each critical area is described in greater detail below and the syllabus for each course in the program outlines the specific outcomes that must be met. The course coordinator will monitor and maintain these standards in conjunction with the Office of the Dean. Pharmacy students must be able to independently perform the described functions, with or without accommodation, to achieve standing in each course and complete the program. These essential functions are attributes and skills the College of Pharmacy considers necessary for entrance, continuation, and graduation from the University of Manitoba's Pharmacy program. By clearly delineating these essential functions, the College ensures that each graduate will develop the necessary skills to subsequently enter any clinical practice, residency, or fellowship training. Any candidate for the pharmacy degree who cannot attain the required skills and abilities through their course of study may be requested to withdraw from the program.

### **(1) Observation and Perception**

Pharmacy students must be able to participate in learning situations and acquire information through observation and perception by use of senses and mental abilities. A student must participate progressively in patient encounters and acquire information through visual, auditory and somatic sensation.

### **(2) Sensory and Motor Competencies**

Pharmacy students must possess certain sensory and motor skills in order to competently perform the duties of a pharmacist in a timely manner. Adequate vision is essential, and visual requirements include, but are not limited to, reading written and illustrated material including prescriptions and labels; observing demonstrations in the classroom or laboratory including projected material; observing anatomic structures; discriminating numbers and patterns associated with laboratory instruments and tests such as scales and other measuring devices; conducting a physical exam and observing both a patient's physical symptoms and non-verbal cues. Pharmacy students must have sensory and motor function to prepare and dispense pharmaceuticals, including the use of equipment for compounding prescriptions. Pharmacy students must possess sufficient skills to participate in the administration of a medication, including drawing up medication doses from a vial and administering injections. Pharmacy students will be expected to perform and interpret findings from a physical assessment. Pharmacy students must be able to execute motor movements reasonably required to participate in the general care and emergency treatment of patients. Pharmacy students must be able to respond promptly to emergencies, including arriving quickly when called, participating in the initiation of appropriate procedures, and rapidly and accurately preparing appropriate emergency medication.

### **(3) Conceptualization, Integration, and Quantitative Evaluation**

Pharmacy students must be able to learn through a variety of means, including individual study, large group didactic and active problem-based learning instruction, small group discussion, team projects, written and verbal presentations, patient care rounds, and utilization of computers and other technology. Pharmacy students must be able to recognize and accurately transcribe numbers, count and measure accurately, and be able to perform accurate and rapid calculations with or without a calculator or computer. Pharmacy students must be able to retain and recall information efficiently but also must possess appropriate judgment of their limits of knowledge in clinical situations. When knowledge is insufficient, pharmacy students must know where to obtain additional information and be able to interpret this information to apply it to patient care. Pharmacy students must be able to obtain critical patient information from patients, caregivers, patient charts, healthcare professionals, or other sources of information, and be able to think critically and apply this information along with calculation and other skills to determine a comprehensive patient care plan in an efficient manner. A patient care plan is a method of delivering pharmaceutical care comprised of identifying the problem, managing and seeking information regarding the solution, providing patient education and counseling, and monitoring and following-up on the selected treatment. Pharmacists are often faced with performing these tasks under

time-sensitive conditions. Given the nature of the working conditions of pharmacy practice, all of these activities must be done under time-restricted conditions.

#### **(4) Communication**

Pharmacy students must be able to communicate effectively with patients and their caregivers as well as other healthcare professionals in a timely manner. Communication includes written, verbal, and nonverbal elements. Communication with patients requires patient friendly language that shows both appropriate compassion and empathy. Pharmacy students must possess the necessary listening skills whilst observing nonverbal cues in order to effectively and efficiently elicit information and provide pharmaceutical care. Pharmacy students must be mindful that some situations must be addressed with care to meet the needs of the patient in a culturally appropriate manner, and referrals to other health care providers must be made as appropriate. Any written information provided to patients must be understandable by the patient. Pharmacy students must be able to ask effective questions of patients in order to make informed decisions and must be able to document and communicate appropriate findings efficiently in oral and written forms with all members of the health care team. Written information must be legible and understandable by others (including avoidance of unapproved abbreviations), and all communication must be done in a professional manner.

#### **(5) Ethical, Interpersonal, and Professional Skills**

A pharmacy student must be able to relate to professors, instructors, colleagues, preceptors, staff, and patients with honesty, integrity, non-discrimination, self-sacrifice, and dedication. Pharmacy students should be able to understand and use the special privileges and trust inherent in the patient relationship for the patient's benefit, and to know and avoid the behaviours that constitute misuse of these privileges. Students in the pharmacy program must interface with patients and healthcare providers regardless of age, gender, race, culture, and other personal life circumstances. Pharmacy students should demonstrate the capacity to examine and reason critically when faced with social and ethical questions that define pharmacy and the pharmacist's role. Pharmacy students must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these aptly into clinical decision-making. When difficult situations or differences of opinions arise, a pharmacy student must be able to conduct himself/herself in a professional manner, regardless of the behaviour of others.

The pharmacy profession requires flexibility that students must demonstrate via appropriate critical thinking, ethical, and emotional stability (including anxiety and stress management) through adapting to various situations. A pharmacy student must be able to utilize knowledge and skills, exercise good judgment, complete patient care responsibilities promptly and accurately, and relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect for their dignity. In the event of deteriorating emotional function, it is essential that a pharmacy student is willing to acknowledge the problem and/or accept professional help before it poses danger to self, patients, and/or colleagues.

## (6) Stamina

Pharmacy students must display the attributes described above to withstand the physical, emotional, and mental demands (including anxiety and stress management) of the program. Pharmacy students must also function effectively while maintaining a high level of professional function under such working conditions. Inherent in this requirement is the willingness to accept constructive criticism and to modify behaviour in response to feedback. To adequately achieve these requirements, the pharmacy student must demonstrate adaptability to various situations to function in the face of uncertainties that are inherent in the care of patients. Decisions must be completed in a timely manner in order to maximize patient outcomes and minimize risks to patient safety. As stated above, in the event of deteriorating emotional function, it is essential that a pharmacy student is willing to acknowledge the problem and/or accept professional help before it poses danger to self, patients, and/or colleagues.

### Reasonable Accommodations

The College of Pharmacy is committed to providing appropriate assistance to help pharmacy students succeed in the program. **Some skills may be achieved with reasonable accommodation for pharmacy students with a documented disability.** Where necessary, reference should be made to the Accessibility Policy and

Procedure: [http://umanitoba.ca/admin/governance/governing\\_documents/students/accessibility.html](http://umanitoba.ca/admin/governance/governing_documents/students/accessibility.html)

All accommodations must be approved through Student Accessibility Services. Students who anticipate requiring disability-related accommodation are responsible for notifying the Student Accessibility Services in a timely and proactive fashion at the time of application, or at any time throughout their pharmacy education program. Students are expected to complete the pharmacy degree within four years. Students with a disability may request an extension of time within which to complete the pharmacy program; such requests are considered on a case-by-case basis.

### Student Acknowledgement

I acknowledge that I have read this document carefully, that I have assessed my ability to meet the essential skills and abilities outlined in this document and that I anticipate that I am able to meet the described essential skills and abilities for admission, promotion and graduation from the pharmacy program. I understand that reasonable accommodations for some skills are available to me.

Student Name _____ (Please Print)	_____ (Signature)
Student # _____	Date _____
Permanent Address _____ _____ _____	Telephone # _____

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

## **Report of the Senate Committee on Instruction and Evaluation RE: Proposed Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program, College of Pharmacy**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_commitees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_commitees/502.html).
2. At its meetings on April 28, 2016 and May 11, 2017, SCIE considered a proposal from the College of Pharmacy regarding the *Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program*.
3. At its meeting on May 11, 2017 the Senate Committee on Admissions considered and endorsed the proposed *Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program*.

### **Observations:**

1. The proposed *Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program* was created in response to the *Essential Skills and Abilities Requirements for Programs Subject to External Accreditation* process (Senate, October 2013).
2. The proposal was reviewed by the Centre for the Advancement of Teaching and Learning on October 6, 2016 and the feedback resulting from this review was incorporated in the proposed essential skills and requirements.
3. The proposed essential skills and abilities requirements outlines the aptitude, abilities, and skills that a pharmacy student must possess in six critical areas:
  - i) Observation and perception
  - ii) Sensory and motor competencies
  - iii) Conceptualization, integration and quantitative evaluation
  - iv) Communication
  - v) Ethical, interpersonal and professional skills; and
  - vi) Stamina.
4. The proposed essential skills and abilities requirements includes an overview of the student's responsibilities regarding reasonable accommodations and refers students to the *Accessibility Policy* and the procedure by which a student with a documented disability may obtain reasonable accommodations.
5. The proposed essential skills and abilities includes a requirement that pharmacy students sign a Student Acknowledgement statement indicating that they have read the essential skills and abilities requirements, have assessed their ability to meet the essential skills and abilities outlined and that they anticipate being able to meet these

essential skills and abilities for admission, promotion and graduation. The Student Acknowledgement statement also indicates that students understand that reasonable accommodations are available for some skills.

6. The proposed essential skills and abilities requirements are intended to be used in conjunction with the proposed *Accommodation for Undergraduate Pharmacy Students with Disabilities*.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve the Essential Skills and Abilities Requirements for Admission, Promotion and Graduation in the Pharmacy Program, College of Pharmacy, effective the Fall 2017 term.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

**Report of the Senate Committee on Admissions concerning a proposal from the College of Pharmacy to create an essential skills and abilities requirement for admission to the Bachelor of Science (Pharmacy) program (2017.05.11)**

**Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The College of Pharmacy is proposing the creation of an essential skills and abilities requirement for admission to the Bachelor of Science (Pharmacy) program. All applicants would be required to sign an acknowledgement in order to be eligible to be considered for admission into the program.
3. The proposal was approved by the Pharmacy College Executive Council on April 1, 2016 and was endorsed by SCADM on May 11<sup>th</sup>, 2017.

**Observations:**

1. Prospective applicants should be aware that cognitive, physical assessment, management skills, communication skills, and professional behaviours are all evaluated in time-restricted simulations of patient and healthcare professional encounters during the program.
2. By accepting admission and enrolling in the undergraduate program, the pharmacy student confirms that s/he has read these materials and understands the essential functions needed to be successful both in the program and as a health care professional.
3. All applicants will be required to sign the student acknowledgement as part of the application process.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal to create an essential skills and abilities requirement for admission to the Bachelor of Science (Pharmacy) program be approved effective for the September, 2018 intake.

Respectfully submitted  
Susan Gottheil, Chair, Senate Committee on Admissions

## Report of the Senate Committee on Nominations

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### 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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html)

The Committee met on June 8, 2017 (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 Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
<b>Senate Committee on Admissions</b>	Dean Jonathan Beddoes (S)* <i>(term starts July 1, 2017)</i>	Architecture and Engineering	2018.05.31
<b>Senate Committee on Appeals</b>	Prof. Lisa Landrum (S)	Architecture	2019.05.31
	Prof. Martin Scanlon (R)**	Agricultural and Food Sciences	2020.05.31
<b>Senate Committee on Curriculum and Course Changes</b>	Prof. Jared Carlberg (R)	Agricultural and Food Sciences	2020.05.31
	Prof. Fang Wan	Management	2020.05.31
<b>Senate Planning and Priorities Committee</b>	Prof. Mike Domaratzki (S)	Science	2018.05.31



The Committee also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
<b>Senate Committee on Academic Accommodation Appeals</b>	Ms Emily Kiely-Smith (S)	Engineering	2018.05.31
	Mr. Anderson Assuah	Graduate Studies	2018.05.31
<b>Senate Committee on Academic Computing</b>	Mr. Md Iftekharul Islam	Graduate Studies	2018.05.31
<b>Senate Committee on Academic Dress</b>	Ms Silvia Araujo (S)	Graduate Studies	2018.05.31
<b>Senate Committee on Academic Freedom</b>	Ms Serena Gawryluk (S)	Arts	2018.05.31
	Mr. David Kushner (S)	Graduate Studies	2018.05.31
<b>Senate Committee on Academic Review</b>	Mr. Boyang Zhang (S)	Health Sciences	2018.05.31
	Mr. Nour Eissa (S)	Graduate Studies	2018.05.31
<b>Senate Committee on Admissions</b>	Ms Taylor Nimchonok (R)	Science	2018.05.31
	Ms Sandra Ragheb (S)	Health Sciences	2018.05.31
	Mr. Kunal Kapoor	Graduate Studies	2018.05.31
<b>Senate Committee on Admission Appeals</b>	Ms Nina Lam (S)	Arts	2018.05.31
	Mr. Jaseer Ahmed (R)	Graduate Studies	2018.05.31
<b>Senate Committee on Appeals</b>	Ms Emily Cummings (S)	Law	2018.05.31
	Ms Carly Mastromonaco (S)	Science	2018.05.31
	Mr. Aaron Menon (S)	Management	2018.05.31
	Ms Karen Sigurdson (S)	Music	2018.05.31
	Ms Stephanie Crook	Graduate Studies	2018.05.31
	Mr. Abdul-Manan Sadick (R)	Graduate Studies	2018.05.31

<b>Senate Committee on Awards</b>	Ms Nina Lam (S)	Arts	2018.05.31
	Ms Silvia Araujo (S)	Graduate Studies	2018.05.31
<b>Senate Committee on the Calendar</b>	Mr. Agoston Fischer (S)	Environment, Earth, and Resources	2018.05.31
<b>Senate Committee on Curriculum and Course Changes</b>	Ms Allison Kilgour	Arts	2018.05.31
	Ms Mira Villegas (S)	Science	2018.05.31
	Mr. Dhruba Ghosh	Graduate Studies	2018.05.31
<b>Senate Committee on Instruction and Evaluation</b>	Ms Serena Gawryluk (S)	Arts	2018.05.31
	Ms Naomi Armah	Graduate Studies	2018.05.31
	Mr. Mohammad Emrul Hasan	Graduate Studies	2018.05.31
<b>Senate Committee on Libraries</b>	Mr. Nour Eissa (S)	Graduate Studies	2018.05.31
<b>Senate Committee on Rules and Procedures</b>	Mr. Nour Eissa (S)	Graduate Studies	2018.05.31

\* (S) indicates a member of Senate

\*\* (R) indicates re-appointment

Respectfully submitted,

Professor M. Edwards, Chair  
Senate Committee on Nominations

# SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	Prof. Robert Hoppa	Arts	2018.05.31
Five members of the academic staff appointed by Senate	Dr. Terri Ashcroft	Health Sciences	2018.05.31
	Prof. Nancy Hansen	Graduate Studies	2018.05.31
	Prof. Robert Hoppa	Arts	2018.05.31
	Prof. Zana Lutfiyya	Education	2018.05.31
	Prof. Cathy Rocke	Social Work	2018.05.31
Two students appointed by Senate	Ms Emily Kiely-Smith	Engineering	2018.05.31
	Mr. Anderson Assuah	Graduate Studies	2018.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

# SENATE COMMITTEE ON ACADEMIC COMPUTING

June 1, 2017

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, designate Adam Gerhard		<i>Ex-officio</i>
University Librarian (or designate)	Dr. Mary-Jo Romaniuk, designate Lisa O'Hara		<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. Todd Mondor	Graduate Studies	2019.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Prof. James Gilchrist	Health Sciences	2018.05.31
	Ms Christine Shaw	Libraries	2018.05.31
	Prof. Karen Smith	Education	2018.05.31
	Prof. Greg Bak	Arts	2019.05.31
	Prof. Mary Brabston	Management	2019.05.31
	Prof. James Young	Science	2019.05.31
Four Students (two grads, two undergrads)	<b>Mr. Md Iftekharul Islam</b>	<b>Graduate Studies</b>	<b>2018.05.31</b>
	Mr. Anjan Neupane	Graduate Studies	2018.05.31
	Mr. Arthur Coelho Reis	University 1	2018.05.31
	Mr. Barrett Hill	Agricultural and Food Sciences	2018.05.31
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 ACADEMIC DRESS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Director, School of Art, Chair	Prof. Paul Hess	School of Art	<i>Ex-officio</i>
Head, Department of Interior Design	Prof. Kelley Beaverford	Architecture	<i>Ex-officio</i>
Registrar	Mr. Neil Marnoch		<i>Ex-officio</i>
One member of academic staff from Textile Sciences	Prof. Song Liu	Engineering	2018.05.31
Two students	Ms Silvia Araujo	Graduate Studies	2018.05.31
	TBD		2018.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

# SENATE COMMITTEE ON ACADEMIC FREEDOM

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units	Prof. Cam Morrill	Management	2018.05.31
	Prof. Raj Bhullar (S) <i>(leave replacement for Dean Jeffery Taylor)</i>	Health Sciences (Arts)	2017.08.31 (2018.05.31)
	Prof. Robert Tate (S)	Health Sciences	2019.05.31
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2020.05.31
	Prof. Richard Hechter (S)	Education	2020.05.31
Two students, at least one of whom shall be a student Senator	Ms Serena Gawryluk (S)	Arts	2018.05.31
	Mr. David Kushner (S)	Graduate Studies	2018.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

# SENATE COMMITTEE ON ACADEMIC REVIEW

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic)(or designate), Chair	Dr. David Collins, designate		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)	Dr. David Collins		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Todd Mondor		<i>Ex-officio</i>
Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department*	Dean Douglas Brown (S)	Kinesiology and Recreation Management	2018.05.31
	Prof. John Anderson (S)	Science	2019.05.31
Two students who are members of Senate	Mr. Boyang Zhang (S)	Health Sciences	2018.05.31
	Mr. Nour Eissa (S)	Graduate Studies	2018.05.31
Three members of the academic staff, at least one of whom shall be a member of Senate*	Prof. Hope Anderson	Health Sciences	2018.05.31
	Prof. Tina Chen	Arts	2019.05.31
	Prof. Liqun Wang (S)	Science	2019.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

\* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

# SENATE COMMITTEE ON ADMISSIONS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Ms Susan Gottheil, designate		<i>Ex-officio</i>
Vice-Provost (Students) (or designate)	Ms Erin Stone, designate		<i>Ex-officio</i>
Executive Director, Enrolment Services	Mr. Jeff Adams		<i>Ex-officio</i>
Dean, Faculty of Arts (or designate)	Prof. Jason Leboe-McGowan, designate		<i>Ex-officio</i>
Dean, Faculty of Science (or designate)	Prof. Ben Li, designate Prof. Peter Loewen (alternate)		<i>Ex-officio</i>
Dean, Rady Faculty of Health Sciences (or designate)	Prof. John Perry, designate		<i>Ex-officio</i>
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Dean Michael Benarroch Dean Jonathan Beddoes (term starts July 1, 2017)	Management Architecture and Engineering	2018.05.31
	Dean David Mandzuk (S)	Education	2020.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Dr. Jerome Cranston	Student Academic Success	2018.05.31
	Prof. Sarah Teetzel (on leave)	Kinesiology and Recreation Management	2018.05.31
	Prof. Gary Anderson (S)	Science	2019.05.31
	Prof. Robert Biscontri (S)	Management	2020.05.31
	Prof. Derek Brewin	Agricultural and Food Sciences	2020.05.31
	Prof. Bonnie Hallman (S)	Environment, Earth, and Resources	2020.05.31
Three students	Ms Taylor Nimchonok	Science	2018.05.31
	Ms Sandra Ragheb	Health Sciences	2018.05.31
	Mr. Kunal Kapoor	Graduate Studies	2018.05.31
Deputy Minister of Education and Advanced Learning (or designate)	DECLINED		<i>Ex-officio</i>
One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association	Ms Kelly Teixeira	St. John's-Ravenscourt School	2018.05.31
Resource: Breanne Mitenko 474-8820 Terms of Office: three-year terms; students = one-year terms			



## SENATE COMMITTEE ON ADMISSION APPEALS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
One member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee*	Dean David Mandzuk, Chair	Education	2018.05.31
One member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee.* The Vice-Chair shall not be from the same Faculty/School/College as the Chair	Prof. Brenda Hann, Vice-Chair	Science	2018.05.31
Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University	Prof. Ryan Cardwell	Agricultural and Food Sciences	2018.05.31
	Prof. Lorna Guse	Health Sciences	2018.05.31
	Prof. Lucas Tromly	Arts	2018.05.31
	Prof. Mike Domaratzki	Science	2019.05.31
	Prof. Jennifer Schulz	Law	2019.05.31
	Prof. Jitendra Paliwal (S)	Engineering	2020.05.31
	Prof. Kumar Sharma	Science	2020.05.31
	Prof. Subbu Sivaramakrishnan	Management	2020.05.31
Two students	Ms Nina Lam	Arts	2018.05.31
	Mr. Jaseer Ahmed	Graduate Studies	2018.05.31
President of UMSU (or designate)	Ms Tanjit Nagra		<i>Ex-officio</i>
Director (Admissions), Enrolment Services (non-voting)	Ms Erin Stone		<i>Ex-officio</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

\* the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee

# SENATE COMMITTEE ON APPEALS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by Senate Executive	Prof. Sharon Alward	School of Art	2018.05.31
Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or each other)	Prof. Charlotte Enns	Education	2019.05.31
	TBD		2020.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Dean Edmund Dawe	Music	2019.05.31
	Dean Beverly O'Connell	Health Sciences	2019.05.31
	Dean Douglas Brown	Kinesiology and Recreation Management	2020.05.31
Five academic members of Senate	Prof. Peter Blunden (S)	Science	2018.05.31
	Prof. Michael Campbell (S)	Environment	2019.05.31
	Prof. Derek Oliver (S)	Engineering	2019.05.31
	Prof. David Churchill (S)	Arts	2019.05.31
	Prof. Christine Van Winkle (S)	Kinesiology and Recreation Management	2020.05.31
Six academic members	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
	Prof. Lisa Landrum	Architecture	2019.05.31
	Prof. Martin Scanlon	Agricultural and Food Sciences	2020.05.31
President of UMSU (or designate)	Ms Tanjit Nagra, designate Allison Kilgour		<i>Ex-officio</i>
Six students (four undergrads from different Faculties or Schools, and two grads)	Ms Emily Cummings	Law	2018.05.31
	Ms Carly Mastromonaco	Science	2018.05.31
	Mr. Aaron Menon	Management	2018.05.31
	Ms Karen Sigurdson	Music	2018.05.31
	Ms Stephanie Crook	Graduate Studies	2018.05.31
	Mr. Abdul-Manan Sadick	Graduate Studies	2018.05.31
One member appointed by Université de Saint- Boniface	TBD		2019.05.31
One student appointed by Université de Saint- Boniface	TBD		2018.05.31
Resource:	Marcia Yoshida 474-6166		
Terms of Office:	three-year terms; students = one-year terms		

# SENATE COMMITTEE ON AWARDS

June 1, 2017

Composition	Incumbents	Faculty/School	Term
<p>Six members of the academic staff (at least one shall be a Senator)</p> <p>These six shall include at least two from professional faculties/schools, at least one from Arts and one from Science.</p>	Prof. Jared Carlberg (S)	Agricultural and Food Sciences	2019.05.31
	Prof. Laura Loewen	Music	2019.05.31
	Prof. Greg Smith	Arts	2019.05.31
	Prof. Peter Cattini	Health Sciences	2019.05.31
	Prof. Philip Hultin	Science	2020.05.31
	Prof. Darcy MacPherson	Law	2020.05.31
Two students	Ms Nina Lam	Arts	2018.05.31
	Ms Silvia Araujo	Graduate Studies	2018.05.31
Director, Financial Aid and Awards Office	Ms Jane Lastra, designate Ms Lesli Lucas-Aseltine		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Ms Sara Sealey, designate		<i>Ex-officio</i>
<p>Resource: Pamela Gareau 474-9261</p> <p>Terms of Office: three-year terms; students = one-year terms</p>			

# SENATE COMMITTEE ON THE CALENDAR

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Registrar	Mr. Neil Marnoch		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Todd Mondor		<i>Ex-officio</i>
Chair of the Senate Committee on Rules and Procedures (or designate)	TBD		<i>Ex-officio</i>
Two members of the academic staff elected by and from Senate	Prof. Oliver Botar	School of Art	2018.05.31
	Prof. Philip Hultin	Science	2018.05.31
Student Senator	Mr. Agoston Fischer (S)	Environment, Earth, and Resources	2018.05.31
<i>Calendar</i> editor	Ms Gloria Saindon	Registrar's Office	<i>Ex-officio (non-voting)</i>
University Secretary, Chair	Mr. Jeff Leclerc	University Secretary	<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

# SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Prof. Dean McNeill, Vice-Chair	Engineering	2018.05.31
	Ms Joanne Hamilton	Health Sciences	2019.05.31
	Prof. Sarah Teetzel (on leave)	Kinesiology and Recreation Management	2019.05.31
	Prof. Greg Smith, Chair	Arts	2019.05.31
	Prof. Ben Li	Science	2020.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2020.05.31
	Prof. Fang Wan	Management	2020.05.31
Three students	Ms Allison Kilgour	Arts	2018.05.31
	Ms Mira Villegas	Science	2018.05.31
	Mr. Dhruba Ghosh	Graduate Studies	2018.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Dr. Peter Dorrington		<i>Ex-officio</i>
One librarian named by the University Librarian	Ms Donna Breyfogle		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)(and/or delegate)	Dr. David Collins and Ms Cassandra Davidson, designate		<i>Ex-officio (non-voting)</i>
Registrar (or delegate)	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 INSTRUCTION AND EVALUATION

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Diane Hiebert-Murphy, 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. 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
	Prof. Lukas Neville (on leave July 1/17 until Jan. 1/18)	Management	2019.05.31
	Ms Krystyna Koczanski	Science	2019.05.31
	Prof. Vanessa Warne	Arts	2019.05.31
	Prof. Pamela Wener (S)	Health Sciences	2019.05.31
Four students, at least one graduate student	Ms Serena Gawryluk	Arts	2018.05.31
	Ms Naomi Armah	Graduate Studies	2018.05.31
	Mr. Mohammad Emrul Hasan	Graduate Studies	2018.05.31
	TBD		2018.05.31
UMSU President or Vice-President	Ms Tanjit Nagra	UMSU President	<i>Ex-officio (non-voting)</i>
Dean or Associate Dean, Graduate Studies	Dr. Hope Anderson, Associate Dean		<i>Ex-officio (non-voting)</i>
Executive Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia, designate Erica Jung		<i>Ex-officio (non-voting)</i>
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Gayle Gordon		<i>Ex-officio (non-voting)</i>
Director, Student Advocacy (or designate)	Ms Brandy Usick, designate Heather Morris		<i>Ex-officio (non-voting)</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

# SENATE COMMITTEE ON LIBRARIES

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Mary-Jo Romaniuk, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
University Librarian (or designate)	Ms Lisa O'Hara, designate		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Xikui Wang, designate		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Douglas Brown	Kinesiology and Recreation Management	2019.05.31
	Dean James Mulvale	Social Work	2020.05.31
Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus	Prof. Thomas Booth (S)	Science	2018.05.31
	Prof. James Gilchrist (S)	Health Sciences	2018.05.31
	Ms Afra Bolefski (leave replacement for Prof. Danielle Dubois)	Libraries (Arts)	2017.11.28 (2019.05.31)
	Prof. Pam Perkins	Arts	2019.05.31
	Ms Janet Rothney	Libraries	2019.05.31
	Prof. Mirosław Pawlak	Engineering	2020.05.31
Four students (two graduate, two undergraduate)	Mr. Carl Neumann	Graduate Studies	2018.05.31
	Mr. Nour Eissa	Graduate Studies	2018.05.31
	Mr. Mitchell Chu	Science	2018.05.31
	Ms Maya Goldberg	University 1	2018.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = two-year terms			

# SENATE PLANNING AND PRIORITIES COMMITTEE

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate)	Dr. David Collins, designate		<i>Ex-officio</i>
Vice-President (Administration) (or designate)	Mr. Andrew Konowalchuk, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, one of whom must be from Bannatyne	Prof. Mike Domaratzki (S)	Science	2018.05.31
	Prof. Michael Campbell (S)	Environment, Earth and Resources	2018.05.31
	Ms Ada Ducas, Chair	Libraries	2018.05.31
	Prof. Feiyue Wang	Environment, Earth and Resources	2018.05.31
	Prof. David Watt	Arts	2018.05.31
	Prof. Richard Perron	Architecture	2018.05.31
	Prof. Ahmed Shalaby	Engineering	2018.05.31
	Prof. Mark Gabbert (S)	Arts	2019.05.31
	Prof. Kelley Main	Management	2019.05.31
	Prof. Janice Dodd	Health Sciences	2020.05.31
Three students, one graduate, one undergraduate and the President of UMSU or designate	Mr. Carl Neumann	Graduate Studies	2018.05.31
	Ms Dara Hallock	Science	2018.05.31
	Ms Tanjit Nagra	UMSU President	2018.04.30
President	Dr. Janice Ristock, designate		<i>Ex-officio</i>
Vice-Provost (Students)	Ms Susan Gottheil		<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: four-year terms; students = two-year terms			



# SENATE COMMITTEE ON RULES AND PROCEDURES

June 1, 2017

Composition	Incumbents	Faculty/School	Term
Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate	Prof. Thomas Booth (S)	Science	2018.05.31
	Acting Dean Robert Hoppa (S) <i>(leave replacement for Dean Jeffery Taylor)</i>	Arts <i>(Arts)</i>	2017.08.31 <i>(2019.05.31)</i>
	Prof. John Anderson (S)	Science	2020.05.31
	Dean Reg Urbanowski (S)	Health Sciences	2020.05.31
One student who, at time of appointment/re-appointment, is a member of Senate	Mr. Nour Eissa (S)	Graduate Studies	2018.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			