

Senate
 Senate Chamber
 Room E3-262 Engineering Building
 WEDNESDAY, November 5, 2014
 1:30 p.m.

A G E N D A

- I MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none
- II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**
1. **Proposed Academic Schedule for 2015-2016** Page 4
 2. **Report of the Senate Committee Approved Teaching Centres [October 3, 2014]** Page 23
 3. **Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes RE: Departments of Physiology and Pathophysiology, Medical Microbiology, and Electrical and Computer Engineering [September 25, 2014]** Page 24
- III MATTERS FORWARDED FOR INFORMATION**
1. **Report of the Senate Committee on Awards [September 23, 2014]** Page 28
 2. **Items Approved by the Board of Governors, on September 23, 2014** Page 35
 3. **Notice of Program Conclusion: Student Transfer Agreement - Faculty of Agricultural and Food Sciences and Northwest A & F University, China** Page 36
- IV REPORT OF THE PRESIDENT**
- (a) Space will be required on the agenda for this report.
 - (b) **Strategic Plan, 2015 – 2020** Page 37
- 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 OCTOBER 1, 2014**
- VII BUSINESS ARISING FROM THE MINUTES** - none

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

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|----|--|---------|
| 1. | <u>Report of the Senate Executive Committee</u> | Page 63 |
| | (a) <u>Annual Schedule of Senate Meetings</u> | |
| 2. | <u>Report of the Senate
Planning and Priorities Committee</u> | |

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

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

- | | | |
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| 1. | <u>Revisions to Academic Regulations, Faculty of Engineering</u> | Page 66 |
| | (a) Report of the Senate Committee on Admissions
<u>RE: Revised Admission Regulations</u> | Page 71 |
| | (b) <u>Reports of the Senate Committee on Instruction and
Evaluation</u> | |
| | (i) <u>RE: Student Progress and Academic Status</u> | Page 72 |
| | (ii) <u>RE: Students Applying to
an Engineering Program</u> | Page 73 |
| | (iii) <u>RE: Dean's Honour List</u> | Page 75 |
| 2. | <u>Reports of the Senate Committee on Instruction and Evaluation</u> | |
| | (a) <u>RE: Accommodation for Postgraduate Medical
Residents with Disabilities</u> | Page 77 |
| | (b) <u>RE: Revised Examination Conduct Policy,
College of Medicine</u> | Page 93 |
| | (c) <u>RE: Revised Remediation Policy,
College of Medicine</u> | Page 108 |
| 3. | <u>Reports of the Senate Committee on University Research</u> | |
| | (a) <u>RE: Proposal for Endowed Research
Professorship in Hematology</u> | Page 126 |
| | (b) <u>RE: Proposal for Endowed Research
Chair in Multiple Sclerosis</u> | Page 134 |
| | (c) <u>RE: Periodic Review of Research Centres and
Institutes: Spinal Cord Research Centre</u> | Page 144 |

4. **Reports of the Senate Committee on Rules and Procedures**

- | | | |
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| (a) | <u>RE: Faculty of Health Sciences Faculty Council Bylaw</u> | Page 147 |
| (b) | <u>RE: New and Updated Governing Documents
Related to the Implementation of the
Faculty of Health Sciences</u> | Page 168 |
| (c) | <u>RE: Revisions to the Faculty of Agricultural
and Food Sciences Council Bylaws</u> | Page 226 |

X **ADDITIONAL BUSINESS**

- | | | |
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| 1. | <u>Proposal for The University of Manitoba Accessibility Policy
and Procedures</u> | Page 229 |
| (a) | <u>The University of Manitoba Accessibility Policy</u> | Page 231 |
| (b) | <u>Student Accessibility Procedure</u> | Page 234 |
| (c) | <u>Student Accessibility Appeal Procedure</u> | Page 244 |
| 2. | <u>Report of the Implementation Working Group for
the Cooper Commission Report RE: Guidelines for
Developing <i>Bona Fide</i> Academic Requirements
for Programs not Subject to External Accreditation</u> | Page 248 |

XI **ADJOURNMENT**

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

MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

PH: 474-9425



UNIVERSITY
OF MANITOBA

Date: October 9, 2014

Memo To: Senate

From: Neil Marnoch, Registrar

Re: Proposed Academic Schedule for 2015-2016

The attached proposed 2015-2016 Academic Schedule has been updated based on changes in days and/or dates to conform to the 2015 and 2016 calendars, along with revised information received from academic units. The proposed schedule has been reviewed by all Faculties, Colleges and Schools. Please note the following:

1. Labour Day in 2015 is September 7; therefore New Student Orientation will take place on Tuesday, September 8 and Wednesday, September 9 (see Section 1.2.1). **Classes in most faculties and schools will begin on Thursday, September 10 and end on Wednesday, December 9** (see Section 1.2.2).
2. There are two statutory holidays in the 2015 Fall Term: Thanksgiving Day, Monday, October 12 and Remembrance Day, Wednesday, November 11 (see Section 1.1.1).
3. There are 62 days available for instruction in Fall Term.
4. The 2015 December Examination Period will be from **Friday, December 11** through **Wednesday, December 23** (see Section 1.2.6).
5. The university will re-open after the Christmas Break on Tuesday, January 5, 2016. The Winter Term will commence on Wednesday, January 6, 2016 (see Section 1.2.2).
6. There are two statutory holidays in the 2016 Winter Term: Louis Riel Day on Monday, February 15 and Good Friday on March 25. (see Section 1.1.1).
7. Mid-Term Break in 2016 is February 15 - 19, which is the seventh week of Winter Term. This coincides with the week that Louis Riel Day falls on (Feb. 15) . (see Section 1.2.5).
8. There are 62 days available for instruction in Winter Term.
9. The 2016 April Examination period will be from Monday, April 11 through Monday, April 25 (see Section 1.2.6).
10. As approved previously by Senate, the deadline for Voluntary Withdrawal is the 48th teaching day of the term. In 2015-2016 these dates are Wednesday, November 18, 2015 for Fall Term courses and Friday, March 18, 2016 for Winter Term and Fall/Winter Term (spanned) courses (see Section 1.2.3).

Note: Faculties and schools offering courses with irregular schedules and withdrawal dates

must ensure these are well publicized to students.

11. Convocation ceremonies (see Section 1.2.9) will be held as follows:

- | | |
|---|----------------------------------|
| ▪ Fall Convocation | October 21 & 22, 2015 |
| ▪ Agriculture Diploma Convocation | May 6, 2016 |
| ▪ Medicine Convocation | May 12, 2016 |
| ▪ Spring Convocation | May 31 – June 2, 2016 |
| ▪ Universite de Saint-Boniface Convocation | June 6, 2016 |

In addition to Convocation ceremonies, the Annual traditional Graduation Pow Wow in honour of Aboriginal students will be held on Saturday, May 7, 2016

12. Dates on the attached schedule presented as information include: Fee Payment deadlines determined by Financial Services (see Section 1.2.4), deadlines to apply for graduation (Section 1.2.9), and items listed under Section 1.14: Other University Special Events.

Encl.

2015-2016 Academic Schedule

Admission Application Deadlines may be found on the web at umanitoba.ca/student/admissions. Additional Important Date information for Faculty of Graduate Studies students is available at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.

Section 1: Dates for Fall/Winter Session

1.1 Dates applicable to all U of M students

1.2 Dates applicable to most U of M students:

1.2.1 Orientation

1.2.2 Start and End Dates

1.2.3 Registration and Withdrawal Dates

1.2.4 Fee Deadlines

1.2.5 Mid-Term Break

1.2.6 Examination and Test Dates

1.2.7 Challenge for Credit, Supplemental Examinations and Other Tests

1.2.8 Final Grade Appeal Periods

1.2.9 Graduation and University Convocation

1.3 Dates applicable to Agriculture Diploma:

1.4 Dates applicable to Dental Hygiene:

1.5 Dates applicable to Dentistry:

1.6 Dates applicable to Law:

1.7 Dates applicable to Medicine:

1.8 Dates applicable to Nursing:

1.9 Dates applicable to Occupational Therapy:

1.10 Dates applicable to Pharmacy:

1.11 Dates applicable to Physical Therapy:

1.12 Dates applicable to Respiratory Therapy:

1.13 Dates applicable to Social Work:

Section 2: Dates for Summer Term

2.1 Distance and Online Education Dates

2.2 Summer Session 2015 Start and End Dates

2.3 Summer Session 2016 Class Start Dates

Section 1: Dates for Fall/Winter Session

This section includes information for Fall and Winter Terms. Summer Term information, including information specific to Distance and Online Education classes offered over Summer Term, is included in Section 3 of the Academic Schedule.

1.1 Dates applicable to all U of M students:

1.1.1 University Closure

When the University is closed no classes/examinations will be held.

Canada Day (Holiday Observed)	July 1, 2015
Civic Holiday	Aug. 3, 2015
Labour Day	Sept. 7, 2015
Thanksgiving Day	Oct. 12, 2015
Remembrance Day	Nov. 11, 2015
Winter Holiday	Dec. 24, 2015 to Jan. 4, 2016
Louis Riel Day	Feb. 15, 2016
Good Friday	Mar. 25, 2016
Victoria Day	May 23, 2016

1.2 Dates applicable to most U of M students:

*Faculties, colleges, schools and/or programs may have other important dates and deadlines that are not included in the Academic Schedule. Some additional or differing date information is included separately for the following faculties, schools and/or programs: **Agriculture Diploma, Dentistry (includes IDDP), Dental Hygiene, Law, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.*

1.2.1 Orientation

Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Agriculture Diploma, IDDP, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Respiratory Therapy, and Social Work. Students in these programs should also see their respective section of the Academic Schedule.

Head Start	
For prospective 2015-2016 students	June 6, 2015
For prospective 2016-2017 students	June 4, 2016
New Student Orientation	
Fall Term, Bannatyne Campus	Aug. 26, 2015
International Student orientation	Sept. 2, 2015
Fall Term, Fort Garry Campus	Sept. 8 to Sept. 9, 2015
Winter Term, Fort Garry Campus	Jan. 5, 2016
Faculty of Agricultural & Food Sciences Year 1	Sept. 9, 2015
School of Art	Sept. 8 to Sept. 9, 2015

Asper School of Business	
Year 1 student welcome luncheon	Sept. 8, 2015
Year 1 CSA orientation and Barbeque	Sept. 9, 2015
Faculty of Education	
Education Orientation	Aug. 26, 2015
Faculty of Engineering	
	Sept. 8 to Sept. 9, 2015
Faculty of Human Ecology – New student information session	
	Sept. 9, 2015
Marcel A. Desautels Faculty of Music	
	Sept. 8, 2015

1.2.2 Start and End Dates

Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Agriculture Diploma, Dental Hygiene, Dentistry, Law, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Respiratory Therapy, and Social Work. These students should also see their respective section of the Academic Schedule.

Fall Term	Sept. 10 to Dec. 9, 2015
Winter Term	Jan. 6 to Apr. 8, 2016
Winter/Summer Term Distance and Online Education classes	Jan. 6 to June 30, 2016

1.2.3 Registration and Withdrawal Dates

Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Agriculture Diploma, Education, Law and other faculties and/or schools offering irregularly scheduled courses. Agriculture Diploma program and Law students should also see their respective section of the Academic Schedule. Education students are also referred to the Class Schedule. All others should also refer to either: the 100% Refund and Voluntary Withdrawal deadline information posted on the Registrar's Office website in June, or the Class Schedule.

Regular Registration Period	
Fall Term and Fall/Winter Term classes	Ends Sept. 9, 2015
Winter Term classes	Ends Jan. 5, 2016
Winter/Summer Term Distance and Online Education courses	Ends Jan. 5, 2016

Late Registration/Registration Revision Period

A financial penalty may be assessed for late registrations. Students may use this period of time to make changes to their selected courses or class schedule.

Fall Term and Fall/Winter Term classes	Sept. 10 to Sept. 23, 2015
Winter Term classes	Jan. 6 to Jan. 19, 2016
Winter Term classes and Winter/Summer Term Distance and Online Education courses	Jan. 6 to Jan. 19, 2016

Last Date to Register/Registration Revision Deadline

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.

Fall Term and Fall/Winter Term classes	Sept. 23, 2015
Winter Term classes	Jan. 19, 2016
Winter Term classes and Winter/Summer Term Distance and Online Education courses	Jan. 19, 2016

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses dropped after this date.

Fall Term classes	Nov. 18, 2015
Winter Term and Fall/Winter Term classes	Mar. 18, 2016
Winter/Summer Term Distance and Online Education courses	June 6, 2016

1.2.4 Fee Deadlines

Fee Payment Deadline (including first instalment payment)

A financial penalty will be assessed on accounts with an outstanding balance after this date. Additional or differing dates exist for Agriculture Diploma and Law students. Students in these programs should also see their respective section of the Academic Schedule.

Fall Term	Sept. 16, 2015
Winter Term	Jan. 13, 2016

Registration Revision Deadline

Last date to withdraw and have some fees removed from fee assessment. Additional or differing dates exist for Agriculture Diploma program students. Students in these programs should also see their respective section of the Academic Schedule.

Fall Term and Fall/Winter Term classes	Sept. 23, 2015
Winter Term classes and Winter/Summer Term Distance and Online Education courses	Jan. 19, 2016

1.2.5 Mid-Term Break

Feb. 15 to Feb. 19, 2016

Academic and administrative offices will be open during this period, but there will be no classes/examinations held for students. Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Dentistry, Medicine, Occupational Therapy, Physical Therapy. Students in these programs should also see their respective section of the Academic Schedule.

1.2.6 Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled. Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Agriculture Diploma, Dental Hygiene, Dentistry, Law, Medicine, and Pharmacy. Students in these programs should also see their respective section of the Academic Schedule.

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Dec. 11 to Dec. 23, 2015
Winter Term (includes final exams for Fall/Winter Term classes)	Apr. 11 to Apr. 25, 2016
Off-Campus Exam Application Deadline for Distance and Online Education Students:	
Fall Term (includes tests and midterm exams for Fall/Winter Term courses)	Oct. 1, 2015
Winter Term (includes final exams for Fall/Winter Term courses)	Feb. 1, 2016

1.2.7 Challenge for Credit, Supplemental Examinations and Other Tests

This information is only for those faculties and schools that extend supplemental examination privileges. Additional or differing dates exist for Agriculture Diploma students; these students should also see their respective section of the Academic Schedule.

Supplemental Examination application deadline:

For autumn supplemental examinations	July 2, 2015
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Challenge for Credit application deadline:

For classes offered Fall Term 2015:	Sept. 23, 2015
For classes offered Winter Term 2016:	Jan. 19, 2016
For June 2016 series:	Apr. 22, 2016
Language Reading Tests for Graduate Students	Aug. 29, 2015; Mar. 26, 2016

1.2.8 Final Grade Appeal Periods

For final grades received for Fall Term 2015 classes	Jan. 6 to Jan. 26, 2016
For final grades received for Winter Term 2016 and Fall 2015/Winter 2016 classes	May 24 to June 13, 2016

1.2.9 Graduation and University Convocation

Degrees, Diplomas and Certificates will be awarded at Convocation. Graduation date may differ from Convocation Ceremony date. Additional or differing dates exist for the following faculties, colleges, schools and/or programs: Agriculture Diploma, and Medicine. Students in these programs should also see their respective section of the Academic Schedule.

For students graduating Fall 2015:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	July 30, 2015
Faculty of Graduate Studies Submission Deadline*	Aug. 27, 2015
Convocation Ceremony (Fort Garry Campus)	Oct. 21 to Oct. 22, 2015

For students graduating February 2016:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	Sept. 23, 2015
Faculty of Graduate Studies Submission Deadline*	Jan. 5, 2016
Graduation date for students graduating in February	Feb. 3, 2016
Convocation Ceremony – Agriculture Diploma	May 6, 2016
Convocation Ceremony - Medicine	May 12, 2016
Convocation Ceremony (Fort Garry Campus)	May 31 to June 2, 2016

For students graduating Spring 2016:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	Jan. 19, 2016
Faculty of Graduate Studies Submission Deadline*	Mar. 31, 2016
Convocation Ceremony – Agriculture Diploma	May 6, 2016
Convocation Ceremony - Medicine	May 12, 2016
Convocation Ceremony (Fort Garry Campus)	May 31 to June 2, 2016
Université de Saint-Boniface Convocation Ceremony	June 6, 2016

Faculty of Graduate Studies Submission Deadline for students graduating Fall 2016:*

	Aug. 25, 2016
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Annual traditional Graduation PowWow in honour of Aboriginal students

May 7, 2016

**For reports on theses/practica (and the corrected copies of the theses/practica), comprehensive examinations and M.Eng. projects to be submitted to Faculty of Graduate Studies by students expecting to graduate.*

1.3 Dates applicable to Agriculture Diploma:

1.3.1 Orientation	Sept. 16, 2015
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1.3.2 Start and End Dates

Fall Term	Sept. 21 to Dec. 8, 2015
Winter Term	Jan. 6 to Mar. 31, 2016

1.3.3 Registration and Withdrawal Dates

Regular Registration Period

Fall Term and Fall/Winter Term classes	Ends Sept. 18, 2015
Winter Term classes	Ends Jan. 5, 2016

Late Registration/Registration Revision Period

A financial penalty may be assessed on late registrations. Students may use this period of time to make changes to their selected courses or class schedule.

Fall Term and Fall/Winter Term classes	Sept. 21 to Sept. 30, 2015
Winter Term classes	Jan. 6 to Jan. 19, 2016

Last Date to Register/Registration Revision Deadline

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.

Fall Term and Fall/Winter Term classes	Sept. 30, 2015
Winter Term classes	Jan. 19, 2016

Voluntary (VW) Withdrawal deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from classes after this date.

Fall Term classes	Nov. 17, 2015
Winter Term and Fall/Winter Term classes	Mar. 8, 2016

1.3.4 Fee Deadlines

Fee Payment Deadline (including first instalment payment)

A financial penalty will be assessed on accounts with an outstanding balance after this date.

Fall Term	Sept. 21, 2015
Winter Term	Jan. 13, 2016

Registration Revision Deadline

Last date to withdraw and have fees removed from fee assessment; a credit will be granted for applicable fees that have already been paid.

Fall Term and Fall/Winter Term classes	Sept. 30, 2015
Winter Term classes	Jan. 19, 2016

1.3.5 Examination and Test Dates

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Dec. 9 to Dec. 16, 2015
Winter Term (includes final exams for Fall/Winter Term classes)	April 1 to Apr. 8, 2016

1.3.6 Challenge for Credit and Supplemental Examinations and Tests

Supplemental Examination application deadline:

Fall Term 2015	Jan. 5, 2016
Winter Term 2016 (for graduating students)	Apr. 18, 2016
Winter Term 2016 (for non-graduating students)	May 24, 2016

Supplemental Examination dates:

Fall Term 2015	Jan. 7, 2016
Winter Term 2016 (for graduating students)	Apr. 20, 2016
Winter Term 2016 (for non-graduating students)	June 1, 2016

Challenge for Credit application deadline:

For classes offered Fall Term 2015:	Sept. 16, 2015
For classes offered Winter Term 2016:	Jan. 19, 2016
For June 2016 series:	Apr. 22, 2016

1.3.7 School of Agriculture Convocation

May 6, 2016

1.4 Dates applicable to Dental Hygiene:

1.4.1 Start and End Dates

Year 2

Fall Term	Aug. 17 to Nov. 27, 2015
Winter Term Classes	Jan. 5 to Apr. 1, 2016
Winter Term Clinic	Jan. 5 to Apr. 1, 2016

Year 3

Fall Term Classes	Aug. 10 to Nov. 27, 2015
Fall Term Clinics	TBA to Dec. 4, 2015
Winter Term Classes	Jan. 5 to Apr. 1, 2016
Winter Term Clinics	Jan. 5 to Apr. 15, 2016

1.4.2. Examination and Test Dates

Year 2

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Nov. 30 to 11, 2015
Winter Term	Apr. 4 to Apr. 8, 2016

Year 3

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Dec. 7 to Dec. 11, 2015
Winter Term	Apr. 4 to Apr. 8, 2016

1.5 Dates applicable to Dentistry:

1.5.1 International Dentist Degree Program (IDDP)

Year 1 Orientation	May-June 2015
On-Site Assessment	TBA

1.5.2 Start and End Dates

Years 1 and 2

Fall Term Classes	Aug. 10 to Nov. 27, 2015
Winter Term Classes	Jan. 5 to April 29, 2016

Year 3

Fall Term Classes	Aug. 4 to Nov. 27, 2015
Fall Term Clinic	TBA to Dec. 4, 2015
Winter Term Classes	Jan. 5 to April 29, 2016
Winter Term Clinics	Jan. 5 to April 29, 2016

Year 4

Fall Term Classes	Aug. 4 to Dec. 4, 2015
Fall Term Clinic	TBA to Dec. 4, 2015
Winter Term (most classes)	Jan. 5 to Jan. 9, 2016
Winter Term Clinics	Jan. 5 to Apr. 22, 2016

1.5.3 Mid-Term Break

Feb. 29 to Mar. 4, 2016

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

1.5.4 Examination and Test Dates

Years 1, 2 and 3

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Nov. 30 to Dec. 11, 2015
Winter Term	May 2 to May 13, 2016

Year 4

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Dec. 7 to Dec. 11, 2015
Winter Term	Jan. 11 to Jan. 15, 2016

1.6 Dates applicable to Law:

1.6.1 Start and End Dates

Fall Term	Sept. 8 to Dec. 7, 2015
Winter Term	Jan. 5 to Apr. 8, 2016

1.6.2 Registration and Withdrawal Dates

Regular Registration Period

Fall Term and Fall/Winter Term classes	Ends Sept. 9, 2015
Winter Term classes	Ends Jan. 5, 2016

Late Registration/Registration Revision Period

A financial penalty may be assessed for late registrations. Students may use this period of time to make changes to their selected courses or class schedule.

Fall Term and Fall/Winter Term classes	Sept. 10 to Sept. 21, 2015
Winter Term classes	Jan. 6 to Jan. 15, 2016

Last Date to Register/Registration Revision Deadline

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.

Fall Term and Fall/Winter Term classes	Sept. 21, 2015
Winter Term classes	Jan. 15, 2016

Voluntary Withdrawal deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from classes after this date.

Fall Term classes	Nov. 18, 2015
Winter Term and Fall/Winter Term classes	Mar. 18, 2016

1.6.3 Examination and Test Dates

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	Dec. 10 to Dec. 23, 2015
Winter Term	Apr. 11 to Apr. 25, 2016

1.7 Dates applicable to Medicine:

1.7.1 Orientation

Medicine Inaugural Exercises	Aug. 19, 2015
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1.7.2 Start and End Dates

Year 1

Fall Term	Aug. 18 to Dec. 18, 2015
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Winter Term	Jan. 5 to May 27, 2016
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Year 2

Fall Term	Aug. 24 to Dec. 18, 2015
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Winter Term	Jan. 5 to May 27, 2016
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Year 3

Fall Term	Aug. 24 to Dec. 18, 2015
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Winter Term	Jan. 5 to Aug. 19, 2016
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Year 4

Fall Term	Aug. 24 to Dec. 18, 2015
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Winter Term	Jan. 5 to May 12, 2016
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1.7.3 Mid-Term Break (Year 1 and Year 2)

Mar. 14 to 18, 2016

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

1.7.4 College of Medicine Convocation Ceremony

May 12, 2016

1.8 Dates applicable to Nursing:

1.8.1 New Student Submission Deadline

Non Academic requirements due for all newly admitted Nursing students with fall admissions July 15, 2015

Non Academic requirements due for all newly admitted Nursing students with winter admissions Nov. 10, 2015

1.8.2 Orientation

All New Students Aug. 25, 26, 2015

Year 2 Clinical Orientation TBA

Year 3 Orientation Sept. 16, 2015

Year 4 clinical and senior practicum orientation (January start) Sept. 10, 2015

1.8.3 Start and End Dates

Nursing labs in:

NURS 3280 (Skills Year 3) Begin week of Sept. 14, 2015

Year 3 Clinical Rotation

Tuesday/Wednesday Starts Sept. 29, 2015

Thursday/Friday Starts Oct. 1, 2015

Year 4 NURS 4270 Clinical Rotation Starts Sept. 15, 2015

Year 4 NURS 4430 Clinical Rotation

Tuesday/Wednesday Starts Sept. 22, 2015

Thursday/Friday Starts Sept. 24, 2015

Year 4 NURS 4290 Senior Practicum Starts Sept. 14, 2015

1.8.4 Registration Dates

Last date to register for Fall 2015 and Winter 2016 Nursing Clinical Courses Aug. 4, 2015

1.9 Dates applicable to Occupational Therapy:

1.9.1 Year 1 Orientation

Aug. 20 to Aug. 21, 2015

1.9.2 Start and End Dates

Year 1

Fall Term Classes	Aug. 24 to Nov. 13, 2015
Fall Term Basic Fieldwork	Nov. 16 to Dec. 11, 2015
Winter Term Classes	Jan. 5 to Apr. 29, 2016
Winter Term Intermediate Fieldwork 1	May 2 to June 24, 2016

Year 2

Fall Term	Aug. 24 to Dec 11, 2015
Winter Term Intermediate Fieldwork 2	Jan. 4 to Feb. 26, 2016*
Winter Term Classes	Mar. 7 to June 24, 2016

1.9.3 Mid-Term Break

Feb. 29 to Mar. 4, 2016*

**Note : Some students may need to complete fieldwork during mid-term break depending on availability of fieldwork sites.*

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

1.10 Dates applicable to Pharmacy:

1.10.1 Year 1 Orientation

Sept. 9, 2015

1.10.2 Start and End Dates

Year 2 SPEP 2 May 2 to May 13, 2016

Year 3

Winter Term Classes	Jan. 5 to Mar. 24, 2016
SPEP 3	Apr. 4 to Apr. 29, 2016

Year 4

Fall Term Classes	Sept. 8 to Nov. 2, 2015
SPEP 4 – Block 1	Nov. 9 to Dec. 18, 2015
Electives – Block 1	Nov. 9 to Dec. 23, 2015
SPEP 4 – Block 2	Jan. 4 to Feb. 12, 2016
Electives – Block 2	Jan. 4 to Feb. 19, 2016
SPEP 4 – Block 3	Feb. 22 to Apr. 1, 2016
Electives – Block 3	Feb. 22 to Apr. 8, 2016

1.10.3 Examination and Test Dates

Year 4	Nov. 4 to Nov. 6, 2015
Year 3	Mar. 28 to Apr. 1, 2016

1.11 Dates applicable to Physical Therapy:

1.11.1 Year 1 Orientation	Aug. 17, 2015
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1.11.2 Start and End Dates

Year 1

Fall Term	Aug. 17 to Dec. 18, 2015
Winter Term Classes	Jan. 5 to Mar. 24, 2016
Winter Term (PT 6291)	6 week placement between Apr. 4 to June 24, 2016

Year 2

Fall Term	Aug. 17 to Dec. 18, 2015
Winter Term	Jan. 5 to Mar. 24, 2016

1.11.3 Mid-Term Break (Years 1 and 2)

Mar. 28 to Apr. 1, 2016

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

1.12 Dates applicable to Respiratory Therapy:

1.12.1 Year 1 Orientation	Aug. 31 to Sept. 4, 2015
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1.12.2 Start and End Dates

Year 1

Fall Term	Sept. 8 to Dec. 18, 2015
Winter Term	Jan. 6 to May 27, 2016

Year 2

Fall Term	Sept. 8 to Dec. 18, 2015
Winter Term	Jan. 6 to June 24, 2016

Year 3

Fall Term	Aug. 17 to Dec. 18, 2015
Winter Term	Jan. 5 to June 3, 2016

1.13 Dates applicable to Social Work:**1.13.1 Orientation**

Year 1	Sept. 9, 2015
Year 2 and 3 Field Orientation	Sept. 8 and Sept. 9, 2015

1.13.2 Start and End Dates**Years 2 and 3 Field Instruction**

Fall Term	Sept. 8 to Dec. 11, 2015
Winter Term	Jan. 6 to Apr. 11, 2016

1.14 Other University Special Events

2015 School Counsellors Admissions Seminar	Sept. 2015 (date TBA)
Evening of Excellence	Oct. 2015 (date TBA)
Memorial events for 14 women murdered at l'École Polytechnique in 1989	Dec. 6, 2015
Information Days for High School Students	Feb. 17 to 18, 2016

Section 2: Dates for Summer Term

2.1 Distance and Online Education Dates

This section includes information for Winter/Summer Term 2016 and in Summer Term 2016 Distance and Online Education Courses.

2.1.1 Start and End Dates

Winter Term/Summer Term courses	Jan. 6 to June 30, 2016
Summer Term	May 2 to July 29, 2016

2.1.2 Registration and Withdrawal Dates

Regular Registration Period

Winter/Summer Term courses	Ends Jan. 5, 2016
Summer Term courses	Ends May 1, 2016

Late Registration/Registration Revision Period

A financial penalty may be assessed on late registrations.

Winter Term and Winter/Summer Term courses	Jan. 6 to Jan. 19, 2016
Summer Term courses	May 2 to May 13, 2016

Last Date to Register/Registration Revision Deadline

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date.

Winter Term and Winter/Summer Term courses	Jan. 19, 2016
Summer Term courses	May 13, 2016

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

Winter/Summer Term courses	June 6, 2016
Summer Term courses	July 8, 2016

2.1.3 Examination Dates

Winter/Summer Term courses	July 4 to July 7, 2016
Summer Term courses	Aug. 2 to Aug. 5 & Aug. 8, 2016
Off-Campus Exam Application Deadline for Distance and Online Education Students	
Winter/Summer Term courses	Apr. 29, 2016
Summer Term courses	June 1, 2016

2.2 Summer Session 2015 Start and End Dates

For more detailed information, please consult the Summer Session Calendar available from the Summer Session Office, 166 Extended Education Complex, or online at umanitoba.ca/summer.

2.2.1 Dates for May Day, June Day and May-June Day classes

Classes	May 4 to June 23, 2015
Examinations	
May Day	May 29 to May 30, 2015
June Day and May-June Day	June 25 to June 26, 2015

2.2.2 Dates for May-June Evening, June-August Evening and May-August Evening classes

Classes	May 4 to Aug. 6, 2015
Examinations	
May-June Evening	June 19 to June 20, 2015
June-August Evening and May-August Evening	Aug. 7 to Aug. 8, 2015

2.2.3 Dates for July Day, August Day and July-August Day classes

Classes	July 2 to Aug. 20, 2015
Examinations	
July Day	July 27, 2015
August Day and July-August Day	Aug. 21 to Aug. 22, 2015

2.2.4 Other Start and End Dates

Medicine, B.S.c	May 25 to Aug. 21, 2015
Nursing Summer Term	Apr. 20 to July 22, 2015
Occupational Therapy	
Year 1 Intermediate Fieldwork 1 (rescheduled to Winter 2015 term)	May 4 to June 26, 2015
Year 2 Advanced Fieldwork	Flexible start and end between June 29 to Sept. 11, 2015
Physical Therapy Year 1	
(PT 6291) rescheduled to Winter 2015 term	6 week placement between Apr. 7 to June 26, 2015
(PT 6292)	6 week placement between May 19 to Sept. 25, 2015
(PT 6310) class.....	Mar. 30 to Aug. 14, 2015
Year 2 (PT 7292 and PT 7390)	2 x 6 week placements between Apr. 7 to Sept. 11, 2015
Respiratory Therapy Year 2 (rescheduled to Winter 2015 term)	Apr. 27 to June 26, 2015

2.3 Summer Session 2016 Class Start Dates

Other dates not yet available. More dates will be made available in the 2016-2017 Academic Schedule.

Summer Session Start Date	May 2, 2016
Medicine, B.Sc.	May 23 to Aug.19, 2016
Nursing Summer Term	Apr. 18 to July 22, 2016
Occupational Therapy Year 2 Advanced Fieldwork	Flexible start and end between June 27 to Sept. 9, 2016
Physical Therapy Year 1	
(PT 6292)	6 week placement between May 16 to Sept. 23, 2016
(PT 6310) class	Mar. 28 to Aug. 12, 2016
	2 x 6 week placements between
Year 2 (PT 7292 and PT 7390)	Apr. 4 to Sept. 9, 2016

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

October 3, 2014

Report of the Senate Committee on Approved Teaching Centres with Respect to Instructors for Cross-Registered Courses for 2014-2015

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2.
2. Since last reporting to Senate (June 2014), the Senate Committee on Approved Teaching Centres has considered the qualifications for two proposed instructors, for cross-registered courses in 2014-2015, as submitted by Booth University College and by the Prairie Theatre Exchange (PTE).

Observations

1. Booth University College

The Committee has endorsed Tracy DeBoer as instructor for the cross-registered course, PSY 260 Abnormal Psychology, to be offered by Booth University College in the 2014-2015 academic session. The Department of Psychology has also endorsed the instructor.

2. Prairie Theatre Exchange

The Committee has endorsed Kendra Jones as instructor for the cross-registered course Spoken Voice, to be offered by the Prairie Theatre Exchange in the 2014-2015 academic session. The Department of English, Film, and Theatre has also endorsed the instructor.

Recommendations:

The Senate Committee on Approved Teaching Centres recommends:

THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning instructors for cross-registered courses, as outlined in the Report [October 3, 2014].

Respectfully submitted,

Senate Committee on Approved Teaching Centres

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

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 Physiology & Pathophysiology, Dept. of Medical Microbiology, and the Dept. of Electrical & Computer Engineering.

Observations

1. The **Dept. of Physiology & Pathophysiology** proposes the deletion of **IMED 7090 Cell Biology (6)** and the introduction of two (2) courses, **IMED 7092 Cell Biology A (Introductory) (3)** and **IMED 7094 Cell Biology B (Special Topics) (3)** to split the six credit hour course. There are no resource implications associated with this split. The division of the course into two components will benefit enrollment as students can now consider taking an introductory grad level course in cell biology or taking a course covering more specialized topics in cell biology independently of each other. This will benefit students entering programs in January as they will be able to access the material offered in Cell Biology B without waiting a year. General flexibility and fit within the programs will improve.

Course Deletion

IMED 7090 Cell Biology -6

Course Introductions

IMED 7092 Cell Biology A (Introductory) 3
Lecture, seminar, tutorial and/or demonstration course devoted to basic structure and molecular functions of the different parts of the cell, beginning with the nucleus and concluding with the cell membrane. Topics include basic genetic inheritance principles, chromosomes and gene regulation, protein synthesis and sorting, mitochondrial functions and genetics, biochemical and electrical properties of cell membrane functions.

IMED 7094 Cell Biology B (Special Topics)**3**

Lecture, seminar, tutorial and/or demonstration course devoted to the coordination of integration of cellular functions in complex multicellular organisms. Topics include functional interactions between extracellular matrix, cytoskeletons and membranes, cell and extracellular matrix interactions, cell-to-cell communication including signal transduction mechanisms, concepts in the regulation of cell growth and cell death and pluripotent stem cells, and their relevance to normal organ/body development and malignancy.

NET CREDIT HOUR CHANGE**0**

2. The **Dept. of Medical Microbiology** proposes the modification of (1) course, **MMIC 7210 Clinical Virology (3)**. The change is being proposed as there is a lot of overlapping and repetitions as different viruses can involve different body systems/organs, and since different sessions are taught by different lecturers, this will cause inconsistency. Moreover, 4-hour sessions are typically exhausting for trainees and often too much for one topic. Clinical trainees rotate through CPL as part of their training but graduate students do not; therefore, a rotation will be arranged for them to become familiar with clinical virology laboratory services.

Course Modification**MMIC 7210 Clinical Virology****3**

Each group of viruses will be presented in a lecture dealing with the General Virology and taxonomy, epidemiology, clinical aspects of the diseases, laboratory diagnosis, treatment options, anti-virals classes with their mechanisms of action as well as susceptibility testing (where applicable), and prevention (including infection control measures, chemo- and immunoprophylaxis (where applicable)). The course consists of lecture and optional laboratory component (non-mandatory rotation for Graduate students only at CPL, Virus Detection and Serology sections).

NET CREDIT HOUR CHANGE**0**

3. The **Dept. of Electrical & Computer Engineering**, *Biomedical Engineering Program*, proposes the deletion of two (2) courses and the introduction of eight (8) courses. The changes are being proposed to offer the two deleted courses as separate, modular courses to allow students more flexibility to take different modules.

Course Deletions**BME 7010 Biomedical Engineering for Engineering Students****-6****BME 7020 Biomedical Engineering for Life Science Students****-6**

Course Introductions

BME 7014 Functional Anatomy **2**

The goal of this course is to introduce human functional anatomy for engineering students with no background in biology or anatomy. The course presents an overall human anatomy from functional view point.

BME 7012 Foundation of Physiology **2**

The goal of this course is to introduce human physiology for engineering students with no background in physiology. The course offers the foundation of function and regulation of the systems and major organs of the human body.

BME 7016 Introduction to Biochemistry and Microbiology **1**

The goal of this course is to introduce a general overview of biochemistry and microbiology of the cells and organisms.

BME 7026 Basics of Biological Signal Analysis **2**

The goal of this course is to introduce the basics of biological signal analysis to students with no background in signal processing. The course offers classification of signals and systems, stochastic nature of biological signals, Fourier Transform of signals, and power spectral analysis.

BME 7022 Biomedical Instrumentation **2**

The goal of this course is to introduce the basics of biomedical instrumentation to students with no background in engineering. The course offers basics of electrical circuits, design of instrumentation amplifiers using EMG as an example, signal digitization and electrical safety of medical devices.

BME 7028 Basics of Biomechanics **2**

The goal of this course is to introduce the basics of biomechanics to students with no background in engineering. The course offers basics of mechanical and anatomical analysis of human movement, principles of human motor performance and motor learning and applications on rehabilitation.

BME 7024 Basics of Electromagnetic **2**

The goal of this course is to introduce the basics of electromagnetic principles to students with no background in engineering. It will offer lectures on electrostatics, electric fields in matter, magnetostatics, electrodynamics, and Poynting's theorem.

BME 7030 Biomedical Ethics **1**

The goal of this course is to introduce the ethical issues encountered in biomedical research. The course presents several actual examples and offers the fundamental ethical rules of any

biomedical research.

NET CREDIT HOUR CHANGE

+2

Recommendations

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

Dept. of Physiology & Pathophysiology

Dept. of Medical Microbiology

Dept. of Electrical & Computer Engineering

Respectfully submitted,

Dr. John (Jay) Doering, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting of September 23, 2014 the Senate Committee on Awards approved four new offers and ten amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated September 23, 2014).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve four new offers and ten amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated September 23, 2014). 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 September 23, 2014

1. NEW OFFERS

Deepak and Ratna Bose Prize

Friends, family and colleagues have established a prize in the Department of Pharmacology and Therapeutics in honour of Drs. Deepak and Ratna Bose for their commitment to excellence in teaching and education at the University of Manitoba in undergraduate medicine, pharmacy and graduate pharmacology programs. The purpose of the prize is to recognize and support the continuing professional development of graduate students in the Department of Pharmacology and Therapeutics. Each year, one prize valued at \$300 will be offered to a graduate student who:

- (1) was enrolled full-time in the Faculty of Graduate Studies in a Master's or doctoral program specializing in pharmacology in the College of Medicine at the University of Manitoba in the year in which the prize is tenable;
- (2) has achieved a minimum degree grade point average of 3.75 (or equivalent), based on the previous 60 credit hours of study;
- (3) has demonstrated critical thinking and self-directed learning during discussions on the discipline of pharmacology as well as topics in biomedical research.

Eligible candidates will be evaluated based on the nomination letters submitted by faculty members to the selection committee. A minimum of one letter of nomination will be required before a student will be considered for this prize. Nomination letters must speak to how the candidate demonstrates the qualities outlined in criterion (3) as well as the candidate's commitment to enhancing the educational experience of the other students.

Should the Department of Pharmacology and Therapeutics be dissolved or amalgamated with another department or faculty, the prize must continue to be given to candidates pursuing graduate qualifications in the scientific discipline of pharmacology. Pharmacology encompasses the interactions between drugs and biological systems, and includes pharmacodynamics, pharmacokinetics and pharmacogenomics.

The donor must notify the Financial Aid and Awards office no later than March 31 in any year this prize is not to be offered.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Graduate Studies Committee of the Department of Pharmacology and Therapeutics to name the selection committee for this award.

Diamond Athletic Medical Supplies Convocation Prize of Excellence

Diamond Athletic Medical Supplies is a locally owned company that has been supplying healthcare professionals and their patients since 1946. As a proud partner in Canadian healthcare education and research, Diamond Athletic Medical Supplies offers an annual prize of \$500. The prize, in memory of the founder of Diamond Athletic Medical Supplies, Sam Diamond, is for a student graduating from the Master of Physical Therapy program in the College of Rehabilitation Sciences. Beginning in the 2014-2015 academic year, one convocation prize valued at \$500 will be offered to a graduate student who:

- (1) is a resident of Manitoba;
- (2) has completed the degree requirements for the Master of Physical Therapy program in the College of Rehabilitation Sciences at the University of Manitoba;
- (3) has achieved a minimum degree grade point average of 3.5 (or equivalent) in the previous 60 credit hours with no grade lower than a B (or equivalent);
- (4) has demonstrated a strong and consistent history of community or sports involvement locally or

within the broader community;

- (5) has demonstrated leadership qualities through involvement in the community or in the College of Rehabilitation Sciences;
- (6) has demonstrated an interest in active living, health promotion and wellness.

To support criteria (4) through (6), applicants for this scholarship must submit the following:

- (1) a completed Diamond Athletic Medical Supplies award application form;
- (2) one letter of recommendation from a leader of an organization (related to the area of interest) with which the applicant has volunteered within the two years prior to applying for this scholarship;
- (3) a short essay (maximum 500 words, double spaced in 12 point font) describing why you think active living, health promotion and wellness are important components of physiotherapy and how you see your role as a physiotherapist in promoting these.

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

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

Dr. Ruth Grahame Bursary

Dr. Andrew Cooke has established an endowment fund at the University of Manitoba with an initial gift of \$20,000 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The bursary is in honour of his mother, Dr. Ruth Grahame, in recognition of her contributions to the College of Rehabilitation Sciences and to the College of Medicine at the University of Manitoba. The purpose of the fund is to provide financial support to students in the Master of Occupational Therapy and Master of Physical Therapy programs in the College of Rehabilitation Sciences. Beginning in the 2014-2015 academic year, the available annual interest from the fund will be used to offer two bursaries, each valued at one half of the available annual income, to two graduate students, one in the Master of Occupational Therapy (MOT) program and one in the Master of Physical Therapy (MPT) program, who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the first year of either the Master of Occupational Therapy (MOT) or the Master of Physical Therapy (MPT) programs offered by the College of Medical Rehabilitation at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 3.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The Chair of the College of Rehabilitation Sciences Awards Committee will name the selection committee for this award.

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

Nettie Peters Undergraduate Bursary in Nursing

Nettie Peters has established an endowment fund at the University of Manitoba with an initial gift of \$10,084 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Nettie Peters is a retired Associate Professor in the College of Nursing (1973-1998) who taught primarily in the undergraduate programs. She was active in both the provincial and national nursing associations concerned about elevating the standards of nursing education and practice. The purpose of the fund is to support students in the College of Nursing. Beginning in the 2015-2016 academic year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the fourth year of study of the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

Canon International Envirothon Scholarship

The following amendments have been made to the terms of reference for the Canon International Envirothon Scholarship:

- The name of the award has been revised to the *Envirothon Scholarship*.
- The name change of the Canon International Envirothon to the North American Envirothon has been referenced.
- The numbered eligibility criteria have been revised and now read:
 - (1) have competed in any Envirothon (such as, but not limited to, the Canon International Envirothon, the North American Envirothon, and the Manitoba Envirothon);
 - (2) are enrolled full-time (minimum 80% course load) in any degree program offered by the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba;
 - (3) have achieved:
 - a) for students entering the Faculty directly from high school, a minimum average of 85% on courses used for entrance scholarship purposes; or
 - b) for continuing students, a minimum degree grade point average of 3.5.
- The application paragraph has been revised to indicate that students must submit high school transcripts (for students entering the Faculty directly from high school) or an official university transcript (for continuing undergraduate students) and a one page letter highlighting the influence the Envirothon had on their selection of a University degree program.
- The selection committee will have the discretion to determine the number of awards each year based on the available funds.
- The selection committee has been changed to the Awards and Honours Committee.

Dr. J.D. Adamson Medal and Prize in Physical Therapy

The following amendments have been made to the terms of reference for the Dr. J.D. Adamson Medal and Prize in Physical Therapy:

- The name of the award has been revised to the *Dr. J.D. Adamson Medal and Convocation Prize in Physical Therapy*.
- The award is now offered to a student graduating from the Master of Physical Therapy program instead of the Bachelor of Medical Rehabilitation (Physical) Therapy degree program.
- The following statement has been included: “The donor will notify the Financial Aid and Awards office by March 31 in any year this award is not to be offered.”

- The selection committee statement has been revised to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the College of Rehabilitation Sciences Awards Committee (or designate) to name the selection committee for this award.”

Foundation for Registered Nurses Manitoba Inc. Undergraduate Bursary

The following amendments have been made to the terms of reference for the Foundation for Registered Nurses Manitoba Inc. Undergraduate Bursary:

- The fund type has been listed in the preamble.
- The last sentence in the preamble has been revised to read: “Each year, the available annual income from the fund and any additional contributions made by the Foundation for Registered Nurses of Manitoba Inc. will be used to offer bursaries valued at a minimum \$500 and a maximum of \$1,500 each to undergraduate students who:”
- The name of the Four Year Baccalaureate Program has been revised to the *Bachelor of Nursing Program*.
- The name of the Faculty of Nursing has been revised to the *College of Nursing*.
- The degree grade point average calculation will be used instead of the cumulative grade point average.
- The Director of the Financial Aid and Awards office will no longer name the selection committee. The selection committee will be named by the Student Awards Committee of the College of Nursing and will include two representatives of the FRNM Awards Committee.
- The standard Board of Governors statement has been added to the end of the terms of reference.

Frank M. Fowler Memorial Scholarship

The following amendments have been made to the terms of reference for the Frank M. Fowler Memorial Scholarship:

- A new preamble has been written and states:
 “Through gifts to The Winnipeg Foundation, the family of Mr. Frank M. Fowler and the Board of Directors of Nelson River Construction Inc. have established a fund at the Foundation to support students of Civil Engineering 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. The available annual earnings from the fund will be used to offer one scholarship to an undergraduate student who:”
- All of the biographical information that makes up the preamble has been removed from the terms and is included in a separate section to appear after the terms under the heading “Biographical Information”. This section will only appear on the final draft of the terms shared with the department and the donor and is not a part of the terms to be considered for approval.
- The numbered eligibility criteria have been revised to now read:
 - (1) is enrolled full-time (minimum 80% course load) in the third year of studies in the Department of Civil Engineering in the Faculty of Engineering at the University of Manitoba;
 - (2) has achieved a minimum degree grade point average of 3.75.

Goldie Goldstein Prize in Nutrition

The following amendments have been made to the terms of reference for the Goldie Goldstein Prize in Nutrition:

- The fund type has been included in the preamble

- All of the biographical information that makes up the first half of the preamble has been removed from the terms and is included in a separate section to appear after the terms under the heading “Biographical Information”. This section will only appear on the final draft of the terms shared with the department and the donor and is not a part of the terms to be considered for approval.
- The available annual interest, instead of a set value, will be used to offer one prize each year.
- The course name and number have been changed to Nutrition and the Elderly (HNSC 4310).
- The selection committee has been changed from the Student Standing and Awards Committee of the Faculty of Human Ecology to the Faculty of Agricultural and Food Sciences Awards Committee. The awards committee will solicit the input of the instructor for the selection of the recipient.
- The standard Board of Governors statement has been added to the end of the terms of reference.

Grace General Hospital Bursary

The following amendments have been made to the terms of reference for the Grace General Hospital Bursary:

- The minimum course load percentage has been outlined in the numbered criteria.
- The name of the Four Year Baccalaureate Program has been revised to the *Bachelor of Nursing Program*.
- The name of the Faculty of Nursing has been revised to the *College of Nursing*.
- The degree grade point average calculation will be used instead of the cumulative grade point average.

Helen Johnson Shelton Memorial Bursary

The following amendments have been made to the terms of reference for the Helen Johnson Shelton Memorial Bursary:

- The preamble has been revised to read: “In memory of Helen Johnson Shelton, her family has established an endowment fund at the University of Manitoba. Each year, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:”
- The numbered criteria have been revised to read:
 - (1) are enrolled full-time (minimum 60% course load) in the Four-Year Baccalaureate Nursing Program in the Faculty of Nursing at the University of Manitoba;
 - (2) have achieved a minimum degree grade point average of 2.5;
 - (3) have demonstrated financial need on the standard University of Manitoba bursary application form.
- The selection committee has been changed to the Student Awards Committee of the College of Nursing.
- The standard Board of Governors statement has been added to the end of the terms of reference.

Joel Nitikman and Liny Chan Entrance Award

The following amendments have been made to the terms of reference for the Joel Nitikman and Liny Chan Entrance Award:

- The name of the award has been revised to the *Joel Nitikman and Liny Chan Bursary*.
- The award has been changed to a bursary and the selection criteria were revised to reflect the award type:

- (1) is enrolled full-time (minimum 60% course load) in the first year of the J.D. degree program in the Faculty of Law at the University of Manitoba;
 - (2) has a minimum adjusted admission grade point average of 2.0;
 - (3) demonstrates financial need on a Financial Aid and Awards approved bursary application form.
- The standard Board of Governors statement has been added to the end of the terms of reference.

Phyllis May-Rolfe Memorial Bursary

The following amendments have been made to the terms of reference for the Phyllis May-Rolfe Memorial Bursary:

- The minimum course load percentage has been outlined in the numbered criteria.
- The name of the Four-Year Baccalaureate Program has been revised to the *Bachelor of Nursing Program*.
- The name of the Faculty of Nursing has been revised to the *College of Nursing*.
- The selection committee has been changed to the Student Awards Committee of the College of Nursing.
- The standard Board of Governors statement has been added to the end of the terms of reference.

Women's Canadian Club of Winnipeg Centennial Educational Fund

The following amendments have been made to the terms of reference for the Women's Canadian Club of Winnipeg Centennial Educational Fund:

- The name of the award has been revised to the *Women's Canadian Club of Winnipeg Centennial Educational Bursaries*.
- The preamble has been revised to read:
 "On the occasion of its 100th anniversary, The Women's Canadian Club of Winnipeg (established November 29, 1907) has established an endowment fund at The Winnipeg Foundation to offer bursaries for students in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba. Each year The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. Each year, the available earnings from the fund will be used to offer one or more bursaries to undergraduate students who:"
- The criteria including the completion of courses pertaining to the study of Canada or Canadian issues has been eliminated.
- The application has been eliminated.
- The minimum value of bursaries has been set to \$500 each.
- The Director of the Financial Aid and Awards office will no longer name the selection committee for this award. The selection committee will be named by the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate).
- The standard Board of Governors statement has been added to the end of the terms of reference.



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MEMORANDUM

DATE: September 23, 2014

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: ***APPROVAL OF MOTION, Board of Governors MEETING – September 23, 2014***

At its meeting on September 23, 2014, the Board of Governors approved the following motions:

THAT the Board of Governors approve three new offers, two amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated June 24, 2014].

THAT the Board of Governors approve one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated June 24, 2014].

Copy: ✓ S. Coyston
D. Jayas

JML/sf



UNIVERSITY
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Date: September 18, 2014

To: Karin Wittenberg, Acting Dean, Faculty of Agricultural and Food Sciences

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

Subject: **Notice of program conclusion – Student Transfer Agreement with Northwest A & F University, China**

On September 1, 2014, the Student Transfer Agreement and articulation between the Faculty of Agricultural and Food Sciences, University of Manitoba, Canada and Northwest A & F University, China formally concluded. It should be noted that this agreement was implemented prior to the introduction of the formal review and approval of articulation agreements by Senate.

Prior to proceeding to a formal renewal, the Faculty has completed an assessment of outcomes arising from this agreement and determined that it was no longer productive, as such it is not considered to be a candidate for renewal. Therefore, the articulation between the Faculty of Agricultural and Food Sciences and Northwest A & F University, China, will be considered formally concluded effective September 1, 2014.

cc. Jeff Adams, Executive Director, Enrolment Services
James Blatz, Associate Vice-President (Partnerships), Research and International
Jared Carlberg, Acting Associate Dean (Academic), Faculty of Agricultural and Food Sciences
Cassandra Davidson, Program Analyst, Office of the Vice-President (Academic) & Provost
Jeff Leclerc, University Secretary
Thelma Lussier, Executive Director, Office of Institutional Analysis
Neil Marnoch, Registrar, Registrar's Office
Patricia Maruschak, Coordinator, International Agreements, International Relations



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October 14, 2014

TO: Jeff Leclerc, University Secretary

FROM: Joanne C. Keselman, Vice-President (Academic) & Provost and Chair,
Strategic Planning Committee

SUBJECT: University of Manitoba Strategic Plan 2015-2020

Enclosed please find a copy of *Taking our Place: University of Manitoba Strategic Plan 2015-2020*. This plan is the result of a consultative process launched by President David Barnard last January, the goal of which was to develop an updated strategic plan to help guide the University's direction for the period 2015-2020.

On behalf of the Strategic Planning Committee (SPC) charged with developing this Plan, I am requesting that you place this document before Senate and, in turn, the Board, for their consideration.

Thank you.

cc: SPC members

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

Taking Our Place: University of Manitoba Strategic Plan 2015-2020

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Message from the President

When I joined the University of Manitoba community in 2008, I was honoured to be part of a University that was striving to be the best it could be for those it served. The *Strategic Planning Framework*, approved in 2009 to guide our decision-making over the subsequent five years, provided a structure to help us shape a future that demonstrated our University at its best.

The directions we established were meant to answer the question, “What future are we choosing to create?” We said:

- *The University of Manitoba will be nationally and internationally recognized for its teaching, research and creative excellence, sought after by students and faculty alike as their preferred site for study.*
- *The University of Manitoba will be a student-focused research university from the time of recruitment: a life-long academic home where students contribute to a diversity of ideas and experiences.*
- *The University of Manitoba will work with a variety of partners to make Winnipeg the national centre of excellence in Indigenous education, and in particular to allow Indigenous students to be prepared for and to achieve educational success in the full range of academic programs we provide.*
- *The University of Manitoba will be an employer of first choice, offering and expecting respect for all staff and faculty, providing opportunities for leadership, growth and development, and recognizing the contributions made at all levels of the organization.*

A great deal has been accomplished that moves us toward these objectives, which is a credit to all members of our community. The engagement in developing this new plan has been extensive, and reflects not only the sincere willingness of our community to participate in the conversation about the future we are now choosing to create, but to take an active part in making it happen.

This plan builds on the 2009 Framework while taking into account what we have learned and experienced together over the last five years. Through the many conversations that have formed the basis of this plan, it has been clear that, although some refinement was needed, our community continues to support the kind of future we had articulated in 2009. I am confident in our collective ability to pursue the priorities, goals and supporting actions articulated in this Plan with energy and enthusiasm, intent on building bigger futures for our students, for our faculty and staff members, and for communities both close to home and around the world.

I would like to thank the members of the Strategic Planning Committee for their time, their dedication and their service on behalf of our University. I would particularly like to thank Dr. Joanne Keselman, Vice-President (Academic) and Provost for her leadership of the Committee. Their work has resulted in a strategic plan that I believe will continue to shape our future as a great university.

David T. Barnard
President and Vice-Chancellor
October, 2014

Introduction

The University of Manitoba was established almost 140 years ago, and with the passage of *An Act to establish a Provincial University* (1877), became the first degree-granting institution west of southern Ontario. The *Act* described the University's purpose as "raising the standard of higher education in the province, and of enabling all denominations and classes to obtain academical degrees".

Echoes of this early statement of purpose remain in the University of Manitoba's current mission: *To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.*

It is still the case, as it was then, that the University seeks to meet Manitoba's needs. In 1877, this was defined simply as a need for a degree-granting body, to raise the standard of higher education. From this foundation however has grown a University with a role that far exceeds its initial mission. The University of Manitoba now offers a wide range of programs to its students, of whom 80% still come from within Manitoba and, after graduation, pursue their careers here, becoming our next generation of cultural, community, business and government leaders.

At the same time, it now shares this excellence in education with students from around the world, and actively seeks to engage as part of the interconnected international community, through research partnerships, student and academic exchanges and the pursuit of solutions to challenges faced globally. The University of Manitoba offers a strong foundation in the liberal arts and sciences as part of its broad range of undergraduate and graduate programs. Many of these programs, particularly the professional programs, are unique within the province. In addition, as Manitoba's only research (medical-doctoral) university, the University of Manitoba's role within the provincial post-secondary system is defined by the extent of its provision of graduate education and its extensive research enterprise. The University dominates the Manitoba research landscape and ranks among Canada's most research-intensive universities, with world-class faculty who connect their expertise to local, national and international needs and provide students with a uniquely enriched educational experience. Over \$1.8 billion in annual economic activity in the province is attributable to the University of Manitoba, making it one of the most important contributors to the province's prosperity.

The University of Manitoba has evolved over 140 years to meet the unique needs and challenges of the Province and, unlike its early beginnings, fully recognizes the diversity of the people of Manitoba, particularly the Indigenous population. The University is engaged in a comprehensive effort to attract and retain more Indigenous students, faculty and staff, incorporate Indigenous perspectives and knowledge within its program offerings, and honour First Nations, Metis and Inuit traditions and cultures in its spaces.

Planning Context

In 2009, the University of Manitoba's Senate and Board of Governors approved, for the purposes of planning, the *Strategic Planning Framework 2009 – 2014* that was intended to guide the major decisions to be made over the ensuing five years. While recognizing the breadth and depth of the University's capacity, it identified areas where it was thought that the allocation of focused effort and resources would allow for the greatest progress in pursuing the University's vision and mission.

An October 2013 report on progress under the *Strategic Planning Framework* (http://umanitoba.ca/admin/vp_academic/media/October_2013_status_UPDATED_Feb_2014.pdf) identified much progress attained to that point, supported in part by almost \$32 million in funding reallocated in support of framework priorities. It also acknowledged there were some improvements that would need to be incorporated in the new plan, such as addressing in greater detail the University's commitment to teaching, research, scholarly work and other creative activities, and the depth of the work required to make meaningful improvements to the University's institutional infrastructure and organizational structures. It also has become clear that the University's commitment to providing an exceptional student experience, rather than being defined as a discrete set of activities, must be integrated within all of the University's programs and services.

The lessons learned in implementing the *Strategic Planning Framework 2009-2014* provide important context in charting a course for the next planning period, as will the environment in which the University will be making its decisions.

As a publicly funded institution, the University of Manitoba will be affected significantly by the increasingly-constrained financial environment in the coming years. Governments across the country have been adjusting their approaches to funding universities, choosing to reduce or constrain the growth of operating grants, establish targeted program funding, change eligibility criteria for research funding, and limit the availability of capital. The University of Manitoba in particular will need to respond to ongoing limits on its provincial operating grant, restrictions to its ability to adjust tuition fees to competitive market rates, and limited provincial funding for the research endeavor, while continuing to make the case for increased government support for post-secondary education.

These challenges will occur at a time when the competition for top talent will continue to intensify, and will be compounded by the scope of the investment that is necessary for the University to pursue its priorities. These include its commitment to improving and modernizing its institutional infrastructure, a key ingredient in attracting and retaining exceptional faculty, staff and students and maintaining our commitment to offering a broad range of opportunities to students from a variety of backgrounds. Our current commitment in this area has resulted in a significant investment in information technology, for example, and this need will remain strong for the foreseeable future. So, too, will be the need to continue investments in student support in order to attract top graduate and undergraduate students.

Changing demographics, along with other factors which affect enrolment, are expected to have a significant impact on the University in the coming years. The projected declines in provincial high school graduates and the provincial population aged 18-24 are concerning, but are tempered by factors such as current trends in immigration rates and university participation rates, and international demand for our programs. The implementation of Strategic Enrolment Management targets, both for the University's overall student population as well as for specific categories of students, make it even more important that these factors are monitored on an ongoing basis and their effects understood.

The University will need to continue its efforts to promote institutional sustainability and to pursue the principles of environmental, social and economic sustainability, defined by the World Commission on Environment and Development as meeting 'the needs of the present without compromising the ability of future generations to meet their own needs'.

Over the past few years, the University has been engaged in what can be described as the largest administrative transformation project in its history. This has involved a range of efforts designed to update the University's processes, modernize and improve the way in which it offers its services, and reorganize its structure. This undertaking has generated financial savings and other efficiencies that have allowed the University to reinvest in high-priority activities, but it also has led to a great deal of change within the organization, which in turn has led to concerns from faculty and staff related to its rate and impacts. The University will need to focus on effective change support and communication, both to address existing challenges being faced by members of its community and to prepare effectively for and implement future changes.

The University of Manitoba has an opportunity to capitalize on the growing desire within its community for increased, more effective and more meaningful engagement, both internally and externally. This has emerged as such a significant area for focus that external engagement is defined as a distinct priority for the University, and internal engagement has become a core feature of how a positive learning and work environment is defined.

The role that the University of Manitoba has evolved to fulfill is unique within the province, as are the impacts it can have in meeting economic and social needs in the province and globally, the opportunities it is able to offer its students, and the connections it is able to forge with other institutions, organizations, and communities. The University's commitment to Indigenous achievement is notable in this regard; not only does it involve a focus on meeting the needs of Indigenous students, but also an intention to work with communities to address a range of pressing issues.

Consultations: What We Heard

In developing this plan, more than 50 input sessions were held involving almost 1,200 faculty, staff, students and alumni, who were asked a series of questions related to their perspectives about the future direction of the University. This input was tremendously valuable to the Strategic Planning Committee in considering the types of goals that would have strategic importance to the University of Manitoba over the next five years. The process also served as a rich source of input from members of our community about the context in which we are planning for the future. Several themes emerged from these consultations that speak to the issues preoccupying members of our community, and can be used to guide the approaches that academic and administrative units will take to pursuing the University's priorities.

Sense of community: The need for a more connected community emerged as one of the strongest areas of consensus in the feedback from the consultation sessions. There is a clear sense that the University would benefit both from better communication and engagement within its own structures, and with the broader community as well. Internally, this might manifest itself as greater opportunity for collaboration and teamwork among and between faculties and administrative units, meaningful dialogue as a community about major issues facing the University or decisions affecting the workplace, or – in the case of students – creating better ways to engage students in campus life. In addition, a clear sense emerged from university faculty and staff, students and community partners that all would benefit from greater integration and dialogue between the University and the external community.

Positive working environment: Faculty and staff share a strong desire to foster a work environment where individuals are respected, contributions are valued and recognized, and where opportunities for growth and development are promoted. In addition, staff wanted better work-life balance, which they suggested could be enhanced through offerings such as accessible childcare and flexible work schedules. Faculty stressed the importance of a work environment that respects and fosters collegial decision making and that provides sufficient administrative support in order for them to focus on their primary responsibilities of teaching and research.

Innovations in learning: Students' participation in the consultation sessions provided important feedback regarding what they are seeking from their university experience. They prioritized flexibility in how they are able to pursue their programs, as well as greater opportunities for experiential education and a stronger connection between their studies and their careers of choice. The kind of supports they are seeking include enhanced career services and the ability to develop their 'job-readiness' skills while pursuing their degrees, through means such as co-op programs. They also promoted an increased emphasis on teaching excellence (both in terms of content and pedagogy) when recruiting faculty and assessing their performance.

Technology: Faculty, staff and students alike emphasized the increasingly important role that technology is playing in society in general and in the University's learning and work environment in particular. At the same time, the complexity of using technology and social media as an enabler of learning was identified as a challenge requiring additional support and guidance. In addition, it was acknowledged that a more robust technology infrastructure will be required to support the University's teaching and research programs.

Indigenous student success: A great strength of the University of Manitoba is the diversity of its student body, particularly its growing population of First Nations, Metis and Inuit students. There is a shared view among faculty, staff and students that one of the key elements to enhancing Indigenous student success is the availability of academic and student supports that are relevant, culturally affirming and innovative. Many discussions took place at Indigenous-focused consultation sessions about the need to decolonize the University

to better support Indigenous students and faculty by offering more Indigenous-based curricula, supporting more community-based research, and increasing awareness about the contributions of Indigenous peoples. Another suggestion was that the University can play an important role in enhancing early Indigenous student success by greater engagement with the pre-university student population through K-12 outreach and mentoring programs. Participants, Indigenous students in particular, spoke about the need for more Indigenous academics and staff on campus. Equally important was the need for engaged and active Indigenous alumni who can serve as role models and mentors.

Changing role of universities: The consultation sessions yielded a wide range of perspectives related to the changing role of universities, the context in which they are operating, and how the University of Manitoba should respond to these changes. Participants spoke about the need both to respond to change while remaining true to the University's fundamental purpose to educate, preserve, create and share ideas and new knowledge for the public good. They recognized the need to create greater connections between students' education and the workplace while expressing concern about a national skills discussion that appears to devalue the benefits of university education in favour of skilled trades. They also acknowledged the need to diversify funding sources while expressing concern about a focus on revenue generation. Though this range of perspectives highlights the need for balance in addressing diverse interests, what was consistent is a view that the University's academic principles must not be compromised, and that institutional resources, whatever their source, should be used so as to maximize their impact in support of the University's mission.

Reputation: Enhancing the University's reputation as a nationally and internationally recognized leader in its areas of strength was identified as a priority for many participants, who linked reputational strength to the University's ability to compete effectively for high quality faculty, staff, students, grant funding, and support from other sources. Though not universal, there was a commonly held view that building recognition would require choices and selective investments, given the current fiscal reality. In other words, the University of Manitoba cannot afford to be all things to all people.

Considered together, these themes reflect the forward-focused views of our community. They reflect our collective assessment of the opportunities that exist both on our campuses and in our greater society, ways in which our University can uniquely address those opportunities in the communities we serve and the conditions that need to be met to fulfill our role. The themes illustrate that while we've accomplished many things, including those guided by our previous planning framework, there are additional opportunities for our University to be even more responsive.

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We recognize the distinctive role the University of Manitoba can play in addressing these opportunities. It is this distinct role that has inspired the title of our updated Strategic Plan. *Taking Our Place* means employing intentional and strategic measures to meet the ever-changing needs of our world. It means increasing both our influence in, and our collaboration with communities. And it sets our sights on reinforcing our standing as a leading university.

Acknowledgement

The University of Manitoba's role in reconciliation, its connections with Indigenous students, partners and communities, and its commitment to Indigenous Achievement are central to the kind of future the University seeks to create. A strongly held view emerged from consultation sessions, the Strategic Planning Committee and the leadership of the University that in order to truly be "Manitoba's University" required that the University of Manitoba's commitment to Indigenous Achievement and to indigenizing the University be elevated to a level of prominence within its strategic plan that traditionally is held by its mission, vision and values. In recent years, the University has adopted the practice, at formal functions, of acknowledging the traditional lands on which it sits. An acknowledgement of these lands, and of the University's commitment to Indigenous peoples and communities, now form part of the foundational statements that define the University of Manitoba.

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

The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Metis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

The University of Manitoba is committed to ensuring that First Nations, Metis and Inuit knowledge, cultures and traditions are embraced and reflected in the pursuit of its mission.

Mission, Vision and Values

Mission

To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

Vision

To take our place among leading universities through a commitment to transformative research and scholarship and innovative teaching and learning, uniquely strengthened by Indigenous knowledge and perspectives.

Values

To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba values:

Academic Freedom
Equity and Inclusion
Innovation
Respect

Accountability
Excellence
Integrity
Sustainability

Strategic Priorities

The strategic priorities of *Taking Our Place: University of Manitoba Strategic Plan 2015-2020* (“the Plan”) build on those identified in the *Strategic Planning Framework 2009-2014*, the lessons learned in implementing this framework and the perspectives on the future direction of the University shared by faculty, staff, students and alumni as part of the consultation process associated with the development of the Plan. What follows is a description of these priorities and where the University will direct its efforts and resources to realize these priorities.

The Plan identifies five strategic priorities or broad directions for the University for 2015-2020. For each of these priority areas, the Plan begins with a statement of commitment or aspiration – what the University hopes to achieve in setting a particular priority. A set of high level goals is then identified for each priority area along with a set of supporting actions. In most cases, these supporting actions are aligned with a specific goal. In some cases, however, they may support more than one goal, given their overlapping nature.

As indicated in the Implementation section of the Plan, a combination of qualitative and quantitative ways to assess our progress will be developed for each of the five priority areas.

I. Inspiring Minds *through innovative and quality teaching*

The University of Manitoba is this province’s research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size and that equip our undergraduate and graduate students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with their courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside of the University of Manitoba. Excellent professors who are properly recognized and rewarded for their skills and achievements teach them. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

Goals	Supporting Actions
a. Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba’s research university in the context of stable or diminishing resources.	i. Establish Faculty program sustainability plans and develop a process for determining and ensuring program sustainability across the University. ii. Incorporate sufficient support for students as part of program sustainability plans.

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| <p>b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.</p> | <p>i. Increase the number of Indigenous and graduate students as a percentage of the total student population.</p> <p>ii. Monitor the number of international students as a percentage of the total student population.</p> |
| <p>c. Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.</p> | <p>i. Increase wireless technological capability, the number of active learning spaces (including smart classrooms), the number of blended courses and programs, and the number of courses using Desire2Learn and other learning management systems.</p> <p>ii. Assist and encourage academic units to consider delivery mode flexibility as they plan their programs.</p> <p>iii. Provide appropriate support and services to students across all delivery modes.</p> |
| <p>d. Ensure students are able to complete their programs and reduce time to completion.</p> | <p>i. Increase financial support for undergraduate and graduate students.</p> <p>ii. Review program regulations to remove barriers to timely student progress.</p> <p>iii. Increase first- to second-year undergraduate retention.</p> |
| <p>e. Increase opportunities for experiential learning.</p> | <p>i. Increase opportunities for community service-learning, co-operative education, undergraduate research, and student exchanges.</p> |
| <p>f. Expect, recognize, promote and reward high quality and innovative teaching.</p> | <p>i. Establish teaching chairs to lead and facilitate teaching excellence.</p> <p>ii. Review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are properly recognized.</p> <p>iii. Increase opportunities for academic staff to complete the Teaching and Learning Certificate program.</p> |
| <p>g. Enhance student mobility.</p> | <p>i. Increase the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations.</p> <p>ii. Establish university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples.</p> |

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| h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada. | i. Identify options to ensure that Indigenous content is included in academic programs.
ii. Provide educational opportunities for academic staff members to ensure they can incorporate Indigenous knowledge in their areas. |
| i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities. | i. Develop <i>bona fide</i> academic requirements or essential skills and abilities requirements as appropriate for all of our programs. |
| j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs. | i. Establish educational goals and anticipated outcomes for all programs. |

II. Driving Discovery and Insight

through excellence in research, scholarly work and other creative activities

The University of Manitoba – Manitoba’s research university – has a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years, having made seminal contributions in many fields and finding life-changing solutions to problems being faced by peoples of Manitoba, Canada and the world through fundamental and applied research.

Over the next five years, we will champion excellence in research, scholarly work and other creative activities and increase our position within the top fifteen research-intensive universities in Canada. We will retain our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, the arts and humanities.

Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we will build and grow existing and emerging areas of research excellence and generate ideas and knowledge that will help address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We will enhance our reputation on the international stage, and provide our undergraduate and graduate students with an exceptional and transformative research experience to succeed in their chosen careers.

Goals**Supporting Actions**

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| a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities. | <ul style="list-style-type: none"> i. Continue to provide support to all of the University's areas of research, scholarly work, and creative activities. ii. Increase the number of research chairs and professorships to develop and lead research areas. iii. Increase support at the unit level in developing competitive research proposals to external funding agencies. iv. Strategically invest in emerging and established areas of research excellence, within the context of faculty / school and University research plans. v. Nominate researchers and scholars for national and international awards and celebrate accomplishments within the University and broader communities. vi. Establish and articulate, through a process of unit-level collegial discussion, discipline-specific and/or area-specific means to assess and evaluate the impacts and outcomes of research, scholarly works, and creative activities. |
| b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners. | <ul style="list-style-type: none"> i. Increase the role of research institutes, centres and groups in facilitating collaborative research. ii. Review faculty/school tenure and promotion guidelines to ensure that the value of developing effective partnerships and the time involved in carrying out community-based and international research are recognized. iii. Explore the possibility of offering jointly authored, multi-disciplinary, graduate theses. |
| c. Provide education and training opportunities for graduate students that recognize their diverse career paths. | <ul style="list-style-type: none"> i. Provide discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. |
| d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities. | <ul style="list-style-type: none"> i. Establish a development grants program to seed community-based research in partnership with First Nations, Metis and Inuit communities. |
| e. Advance Indigenous research and scholarship. | <ul style="list-style-type: none"> i. Increase the University's research capacity on Metis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples. |

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| <p>f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.</p> | <p>i. Encourage researchers, scholars and artists to publish and showcase their work through high quality peer-reviewed journals, presses, performances and exhibitions as well as through knowledge mobilization activities including policy development and legal opinions.</p> <p>ii. Increase collaborative research, and scholarly work and other creative activities with institutions of global standing.</p> |
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III. Creating Pathways to Indigenous achievement

Manitoba has a large and growing Indigenous population. This population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada Census data that Indigenous peoples will comprise nearly 19% of Manitoba's population by 2026. The success of First Nations, Metis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Metis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Metis and Inuit communities.

Goals

Supporting Actions

<p>a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.</p> <p>b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.</p>	<p>i. Widen opportunities for students, faculty and staff to learn about Indigenous perspectives (e.g., through courses/new curricula, service-learning, research projects, workshops, lectures, events, etc.).</p> <p>i. Increase undergraduate and graduate Indigenous enrolment as a percentage of the total student population.</p> <p>ii. Increase first to second year retention rates and graduation rates for Indigenous students.</p> <p>iii. Close the gap between Indigenous and non-Indigenous students in retention and graduation rates.</p>
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| c. Foster K-12 Indigenous student participation in post-secondary education. | i. Increase community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies. |
| | ii. Establish new and further develop existing pre-university programming and activities for Indigenous youth. |
| | iii. Explore collaborative opportunities with the K-12 system. |
| d. Enhance the University's research capacity on issues of importance to Indigenous peoples and populations. | i. Lead the further development of the national centre for research on truth and reconciliation. |
| e. Strengthen global connections with Indigenous peoples and programming around the world. | i. Increase the number of Indigenous faculty and students engaged internationally in Indigenous scholars networks. |
| | ii. Expand service-learning and community-based research opportunities with global Indigenous communities. |
| f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners. | i. Establish an Indigenous leader awards program to recognize and celebrate Indigenous achievement. |
| g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces). | i. Increase the number of Indigenous faculty and staff as a percentage of the University's employee population. |
| | ii. Make First Nations, Metis and Inuit arts, cultures, and languages more visible throughout our campuses. |

IV. Building Community

that creates an outstanding learning and working environment

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,000 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our university community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, the community as a whole and Manitoba.

At the University of Manitoba we believe an outstanding learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative and governance

programs and processes. We are dedicated to provide all students, staff and faculty learning, research and leadership support and development opportunities.

Goals

Supporting Actions

<p>a. Make the University of Manitoba the institution of first choice for potential students, staff and faculty.</p>	<p>i. Expand the pool of outstanding potential students, staff and faculty applying to the University of Manitoba.</p> <p>ii. Retain the University of Manitoba's status as one of the Top 25 employers in Manitoba.</p>
<p>b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities, and racialized minorities.</p>	<p>i. Work toward appropriate student, staff and faculty gender balance in all academic programs.</p> <p>ii. Increase the number of Indigenous students, staff and faculty.</p> <p>iii. Build a culture of inclusion so that our leadership reflects the diversity of society.</p>
<p>c. Increase student, staff and faculty satisfaction with the learning and work environment.</p>	<p>i. Create initiatives designed to promote a respectful work and learning environment.</p> <p>ii. Pursue best practices for provision of childcare and healthy living options for students, staff and faculty.</p> <p>iii. Enhance common spaces, amenities and services to better meet the needs of the university community.</p> <p>iv. Improve workload distribution to ensure staff are able to maintain an appropriate work-life balance consistent with their career objectives.</p> <p>v. Ensure all faculty, staff and students receive regular feedback to support individual growth, development and success.</p>
<p>d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.</p>	<p>i. Increase professional development, leadership and growth opportunities for students, staff and faculty.</p>
<p>e. Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.</p>	<p>i. Balance staff and faculty levels to meet academic and administrative requirements.</p> <p>ii. Ensure Campus Master Plans and campus development provide access to facilities for those with disabilities, demonstrates leadership in social, economic and environmental sustainability, and supports a growing learning and research enterprise.</p>

- | | |
|---|---|
| f. Provide information technology systems that support the needs of students, staff and faculty. | <ul style="list-style-type: none"> iii. Improve the quality and level of maintenance of the University's physical spaces. iv. Make Indigenous culture, language and symbols visible throughout our campuses. |
| g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University's mission and strategic priorities. | <ul style="list-style-type: none"> i. Continue to renew information technology infrastructure to better support teaching, learning and research programs. i. Improve opportunities for participation in university governance, particularly for students, staff and junior faculty. |
| h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable or diminishing resources. | <ul style="list-style-type: none"> i. Develop robust processes for input from students, staff and faculty in the development of new administrative programs and systems. ii. Better link planning and resource allocation in the support of the University's academic mission and priorities. |
| i. Enhance and support meaningful connections between faculties and units within the University. | <ul style="list-style-type: none"> i. Increase opportunities for cross-faculty/unit participation in projects and events to build a stronger sense of community. |

V. Forging Connections

to foster high impact community engagement

Our mission includes the traditional aspect of service to the community, yet we have embraced a shift in thinking to better reflect the reality that we don't simply serve our communities, we engage with them. Our relationships with our colleagues, alumni, friends, donors, and partners – local, national and international – are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to closer collaborative relationships with them, and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people's lives.

Goals

Supporting Actions

- | Goals | Supporting Actions |
|---|---|
| <p>a. Establish, strengthen and support meaningful connections between the University community and key stakeholders.</p> | <ul style="list-style-type: none"> i. Create an inventory of the University's existing engagement with its communities based on its academic, research and service mission. ii. Increase engagement between the University and its communities, connected to the institution's academic, research and service mission, via a comprehensive university-wide community engagement framework. iii. Increase opportunities for faculty, staff and students to participate in outreach programs. |
| <p>b. Foster a dynamic relationship between alumni and the University.</p> | <ul style="list-style-type: none"> i. Increase the percentage of alumni who participate in the University's activities and initiatives, including student recruitment, mentoring, career transition and continuing interactions with the University; alumni forums; affinity programs; lifelong learning; international activities; events, awards and Convocation. |
| <p>c. Be an internationally engaged university with local relevance and global impact.</p> | <ul style="list-style-type: none"> i. Focus the University's membership efforts in networks and associations that advance our core values and enhance our global reputation. ii. Align international partnership efforts with provincial and national government priorities, targeted at synergies, innovation, mutual learning and growth. iii. Leverage the University's connections with ethno-cultural communities in Manitoba and worldwide, within the context of stable or diminishing resources. iv. Celebrate and promote the impact of the University's partnerships in communities around the world. |
| <p>d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.</p> | <ul style="list-style-type: none"> i. Establish strategic approaches and initiatives designed to further the growth of partnerships between the University and Indigenous communities. |

- | | |
|--|---|
| <p>e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.</p> | <p>i. Provide comprehensive, thorough and effective opportunities for the community to engage in the planning process for the development of the Southwood precinct, in a manner that promotes its integration with the surrounding community.</p> |
| <p>f. Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.</p> | <p>i. Increase the diversity of outreach programs throughout the spectrum of communities the University serves (prospective students, alumni, Indigenous people, youth, etc.) that can be accessed by faculty, staff and students.</p> <p>ii. Promote the University of Manitoba as an opportunity for community members to develop their knowledge and skills, and pursue their interests.</p> |
| <p>g. Build a culture of advancement and philanthropy across the University community.</p> | <p>i. Increase the number of students, staff, faculty and Board of Governors members making philanthropic donations to the University of Manitoba.</p> |
| <p>h. Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support.</p> | <p>i. Develop and execute a comprehensive campaign to advance the University, that engages students, faculty, staff, Board of Governors members, alumni, friends, and governments and raises \$500 million for Indigenous achievement, graduate student support, research excellence, an outstanding student experience and enhanced places and spaces.</p> |

Implementation and Accountability

The *Strategic Planning Framework 2009 – 2014* was intended to be used as a guide for the University of Manitoba community in making decisions about programs, structures, and the allocation of resources and effort. The Plan similarly will provide direction, though to a greater degree of specificity.

Faculties, departments and administrative units will continue to be expected to develop and connect their internal plans and priorities with the goals and supporting actions of the Plan and to report on their progress during the annual strategic resource allocation process.

Integration

Numerous operational plans and reports exist that provide additional context and background for the priorities, goals and supporting actions articulated in this plan, and that will support implementation efforts. These include the objectives articulated in major plans like the Strategic Enrolment Management Framework, the Comprehensive Campaign Case for Support, or the Strategic Research Plan, for instance.

In some other cases, such as the Pathways to Indigenous Achievement Framework, operational plans do not yet exist, but are under development. The Vice-Presidents will be accountable for ensuring that the priorities, goals and supporting actions of the Strategic Plan are achieved and that the necessary operational plans are developed in support of the Plan. The absence of an operational plan, however, will not be seen as an impediment to the pursuit of the University's priorities – faculties, departments and administrative units should continue to feel free to innovate in how they contribute to the attainment of the priorities and goals contained herein.

Related operational plans and reports (partial)

- *Blended and Online Learning Task Force Report*
- *Community Engagement Strategy (under development)*
- *Comprehensive Campaign – Case for Support*
- *Cooper Commission Report*
- *Experiential Education Working Group Report*
- *International Strategy*
- *Pathways to Indigenous Achievement Framework*
- *Strategic Enrolment Management Framework*
- *Strategic Research Plan (under development)*
- *Visionary (re)Generation – under development*
- *Individual faculty and unit plans (existing and under development)*

Reporting Progress and Accomplishments

As part of implementing this Plan, we need to be able to report our progress on the priorities and goals that we have established – to develop a shared understanding of our progress and accomplishments, for accountability to our Board of Governors, and to compare ourselves to other institutions.

The *Strategic Planning Framework 2009 – 2014* identified, as its first priority for implementation, the development of a self-assessment framework that would allow the University to be able to gauge its progress in pursuing its priorities. This work proved challenging, due to the limited availability of data that could generate meaningful information about outcomes or comparability with similar institutions.

Two significant factors have since had the effect of improving the University's position in this area. In 2011 the University joined with the U15 group of universities, which has resulted in an ability to access a significant amount of comparative data from peer institutions. In addition, the University has enhanced its support to the Office of Institutional Analysis (OIA) in order to bolster its institutional research capacity.

In developing this plan, it has been clear that further work is required in order to establish an appropriate set of institutional indicators of progress and success.

For some supporting actions, such as those that form part of the University's Strategic Enrolment Management (SEM) Framework, baseline information and targets already have been established. For others, qualitative and quantitative indicators, baseline information and targets will be established in 2014/15. The Strategic Planning Committee or an ad hoc working group established by the Committee, in collaboration with the Office of Institutional Analysis, will be charged with developing an assessment framework that captures both the qualitative and quantitative dimensions of the impacts of this plan. Starting in 2015/16, the University will report annually to the Board of Governors and Senate on this new set of institutional indicators, and share this report with the University of Manitoba community.

Conclusion

In developing this plan, an early consideration for the Strategic Planning Committee – and by extension, the community – was whether the University’s mission needed to change. Though the input resulting from the planning process was extensive, it did not suggest that such a need exists. Taken together, the priorities and goals in *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020* can be viewed as a way of giving life to our mission. They reflect the best efforts of members of our community to define how we can pursue this mission over the next five years, reflecting our current context. They incorporate our community’s commitment to excellence in teaching, research, scholarly work and other creative activities. They address the needs of our students today, and what we believe they may require from the University in the future. They recognize that a university is a community of colleagues, a neighbour, a partner and a leader, and that the work of its members makes important contributions locally, nationally and globally. And they also acknowledge that the diversity and complexity of the University of Manitoba require that difficult decisions are made, but in a transparent and accountable manner.

This plan builds on the accomplishments of the *Strategic Planning Framework 2009 – 2014*, which identified the pursuit of academic enhancement, Indigenous achievement, an exceptional student experience and an outstanding workplace as the University’s core priorities. It reinforces these existing priorities, while reflecting the natural evolution of planning over time. It embeds the University’s goal of ensuring an exceptional student experience within all five priorities, it is more deliberate in its approaches to providing not just an outstanding working environment, but an outstanding learning environment, and it provides a focus to the University’s external engagement efforts that was not defined in the previous Framework. Most notably, it strengthens the University’s statement of commitment to Indigenous achievement, and articulates a pledge to pursue relationships and dialogue with First Nations, Metis, and Inuit peoples based on mutual trust, respect, and reciprocity.

This Plan has been developed by the University of Manitoba community, and we will implement it with pride, energy and innovation in the pursuit of the University’s mission: *to create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.*

APPENDIX: Strategic Planning Committee 2014

Chair: Joanne Keselman, Vice-President (Academic) and Provost

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

From the Board of Governors (BOG)

Patricia Bovey, BOG Chair

Michael Robertson, BOG Vice-Chair

Monika Wetzel, Graduate Students' Association President (2013/14); Laura Rempel, Graduate Students' Association President (2014/15)

From Senate

John Anderson, Professor and Head of Computer Science, Faculty of Science

Jonathan Beddoes, Professor of Mechanical Engineering and Dean, Faculty of Engineering

Joanne Embree, Professor of Medical Microbiology, Faculty of Medicine

Gordon Fitzell, Associate Professor of Composition and Associate Dean, Marcel A. Desautels Faculty of Music

Jeffery Taylor, Professor of History and Dean, Faculty of Arts

Al Turnbull, University of Manitoba Students' Union President

From the President

Ovide Mercredi, Senior Advisor to the University of Manitoba

From Faculty at large

Annemieke Farenhorst, Professor of Soil Science, Faculty of Agricultural and Food Sciences

Sandy Hershcovis, Associate Professor and Head, Business Administration, I.H. Asper School of Business

Feiyue Wang, Professor of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth and Resources

David Watt, Associate Professor, English, Film and Theatre, Faculty of Arts

Roberta Woodgate, Professor, Faculty of Nursing

From Support Staff

Brendan Hughes, Executive Director, Student Engagement

Sam Vagianos, Business Manager, Dentistry

Deborah Young, Executive Lead, Indigenous Achievement

Ex Officio (non-voting)

John Kearsy, Vice-President (External)

Paul Kochan, Vice-President (Administration)

Resource (non-voting)

Erik Athavale, Associate Director (Client Relations), Marketing Communications Office

Thelma Lussier, Executive Director, Office of Institutional Analysis

Kerry McQuarrie Smith, Director, Office of the President

Assistance to the Committee

Cassandra Davidson, Undergraduate Program Analyst, Office of the Vice-President (Academic) and Provost

Judith Hughes, Assistant Professor, Social Work

Kathleen Legris, Academic Analyst, Office of the Vice-President (Academic) and Provost

Olga Radzikh, Graduate Student

Janice Ristock, Vice-Provost (Academic Affairs), Office of the Vice-President (Academic) and Provost

Kerstin Roger, Assistant Professor, Human Ecology

Pam Trupish, Director, Office of the Vice-President (Academic) and Provost

October 22, 2014

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

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

2. Annual Schedule of Senate Meetings

Senate Executive considered and endorsed a recommendation from the University Secretary to amend the Annual Schedule of meetings and, in particular, to remove the September meeting from the schedule for the reasons outlined in Mr. Leclerc's memo to the Chair of Senate (dated September 6, 2014), which is attached to this Report. Beginning in 2015, Senate would meet nine times per academic year on the first Wednesdays in October, November, December, January, February, March, and April, the third Wednesday in May, and the last Wednesday in June.

Senate Executive also endorsed a number of amendments to the Standing Rules of Senate that would follow from proposed changes to the schedule, as noted in the attachment to this Report.

3. 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 Senate approve revisions to the Annual Schedule of Senate Meetings and to the Standing Rules of Senate, as set out in the attachment to this Report, effective January 1, 2015.

Respectfully submitted,

Dr. Joanne Keselman, Acting Chair
Senate Executive Committee

Terms of Reference:

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



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

To: Dr. David T. Barnard, Chair of Senate
From: Jeff M. Leclerc, University Secretary
Date: September 26, 2014
Subject: Annual Schedule of Senate Meetings

Senate currently meets monthly from September to June. In the last number of years, the September meeting has been a very short meeting, due to:

- a) Senate meeting in the last week of June;
- b) Senate Committees and Faculty Councils largely not meeting from July to late August, which essentially means that there are no action items or recommendations being brought forward for Senate until September.

By way of background, until 1999, Senate met twelve times per year, including July and August. These meetings were more sparsely attended, and in many cases, items were deferred from consideration to the fall meetings of Senate. In 2000 the July meeting was eliminated and in 2004 the August meeting was eliminated. At the same time, the June meeting was moved from the first Wednesday in June to the last Wednesday in June, which ensured that all Committee business completed by Senate Committees was considered by Senate prior to summer.

The average number of Senate meetings per year for Canadian University Senates is nine. (Jones et al, 2013)

Convening a meeting of Senate for primarily informational items and for a meeting that typically lasts less than 45 minutes consumes a great deal of time for members of Senate, particularly in the first week of the fall term.

Recommendations:

1. Beginning in 2015, that Senate meet nine times per academic year on the first Wednesdays in October, November, December, January, February, March and April, the third Wednesday in May, and the last Wednesday in June.

2. That the Standing Rules of Senate with regard to meetings be amended to read as follows:

1. Regular Meetings

Senate shall meet regularly during the academic year from the months of October to June, the schedule of which shall be developed and published at least one month before the beginning of each academic year by the University Secretary. Notwithstanding this schedule, the Executive Committee of Senate shall have the authority to cancel a meeting of Senate if it determines that the amount and nature of the agenda items make it practicable to defer consideration, and provided that notice of such cancellation is given to members of Senate at least seven days prior to the date Senate is scheduled to meet.

2. Special Meetings

From time to time there may be special meetings of Senate to deal with matters specified in the notice thereof. Special meetings shall be called by the Chair of Senate, either on the direction of Senate, or on his/her own motion, or on the advice of the Executive Committee, or on the written request of any 12 members of Senate.

3. Summer months – Urgent Matters

If, in the view of the Chair of Senate, the University Secretary, or the Executive Committee, any matter arises in July, August or September that is urgent and requires immediate consideration, a special meeting of Senate shall be called for that purpose.

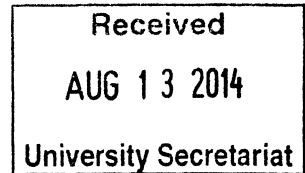
I would be happy to discuss this proposal with you further, and would appreciate if it could be put before the Senate Executive Committee and Senate for consideration.

/jml



UNIVERSITY OF MANITOBA | Faculty of Engineering
Office of the Dean

E2-290 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone 204-474-9809
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12 August 2014

Mr. Jeff LeClerc
University Secretary
Office of the University Secretary
Room 312 Administration Building

Dear Mr. LeClerc:

Please be advised that Engineering Faculty Council approved the attached changes and clarifications of admission and progression rules; the determination of Dean's Honor List status; and the introduction six new courses with no resource implication, one deletion, and one modification as its meeting held on Tuesday, 12 August 2014. All documentation is enclosed.

Please contact me if you have any questions.

Sincerely,

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

JB/jt

Attachs.

Copy: Dr. D. McNeill, Chair, ARCC



UNIVERSITY
OF MANITOBA

Academic Regulations and
Curriculum Committee

E2-390 EITC Building
Telephone +1-204-474-8963
Facsimile +1-204-261-4639
Dean.McNeill@umanitoba.ca

Memo

12 August 2014

To: Senate Committee on Instruction and Evaluation (SCIE),
Senate Committee on Admissions (SCA)

From: Dean McNeill, Chair
Academic Regulations and Curriculum Committee (ARCC)
Faculty of Engineering

Subject: Changes and clarification of admission and progression rules; and the determination of Dean's Honours List status.

The Faculty of Engineering is proposing a modification of the existing admission and student progression regulations to both clarify the meaning of "credit hours passed" as it applies within the Faculty, and to provide a means to deny admission to students with an existing student history that will ultimately render them ineligible to complete an Engineering program. The details of these changes are described in the accompanying memorandum from Associate Dean (Undergraduate), Nariman Sepehri.

Furthermore, the Faculty is proposing a modification of the rules governing the determination of Dean's Honour List status to students in their final term prior to graduation. The proposal is intended to correct a conflict between the automated method used by Aurora to determine DHL status and manual changes performed by student advisors. The details of this proposal are described in the accompanying memorandum from Dean Beddoes.



UNIVERSITY
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Faculty of Engineering

INTEROFFICE MEMORANDUM

TO: ENGINEERING ARCC
FROM: NARIMAN SEPEHRI (ASSOCIATE DEAN, UNDERGRADUATE PROGRAMS)
SUBJECT: 3 AMENDMENTS TO ENGINEERING CALENDAR
DATE: 19/08/2014

We submit the following existing Faculty of Engineering Calendar paragraphs with amended wording to provide clarification of existing policy. Amendments in **bold** text.

SECTION 2: Admission to the Faculty of Engineering

All other admissions:

A minimum of 8 of the 12 courses in the Preliminary Engineering Program, section 4.2, each with a minimum grade of “C”, and a minimum Adjusted Grade Point Average (AGPA) of 2.0. In addition, if the total number of credit hours attempted by the student in all courses that apply in the Faculty of Engineering meets or exceeds 72, then the ratio of those credit hours passed (**from all courses with a grade of “C” or better that are applicable to the student’s potential Engineering program**) to **total credit hours attempted** must be greater than or equal to 75%. **Furthermore, if the student has attempted less than 72 credit hours, the total number of failed credit hours (from all courses with a grade of “D” or “F” that are applicable to the student’s potential Engineering program) must not exceed 18 credit hours in order to be eligible to be considered for admission.**

Acceptance to Engineering programs is competitive. Courses must be completed within ten years of the application date in order to be considered for transfer credit.

SECTION 3: Academic Regulations

3.12 Student Progress and Academic Status

Ineligible to Proceed in Engineering

A student shall be Ineligible to Proceed in Engineering under either of the following conditions:

- a) The student’s TGPA drops below 2.00 for a fourth time, or;
- b) The ratio of credit hours passed (**from all courses with a grade of “C” or better that are applicable to the student’s Engineering program**) to **total credit hours attempted** for that student drops below 75%, and the student has attempted a minimum of 72 credit hours.

3.14 Students Applying to an Engineering Program

Students will be accepted into department programs based on the following criteria. Students who have completed 8-12 Preliminary Engineering Program courses by May 1st of each academic year will be ranked and admitted on a competitive basis based on the average of the best eight marks in courses in the Preliminary Engineering Program.

Students applying from programs, faculties, colleges, or other institutions will have all courses or equivalent courses that are required in a particular engineering program transferred in, including failed grades (“D’s” and “F’s”) in those courses. In addition, if the total number of credit hours attempted by the student in all courses that apply in the Faculty of Engineering meets or exceeds 72, then the ratio of those credit hours passed (**from all courses with a grade of “C” or better that are applicable to the student’s potential Engineering program**) to **total credit** hours attempted must be greater than or equal to 75%. **Furthermore, if the student has attempted less than 72 credit hours, the total number of failed credit hours (from all courses with a grade of “D” or “F” that are applicable to the student’s potential Engineering program) must not exceed 18 credit hours in order to be eligible to be considered for admission.** Students are advised to consult with the Undergraduate Student Services Office (Engineering) if there is concern as to their standing under this rule.

Direct entry engineering students must submit an application through AURORA self-service by May 1st indicating their program(s) of choice. The application fee for direct entry engineering students applying to an engineering program will be waived. Students from University 1 and other faculties must apply by April 1st through AURORA self-service and will be subject to an application fee.

UNIVERSITY
OF MANITOBA

Faculty of Engineering

INTEROFFICE MEMORANDUM

TO: ENGINEERING ARCC
FROM: JONATHAN BEDDOES (DEAN)
SUBJECT: 1 AMENDMENT TO ENGINEERING CALENDAR RE: DEAN'S HONOUR LIST
DATE: 29/07/2014

We submit the following existing Faculty of Engineering Calendar paragraphs with amended wording to provide clarification of existing policy. Amendments in **bold** text.

Engineering Academic Regulations (Calendar Section 3)
3.8 Grading and Assessment

CURRENT WORDING

Dean's Honour List

A continuing student who achieves a Term Grade Point Average (TGPA) of 3.50 or higher in their most recent academic term will be placed on the Dean's Honour List. The assessment is based on a minimum of 12 credit hours completed in that term. A graduating student who achieves a Degree Grade Point Average (DGPA) of 3.50 or higher in their final academic evaluation will graduate on the Dean's Honour List. If a graduating student meets the TGPA requirements in their final academic term but does not meet the DGPA requirement, that student will not receive a Dean's Honour List notation on their final term.

PROPOSED AMENDMENT

A continuing student who achieves a Term Grade Point Average (TGPA) of 3.50 or higher in their most recent academic term will be placed on the Dean's Honour List. The assessment is based on a minimum of 12 credit hours completed in that term. **In addition**, a graduating student who achieves a Degree Grade Point Average (DGPA) of 3.50 or higher in their final academic evaluation will graduate on the Dean's Honour List **and receive a notation indicating this on their final term transcript.**

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering to modify their existing admission regulations (2014.09.18)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Engineering is proposing some amendments to their existing admission regulations. The first objective is to clarify the meaning of 'credit hours passed'; the second objective is to provide a means to deny admission to students with an existing student history that would ultimately render them ineligible to complete their program.
3. The proposal was approved by the Engineering Faculty Council in August 12, 2014 and was endorsed by SCADM on September 18, 2014.

Observations:

1. SCADM was asked to review only section 2 of the proposal from the Faculty of Engineering.
2. The current policy ensures that a student entering the Faculty of Engineering must have a ratio of credit hours passed to credit hours attempted that greater than or equal to 75%. The new wording addresses two gaps:
 - i. Additional wording is added to clarify that a 'D' or 'F' is considered to be a failing grade.
 - ii. A provision has been added to capture applicants who have attempted less than 72 credit hours; this provision states that a student with less than 72 credit hours will not be eligible for admission should they have greater than 18 credit hours of 'D' or 'F' grades from courses that would be deemed applicable to the student's intended program in the Faculty of Engineering.
3. This proposal if approved would be effective for students applying for the September, 2016 intake.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to amend and clarify some wording in the Faculty of Engineering's admission rules be approved and be in effect for the September, 2016 intake.

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

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

September 18, 2014

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Student Progress and Academic Status, Faculty of Engineering

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting on September 18, 2014, the Committee considered a proposal from the Faculty of Engineering to revise its Academic Regulations concerning Student Progress and Academic Status and, in particular, the regulation concerning the circumstances in which a student would be Ineligible to Proceed.
3. One condition under which a student would be assessed as ineligible to proceed is when: "The ratio of credit hours passed to credit hours attempted for [a] student drops below 75 percent, and the student has attempted a minimum of 72 credit hours."

Observations:

1. The Faculty of Engineering is proposing two amendments to the wording for its Academic Regulations concerning one of the conditions under which a student would be assessed as Ineligible to Proceed. The amendments, as set out in the attachment to this Report, are intended to clarify an existing rule.
2. The first change is intended to remind students that a minimum grade of "C" is considered a passing grade in Engineering programs, rather than a "D", as specified in the University's General Academic Regulations. A statement will be added to clarify that "credit hours passed" refers to, "all courses with a grade of "C" or better that are applicable to the student's Engineering program."
3. The object of the second change is to make explicit that, in determining the ratio of credit hours passed to credit hours attempted, "credit hours attempted" refers to the total credit hours attempted and not only those applicable to a student's Engineering program.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation regarding revised Academic Regulations concerning Student Progress and Academic Status, Faculty of Engineering, effective September 1, 2015.

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

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

September 18, 2014

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulation concerning Students Applying to an Engineering Program

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting on September 18, 2014, the Committee considered a proposal from the Faculty of Engineering to revise its Academic Regulation, Students Applying to an Engineering Program (formerly titled Students Transiting to Departments). The regulation sets out the criteria under which students are accepted into department programs in the Faculty.

Observations:

1. The Faculty of Engineering is proposing several changes to its Academic Regulation, Students Applying to an Engineering Program, as set out in the attachment to this Report. The proposed changes concern, in particular, the conditions under which students are admitted to an Engineering program from another faculty, college, or institution.
2. Two changes are intended only to clarify an existing requirement that, to be accepted into an Engineering program, the ratio of credit hours passed to credit hours attempted must be greater than or equal to 75 percent, where a student has attempted at least 72 credit hours.

The first change underscores that a minimum grade of “C” is considered a passing grade in Engineering programs, rather than a “D”, as specified in the University’s General Academic Regulations. A statement will be added to clarify that “credit hours passed” refers to, “all courses with a grade of “C” or better that are applicable to the student’s Engineering program.”

The second change makes explicit that, in determining the ratio of credit hours passed to credit hours attempted, “credit hours attempted” refers to the total credit hours attempted and not only those applicable to a student’s Engineering program.
3. To ensure that students admitted to an Engineering program from outside the Faculty of Engineering are prepared to succeed in their program, the regulation would also be modified to specify that, for a student who has attempted less than 72 credit hours, the total number of failed credit hours, including all courses with a grade of “D” or “F” applicable to the student’s potential Engineering program, cannot exceed 18 credit hours.
4. It was noted at the meeting that, once they have attempted 72 credit hours, students admitted with more than 18 credit hours of failed courses are frequently assessed as ineligible to proceed, based on the ratio of credit hours passed to total credit hours attempted.

5. The Senate Committee on Admissions (SCADM) has endorsed corresponding changes to the Faculty of Engineering's admission regulations (see the Report of SCADM dated September 18, 2014).

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation regarding revised Academic Regulations concerning Students Applying to an Engineering Program, effective September 1, 2016.

Respectfully submitted,

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

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

September 18, 2014

Report of the Senate Committee on Instruction and Evaluation RE: Revised Regulations concerning Dean's Honour List, Faculty of Engineering

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meeting on September 18, 2014, the Committee considered a proposal from the Faculty of Engineering to revise the wording of its regulation concerning the Dean's Honour List.
3. To be named to the Dean's Honour List, a continuing student must achieve a minimum Term Grade Point Average of 3.50 based on a minimum of 12 credit hours completed in their most recent academic term. A graduating student is required to achieve a minimum Degree Grade Point Average of 3.50 in their final academic evaluation.

Observations:

1. The Faculty is proposing to revise the wording for the Engineering Academic Regulation concerning the Dean's Honour List. The proposed changes would not alter the academic requirements for the Dean's Honour List. Rather, the revised wording is intended to clarify or to correct the process used to assess graduating students' eligibility for the Dean's Honour List.
2. At the meeting, the Faculty explained that an automated process established in Aurora to assess Engineering students' eligibility for the Dean's Honour List uses the Term Grade Point Average rule for continuing students, as described in section 3 of the preamble of this Report. The rule is applied to both continuing students and to graduating students. An Academic Advisor manually removes the Dean's Honour List attribute in Aurora for any graduating student who does not qualify based on their Degree Grade Point Average. If the automated process is run at any point after this, any changes previously made by the Academic Advisor are over-written and the attribute for Dean's Honour List is once again applied to the student histories of graduating students who had not met the required Degree Grade Point Average.
3. The revised wording is intended to address the problem described in observation 2. The same automated process would continue to be used to assess students for the Dean's Honour List on a term-by-term basis. At graduation, an Academic Advisor would manually add the comment, "Graduates on the Dean's Honour List," to a field in Aurora that would result in a notation on the student's transcript but could not be changed by any automatic process subsequently run in Aurora.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revised regulations for the Dean's Honour List, Faculty of Engineering, effective September 1, 2015.

Respectfully submitted,

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

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

September 18, 2014

**Report of the Senate Committee on Instruction and Evaluation RE:
Accommodation for Postgraduate Medical Residents with Disabilities**

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 18, 2014, to consider a proposal from the College of Medicine to establish a policy on Accommodation for Postgraduate Medical Residents with Disabilities.

Observations:

1. The purpose of the policy on Accommodation for Postgraduate Medical Residents with Disabilities is: "To provide guidance to support and to promote the training of residents with documented disabilities through reasonable accommodation, in compliance with applicable laws and University of Manitoba governing documents, including the University of Manitoba Accessibility for Students with Disabilities policy."
2. The policy, together with a companion policy on Essential Skills and Abilities (included as Appendix 1), has been developed in response to the Report of the *ad hoc* Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements (Senate, April 4, 2012).
3. The document takes into account that Postgraduate Medical Residents are registrants in the College of Medicine, Faculty of Health Sciences, members of the College of Physicians and Surgeons of Manitoba, and employees of the Winnipeg Regional Health Authority and must adhere to the regulations of these various organizations.
4. Appendix 1: Essential Skills and Abilities Required for Postgraduate Medical Education and terms of reference for the Postgraduate Medical Education Accessibility and Accommodations Advisory Committee have been provided to Senate for information only. These documents have been approved by the Postgraduate Medical Education Executive Committee on October 22, 2013 and by the Faculty Executive Council on April 30, 2014.
5. It was noted that the meeting that the College of Medicine has worked with various organizations in specialized medicine and with the College of Family Physicians of Canada, who are generalist physicians, to identify the essential skills and abilities for training specialists or generalists, as set out in section 1 of Appendix 1. Section 2 of the same document specifies further that Postgraduate Residency Programs must define any discipline-specific essential skills and abilities.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve a policy on Accommodation for Postgraduate Medical Residents with Disabilities, effective August 1, 2015.

Respectfully submitted,

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

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



Faculty of Health Sciences

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September 10, 2014

Mr. Jeff Leclerc
Secretary, Board of Governors, University of Manitoba

Janice Ristock, Ph.D.
Vice-Provost (Academic Affairs) and Chair, Senate Committee on Instruction and Evaluation (SCIE)

Dear Mr. Leclerc and Dr. Ristock:

Re: Accommodation for PGME Residents with Disabilities Policy & Committee Terms of Reference

Please find attached the College of Medicine, Postgraduate Medical Education (PGME) policy and procedures concerning the provision of reasonable accommodation to support residents, which is in compliance with applicable laws and the University of Manitoba governing documents on this matter.

This is a new policy for PGME and is accompanied by the Terms of Reference for the new PGME Accessibility and Accommodations Advisory Committee, which will serve to advise on all matters related to accommodation of postgraduate residents.

The policy and terms of reference were both approved at the PGME Executive Committee October 22, 2013, and the Faculty Executive Council on April 30, 2014.

For the information of the members of the SCIE, the Accommodation Policy and Committee Terms of Reference were developed in consultation with the following individuals:

- Dr. Cliff Yaffe, Associate Dean, PGME
- Dr. Virginia Fraser, PGME Faculty Lead, Core Curriculum
- Wendi Charette, PGME Academic Lead
- Dr. Bruce Martin, College of Medicine, Associate Dean, Students
- Dr. Perry Gray, Vice-President & Chief Medical Officer, HSC
- Dr. Kristjan Thompson, PARIM Co-President, PGY3 Emergency
- Ian Foster, Medical Remuneration Officer, Doctors Manitoba
- Jackie Gruber, Human Rights and Equity Advisor, U of M Human Rights and Advisory Services
- Jennifer Kubas, Legal Counsel, U of Manitoba
- Karen Clearwater, Legal Counsel, WRHA
- Murray Werbeniuk, Director – Medical Staff Contracts & Remuneration, Medical Staff Administrative Services, WRHA
- Beth Beaupre, Assistant Deputy Minister, Manitoba Health Workforce Secretariat
- Karen Howell, Project Manager, Accreditation, College of Medicine

... 2

Please contact me if you have any questions or concerns regarding the attached.

Thank you.

Yours Truly,

A handwritten signature in black ink, appearing to read "B Postl". The signature is fluid and cursive, with the first letter "B" being particularly large and stylized.

Brian Postl, MD, FRCPC
Dean, College of Medicine
Dean & Vice-Provost (Health Sciences)

Bp/kh

Attach.

c.c. Dr. Cliff Yaffe, Associate Dean, PGME



College of Medicine, Faculty of Health Sciences Policy

Policy Name:	Accommodation for Postgraduate Medical Residents with Disabilities
Application/Scope:	All PGME Programs
Approved (Date):	PGME Executive Committee, October 22, 2013
Review Date:	
Revised (Date):	
Approved By:	Faculty Executive Council April 30, 2014

BACKGROUND

The Manitoba Human Rights Code identifies that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those with special needs. The University of Manitoba is committed to facilitating the integration of residents with disabilities into the University's Postgraduate Medical Education Programs.

The University of Manitoba is specifically committed to reasonable accommodation of the needs of residents with documented disabilities by making efforts to create a barrier-free learning environment and by providing other supports and services within the limits of available resources. The University of Manitoba will endeavour to meet the identified needs of each resident by adapting services, courses, and programs if 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 resident, employer, instructors and support staff. Within the College of Medicine, each resident with a disability is entitled to reasonable accommodation that will assist her or him to meet the academic as well as the technical standards.

DEFINITIONS

CaRMS - Canadian Resident Matching Service

CFPC - College of Family Physicians of Canada

CPSM – College of Physicians and Surgeons of Manitoba

Disability - is a term used to summarize a great number of different functional limitations. It is recognized that people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature.

Documented Disability - is a disability requiring accommodation which has been accepted as such by SAS.

Essential Skills and Abilities Document – is a reference document which outlines the required skills and abilities (technical standards) that all candidates for admission, promotion or graduation in the PGME Program must meet to successfully demonstrate the required competencies

(including with respect to knowledge, skills, professional behaviours and attitudes) necessary to practice their area of specialty (remove) medicine in Canada.

Home Residency Program – the Residency Program in which postgraduate trainee is based.

PARIM – Professional Association of Residents and Interns of Manitoba

PGME – Postgraduate Medical Education

RCPSC - Royal College of Physicians and Surgeons of Canada

Reasonable Accommodation - refers to a modification of service, equipment or special arrangement put in place to create an accessible learning, training and work environment in a university or other training or work setting for a resident with a Documented Disability. A Reasonable Accommodation must not result in an undue hardship on the University or the Employer (i.e. the WRHA).

Examples of Reasonable Accommodation include without limitation:

- Participation restrictions
- Activity limits
- Special equipment
- Attendant/companion/interpreter

Resident - refers to a Postgraduate medical trainee enrolled in a Residency Program within the College of Medicine.

SAS - Student Accessibility Services, University of Manitoba

WRHA – Winnipeg Regional Health Authority, the employer of the Residents

1. PURPOSE

- 1.1 To provide guidance to support and to promote the training of residents with documented disabilities through Reasonable Accommodation, in compliance with applicable laws and University of Manitoba governing documents, including the University of Manitoba *Accessibility for Students with Disabilities* policy.

2. STATEMENT OF POLICY

- 2.1 The College of Medicine commits to using Reasonable Accommodations and progressive efforts to ensure that residents with documented disabilities are considered for selection to Residency Programs for which they are academically qualified, ensuring full and safe access to the educational and learning environment and to the University facilities and services.
- 2.2 Residents, or those applying for residency with a Documented Disability, are entitled to Reasonable Accommodation(s) that will assist them in meeting the essential skills and abilities associated with the Residency Program in which they have been accepted.
- 2.3 The duty to provide Reasonable Accommodation must be determined on a case-by-case basis, taking into account all relevant factors.
- 2.4 A Reasonable Accommodation must not lower the educational standards required of the Resident as set out in the document entitled Essential Skills & Abilities Required for Postgraduate Medical Education.

- 2.5 If the resident would be unable to fulfill his/her duties and/ or meet the educational standards required of the resident even after Reasonable Accommodation to the point of undue hardship, then accommodation is not appropriate. Consideration of undue hardship will include, but will not be limited to the following factors:
- 2.5.1 Patient health and safety concerns
 - 2.5.2 Benefit of the accommodation
 - 2.5.3 Efficacy
 - 2.5.4 Impact on other protected rights
 - 2.5.5 Impact on other Residents, members of health care teams and service users
 - 2.5.6 Disruption to collective agreements
 - 2.5.7 Financial costs of the accommodation
- 2.6 The test of undue hardship is assessed on a case by case basis at the University level with input from the Residency Program, Department/Section, the WRHA, as the employer, and may also include input from other relevant bodies.
- 2.7 A Reasonable Accommodation cannot place incremental patient care responsibilities on other members of the health care team.
- 2.8 A Reasonable Accommodation must take into consideration the needs of other residents and must not negatively impact the ability of other learners to achieve their learning goals and objectives.
- 2.9 It is the resident's responsibility to declare a disability that may require accommodation to the SAS Office in a timely and proactive fashion.
- 2.10 The objectives for achieving certification and the essential competencies are determined by each individual Home Residency Program. To become certified, all Residents, including those Residents with a disability must demonstrate a full understanding of the required competencies of the Home Residency Program.
- 2.11 In certain circumstances an intermediary may be necessary to assist in effecting a Reasonable Accommodation. The appropriateness of an intermediary will be assessed on a case-by-case basis.
- 2.12 Confidential records of all information regarding accommodation will be kept secured in the SAS Office.
- 2.12.1 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.
- 2.13 Information on the recommended accommodations, the dates of implementation, as well as any subsequent modification to the original accommodation will also be kept in the resident's active file in the PGME Office.

- 2.13.1 Access to the active files is governed by the Faculty Executive Council policy and procedure on Student Records.
- 2.14 Residents 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., medical faculty, clinical supervisors, the WRHA as the employer, SAS, physical plant, etc.)
- 2.14.1 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 resident in obtaining Reasonable Accommodations.
- 2.14.2 The specific logistical requests for accommodation will be forwarded to those responsible for facilitating them and disclosure of the nature of the disability may be required.
- 2.14.3 PGME will seek consent of residents in writing to this degree of disclosure in order to permit the College of Medicine to meet their needs.
- 2.15 Any resident within a Residency Program who cannot attain the required competencies, despite reasonable accommodation, may be terminated from the Residency Program.
- 2.16 A resident who disagrees with the recommendations for accommodation or termination from the Residency Program should in the first instance address his/her concerns with the Associate Dean, Students.
- 2.17 A resident who disagrees with the recommendations for accommodation or termination from the Residency Program has the right to appeal through the standard appeal process within the College of Medicine.
- 2.18 Residents are encouraged to consult with the University of Manitoba, Student Advocacy Office for information and assistance about the appeal processes.
- 2.19 For information about Respectful Work and Learning Environment policy, residents are encouraged to contact University of Manitoba, Human Rights and Advisory Services.

3. PROCEDURES

- 3.1 This policy and the appended document entitled Essential Skills & Abilities Required for Postgraduate Medical Education are posted on the College of Medicine Postgraduate Medical Education website, in addition to the application process and the letter of acceptance.
- 3.2 Residents are informed of the procedures to request accommodation for disabilities by means of the following:
- 3.2.1 PGME/WRHA Resident Trainee Letter of Offer (“Any PGME/WRHA Resident trainees requiring human rights accommodations for disabilities may do so by contacting the PGME Office or University Student Accessibility Services Office. All such requests will be considered in accordance with applicable laws and policies.”)
- 3.2.2 Orientation Session for New Residents prior to the commencement of the Residency Program

3.3 Residents requiring accommodation can be identified, as follows:

- 3.3.1 The resident may be known to the University of Manitoba Student Accessibility Services (SAS) already and is now applying to a University of Manitoba Residency Program. On selection to the Residency Program he/she may indicate in the selection package the desire to continue receiving accommodation.
 - 3.3.2 On selection to a Residency Program, the resident may indicate a need for accommodation in the selection package and make contact with SAS at that time and ask to meet with SAS.
 - 3.3.3 In the course of the Residency Program, a resident may disclose information to the Associate Dean, Students or the Residency Program Director, or the WRHA, as employer, indicating that he/she would benefit from accommodations.
 - 3.3.3.1 Should a disability requiring accommodation arise in the course of remediation proceedings as a rationale for failure of a rotation(s) or an examination(s), accommodation will be addressed in the context of the Remediation Agreement and any future request for accommodation will be made through SAS.
 - 3.3.4 The resident may contact SAS directly to request accommodations.
 - 3.3.4.1 Once SAS is informed of a Resident requesting an accommodation, SAS will meet with the Resident and confirm a Documented Disability, and forward recommendations for Reasonable Accommodations to the Associate Dean, Students.
- 3.4 The Associate Dean, Students will take the lead in coordinating discussion with SAS, any required outside parties, the Residency Program Director, the Associate Dean, PGME and relevant College of Medicine PGME Office staff in regards to planning accommodations. An Accommodation Team may be created to assist in implementing a plan of Reasonable Accommodation.
- 3.5 Confidential records of all information regarding accommodation shall be placed and kept secure in the PGME Resident's file located in the Dean's Office, Medicine. The nature of the disability, nature of the accommodation, the dates of implementation as well as any subsequent accommodation will be kept on file. This information will not form part of the resident's academic record.
- 3.6 The resident shall be provided with a copy of all documents and other information applicable to him/her that is reviewed, created or discussed by the Accessibility and Accommodations Advisory Committee. The resident shall be provided with an opportunity to make submissions to the Accessibility and Accommodations Advisory Committee pertaining to the meaning, accuracy and applicability of any such documents or other information.
- 3.7 A letter will be sent to the resident by the Residency Program Director with a copy to the Associate Dean, Students and Associate Dean, PGME, confirming that recommended Reasonable Accommodations will be in place.
- 3.8 Interval reports may be required from health care practitioners involved in the resident's medical care.
- 3.9 Accommodation plans must be reviewed regularly to ensure accordance between accommodation needs of the resident and requirements of the Residency Program.

- 3.10 If the Documented Disability primarily requires workplace accommodations such as an environmental sensitivity or the need for an assistive device, the Residency Program Director will contact the Site Coordinators of the training sites to develop an accommodation plan consistent with the procedures and policies of that site.
- 3.11 For certification examinations, residents requiring special examination accommodations, the RCPSC and CFPC guidelines will apply.
- 3.11.1 Residents who require particular consideration at the examination must notify the RCPSC/CFPC Offices of Education by the registration deadlines. Residents must include the following:
- 3.11.1.1 A complete description of the requested accommodation with supporting documentation as follows:
- 3.11.1.1.1 Documentation regarding their disability from their health care provider
- 3.11.1.1.2 Reports on past accommodations, if any
- 3.11.1.1.3 Copies of evaluation reports in sufficient detail to allow the RCPSC and the CFPC to make reasonable decisions regarding accommodation
- 3.12 If it becomes apparent that despite reasonable training accommodations, the nature of the disability may prohibit the resident from successfully achieving the educational standards of the Residency Program, the resident is encouraged to seek career counseling from a mentor, faculty member, Associate Dean, Students or Associate Dean, Professionalism and Diversity, for advice regarding alternate career options.
- 3.12.1 Alternate career options may include transferring to another Residency Program, geographic speciality or both, or withdrawal from residency.
- 3.13 The PGME Accommodations Policy will be reviewed for revision if one or more of the following apply:
- 3.13.1 The document is no longer legislatively or statutorily compliant
- 3.13.2 The document is now in conflict with another University governing document
- 3.13.3 The University overarching Accommodation Policy is revised or repealed
- 3.14 The Associate Dean, PGME, will seek consultation from the U of M Legal Counsel, U of M Human Rights and Advisory Services, CPSM, WRHA, Manitoba Health, PARIM and Doctors Manitoba for any policy review or revisions to the Accommodations policy.

POLICY CONTACT: Associate Dean, Students and Associate Dean, PGME

APPENDIX 1: Essential Skills & Abilities Required for Postgraduate Medical Education

The University of Manitoba, College of Medicine, Postgraduate Medical Education Program is responsible for oversight of programs of study that graduate Residents with the knowledge, skills, professional behaviours and attitudes necessary to practice their area of specialty medicine in Canada.

Physicians possess a defined body of knowledge, clinical skills, procedural skills and professional attitudes, which are directed to effective patient-centered care. They apply these competencies to collect and interpret information, make appropriate clinical decisions, and carry out diagnostic and therapeutic interventions. They do so within the boundaries of their discipline, personal expertise, the healthcare setting and the patient's preferences and context. Their care is characterized by up-to-date, ethical, and resource efficient clinical practice as well as with effective communication in partnership with patients, other health care providers and the community.

The Royal College of Physicians and Surgeons / College of Family Physicians CanMEDS / CanMEDS FM Physician Competency Framework describes the knowledge, skills and abilities that specialist physicians need for better patient outcomes. The framework is based on the seven roles that all physicians need to have, to be better doctors: Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional. As such, physicians must be able to:

1. Function effectively as consultants, integrating all of the CanMEDS Roles to provide optimal, ethical and patient-centered medical care;
2. Establish and maintain clinical knowledge, skills and attitudes appropriate to their practice;
3. Perform a complete and appropriate assessment of a patient;
4. Use preventive and therapeutic interventions effectively;
5. Demonstrate proficient and appropriate use of procedural skills, both diagnostic and therapeutic;
6. Seek appropriate consultation from other health professionals, recognizing the limits of their expertise.

POLICY STATEMENTS - Essential Skills & Abilities

1. All candidates for admission, promotion or graduation in the Postgraduate Medical Education Program must have the required Skills and Abilities (Technical Standards) to successfully achieve the required competencies. The skills and abilities are grouped in five broad areas:
 - 1.1 Observation/Perception - A resident must be able to participate in learning situations and acquire information through Observation and Perception by the use of senses and mental abilities. In particular, a resident must participate progressively in patient encounters and acquire information through visual, auditory and somatic sensation.
 - 1.2 Communication - A resident must be able to communicate and to observe individuals or groups of individuals in order to effectively and efficiently elicit and clarify information. In the course of study, the resident must be able to progressively create rapport and develop therapeutic relationships with patients and their families, and establish effective communication with all members of the healthcare team. A resident must also be able to coherently summarize and effectively communicate a patient's condition and management plan verbally, and in written and electronic form.
 - 1.3 Motor/Tactile Function - A resident must possess sufficient Motor function skills required to safely perform a physical examination on a patient, including palpation, auscultation, percussion, and other diagnostic maneuvers. The examination must be done independently and competently in a timely fashion. A resident must possess sufficient motor function and

sensory function in order to be able to use common diagnostic aids or instruments (e.g., ophthalmoscope, otoscope, sphygmomanometer, stethoscope), either directly or in an adaptive form. A resident must be able to execute Motor movements reasonably required to attain the skills necessary to perform diagnostic procedures, and provide general and emergency medical care to patients in outpatient, inpatient and surgical venues.

- 1.4 Cognition - A resident must demonstrate higher-level cognitive abilities necessary to measure, calculate, and reason in order to conceptualize, analyze, integrate and synthesize information. In addition, the resident must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion. These skills must contribute to sound judgment based upon clinical and ethical reasoning.
- 1.5 Professionalism - A resident must consistently display integrity, honesty, empathy, compassion, fairness, respect for others, and dedication. Residents must take responsibility for themselves and their behaviours. The resident must promptly complete all assignments and responsibilities attendant not only to the study of medicine, but also to the diagnosis and care of patients. It is essential that a resident progressively develop mature, sensitive and effective relationships with patients and their families, and all members of healthcare teams. The resident must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to adapt to changing environments, and function in the face of uncertainties that are inherent in the care of patients.
2. Postgraduate Residency Programs must define any discipline-specific essential skills and abilities in addition to those outlined in 1.1 to 1.5, and these must be posted on the respective CaRMS websites.
3. Some skills may be achieved with reasonable accommodation, and reference should be made to the policy entitled *Accommodation for Postgraduate Medical Residents with Disabilities* which precedes this document.
4. All applicants to the Postgraduate Program of the College of Medicine must review this Essential Skills document to assess their ability to meet these standards. All applicants offered admission will be required to acknowledge via sign off in their letter of offer such review and assessment.
5. Any candidate for residency who cannot attain the required skills and abilities through their course of study may be required to withdraw from the program.
6. Residents who anticipate requiring disability-related accommodation are responsible for notifying the University of Manitoba, Student Accessibility Services (SAS) in a timely and proactive fashion at the time of application, and the Royal College of Physicians and Surgeons or College of Family Physicians of Canada, at any time throughout their Residency Program. Requests for accommodation will need to be substantiated by SAS.
7. Residents with a disability may request an extension of time within which to complete their Residency Program but must complete their training within the required time as per the guidelines from the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada. Such requests are considered on a case-by-case basis.
8. Regulations are issued from time to time by the Royal College of Physicians and Surgeons of Canada regarding the accommodation of candidates undertaking examinations as a component of eligibility for licensure: such regulations are supplemental to general information available to

all candidates. Accordingly residents are encouraged to contact the Royal College regarding examination accommodations for disability.

REFERENCES

CaRMS, Accessible Customer Service Policy, April 2012

https://www.carms.ca/eng/customer_service_policy_e.shtml

College of Family Physicians of Canada, Specific Standards for Family Medicine Residency Programs Accredited by the College of Family Physicians of Canada, Red Book 2013

<http://www.cfpc.ca/uploadedFiles/Red%20Book%20English.pdf>

Council of Ontario Faculties of Medicine (COFM), Policy Document

Essential Skills and Abilities Required for the Study of Medicine, November 2003

http://www.ouac.on.ca/docs/omsas/COFM_Abilities_Sept03.pdf

Government of Manitoba, The Human Rights Code, Oct. 15, 2013

<http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>

Houston P, Conn R, Rajan, M, Sinha R, Issues Related to Residents as Workers

and Learners. Future of Medical Education in Canada, Postgraduate Project consortium; 2011.

http://www.afmc.ca/pdf/fmec/09_Houston_Worker%20and%20Learners.pdf

Royal College of Physicians and Surgeons of Canada, Candidates requiring special accommodations, 2013

http://www.royalcollege.ca/portal/page/portal/rc/credentials/start/exams/candidate_information/exam_registration/special_needs

Royal College of Physicians and Surgeons of Canada, CanMEDS: better standards, better physicians, better care

<http://www.royalcollege.ca/portal/page/portal/rc/resources/aboutcanmeds>

University of Manitoba, Faculty of Medicine, Learners with Blood Borne Illness policy, Sept 2013

Link: http://umanitoba.ca/faculties/medicine/education/pgme/media/Medical_Learners_with_Blood-borne_PathogensFINALFEC_Sept2013.pdf

University of Manitoba, Faculty of Medicine, Diversity and Inclusion Policy,

http://umanitoba.ca/faculties/medicine/education/ed_dev/media/DiversityPolicy.pdf

University of Manitoba, Faculty of Medicine, Essential Skills and Abilities for Admissions, Promotion and graduation in the MD Program

[http://umanitoba.ca/faculties/medicine/education/undergraduate/media/Essential_Skills_Abilities_for_Admissions_Promotion_Graduation\(1\).pdf](http://umanitoba.ca/faculties/medicine/education/undergraduate/media/Essential_Skills_Abilities_for_Admissions_Promotion_Graduation(1).pdf)

University of Manitoba, Faculty of Medicine, Undergraduate Medical Education, Accommodation for Undergraduate Medical Students with Disabilities

[http://umanitoba.ca/faculties/medicine/education/undergraduate/media/Accommodation for Undergraduate Medical Students with Disabilities\(2\).pdf](http://umanitoba.ca/faculties/medicine/education/undergraduate/media/Accommodation_for_Undergraduate_Medical_Students_with_Disabilities(2).pdf)

University of Manitoba, Accessibility For Students With Disabilities policy and procedure

http://umanitoba.ca/admin/governance/governing_documents/students/281.html

http://umanitoba.ca/admin/governance/governing_documents/students/906.html

University of Manitoba, FPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy

http://umanitoba.ca/faculties/medicine/education/pgme/media/PGME_RESIDENT_ASSESSMENT_FINAL.FEC.13Sept2013.pdf

University of Manitoba, Reasonable Accommodation In Employment (Disabilities) policy and procedures

http://umanitoba.ca/admin/governance/governing_documents/staff/886.html

http://umanitoba.ca/admin/governance/governing_documents/staff/887.html

University of Manitoba, Senate Minutes of February 6, 2013, Report of the PResident, Student Accessibility and Reasonable Accommodation Presentation, Greg Juliano, p. 3 - 10

[http://umanitoba.ca/admin/governance/media/2013_02_06_Senate_Minutes_\(2\).pdf](http://umanitoba.ca/admin/governance/media/2013_02_06_Senate_Minutes_(2).pdf)

University of Manitoba, Student Accessibility Services,

http://umanitoba.ca/student/resource/disability_services/

University of Toronto, Postgraduate Medical Education Information 2013-2014

http://www.pgme.utoronto.ca/sites/default/files/public/Current_Trainees/PGME_eBook.pdf



UNIVERSITY
OF MANITOBA

College of Medicine, Faculty of Health Sciences
Postgraduate Medical Education
Accessibility and Accommodations Advisory Committee (AAAC)
Terms of Reference

1. PURPOSE

To advise the Dean of Medicine on all matters related to accommodation of postgraduate medical education learners

2. REPORTING STRUCTURE

2.1 The PGME Accessibility and Accommodations Advisory Committee (AAAC) reports to the Faculty Executive Council.

3. CHAIRPERSON AND MEMBERSHIP

3.1 The Chair of the AAAC shall be the Associate Dean, PGME.

3.2 The membership of the AAAC shall consist of the following:

- Associate Dean, Students
- Faculty Lead, PGME
- Faculty Lead, Core Curriculum, PGME
- Registrar of the College of Physicians and Surgeons of Manitoba or delegate
- Director, Medical Staff Contracts and Remuneration, Medical Staff Administrative Services (MSAS), Winnipeg Regional Health Authority (WRHA)
- Two (2) faculty members, one (1) from a surgical specialty and one (1) from a non-surgical discipline
- Two (2) Residency Program Directors
- Two (2) residents, appointed annually by the Associate Dean, PGME

3.3 The College of Medicine strives to achieve diverse membership on its committees in accordance with the College of Medicine Diversity and Inclusion Policy, and this should therefore be considered when appointing committee members that are not *ex-officio* members.

4. FUNCTIONS OF COMMITTEE

4.1 The Accessibility and Accommodations Advisory Committee ensures consideration of, and compliance with, all applicable laws and University policies and serves as a consultation and advisory body to Residency Program Directors, the Associate Dean, PGME and Dean of Medicine on all matters related to accommodation of postgraduate residents with disabilities, which includes without limitation, the following:

- Receiving and acting on reports from the SAS Accommodation Team on the progress of residents who receive accommodation. Possible actions on the part of the AAAC may include recommending changes in support.
- Resolution of conflicts with respect to specific cases of accommodation of residents. If required, the AAAC supports the Accommodation Team in working through logistics of accommodation, including the acquisition of resources
- Making recommendations on how bona fide accommodation requirements can best be identified, supported and documented
- Developing accommodation policies and building principles for designated clinical entities and disseminating these within the College

- Reviewing accommodation policies and approaches for specific clinical entities as they are developed in other jurisdictions
- Reviewing the Accommodation of Postgraduate Medical Residents with Disabilities policy bi-annually
- Receiving and reviewing an annual report from Student Affairs, Medicine and Student Accessibility Services on the number and types of accommodations that have been provided
- Annual reporting on activities to Faculty Executive Council including the providing of advice on the impact of accommodations on academic standards
- Disseminating information regarding the College to Student Accessibility Services

4.2 Accessibility and Accommodations Advisory Committee members shall conduct all discussions and shall treat all information regarding resident and their particular Residency Programs in a manner that maintains confidentiality. For example, residents will only be referred to by their initials during discussion.

5. TERM OF OFFICE

The term of office of each member shall be for the term the individual is in the position noted in 3.2, or in the case of the appointed Residency Program Directors, for a two-year term with one two-year term optional renewal. The resident appointments shall be for one-year terms.

6. QUORUM

A simple majority of the members of the AAAC shall constitute a quorum.

7. NUMBER OF MEETINGS

The AAAC shall meet three (3) times per year and no less than two (2) times per year, or otherwise as subject to the call of the Chair.

8. NOTICE OF MEETINGS

The agenda shall be prepared and distributed to the members of the Committee who attend in person and all corresponding members, at least 48 hours prior to the meeting.

Dean, College of Medicine

Original Approved: PGME Executive Oct. 22, 2013; Faculty Executive Council April 30, 2014

Revised/Approved:

Committee Contact: Associate Dean, PGME

September 18, 2014

Report of the Senate Committee on Instruction and Evaluation RE: Revised Examination Conduct Policy, College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 18, 2014, to consider proposed revisions to the Examination Conduct policy for the Undergraduate Medical Education (UGME) Program, College of Medicine.

Observations:

1. Section 3.2 has been added to specify that students must be advised of the method of evaluation to be used in each course within the first week of the commencement of a Block or Module. The method of evaluation and the weighting of the evaluation would be included on the course syllabus for each course.
2. Section 3.7, which specifies that students are not permitted to access unauthorized materials during an examination, has been added. It is consistent with section 2.18 of the University of Manitoba procedure on Final Examinations, with the exception that it includes a provision for students to bring bottled water in transparent containers without labels.
3. Section 3.8 has been added to stipulate that students may store personal items and valuables at the front of the examination room but cannot access these materials during the examination. The Senate Committee on Instruction and Evaluation observed that this proposed section of the policy is not consistent with section 2.19 of the University's procedure on Final Examinations, which permits students to store such items under the desk or chair of the examination room. An exception from the University procedure was granted by SCIE on the basis that (i) every student in the UGME program is assigned a locker where personal items not required for the examination can be stored; (ii) there is insufficient space under the seats in the examination rooms; and (iii) it is consistent with procedures for Medical Council of Canada Examinations and so would familiarize students with the expectations for those examinations.
4. In order to make clear that, for certain types of examinations, including Objective Structured Clinical Examinations (OSCE Examinations), lateness would not be accommodated, section 3.10 has been amended to refer the reader to the procedures set out in section 4. Further, section 4 has been amended to clarify that the definition of lateness, which is defined elsewhere in the document in relation to other types of examinations as "up to 30 minutes after the examination has begun," does not apply to the OSCE examinations.
5. In section 2, definitions for "Course Examination" and "Module" have been added following from recent revisions to the UGME curriculum. A definition for "Coaching

Report” has also been added and definitions for Block Examination and National Board of Medical Examiners (NBME) Examination have been revised.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Examination Conduct policy for the Undergraduate Medical Education program, effective upon approval by Senate.

Respectfully submitted,

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

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



Faculty of Medicine

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 Canada R3E 3P5
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Date: September 09, 2014
 To: Senate Committee on Instruction and Evaluation (SCIE)
 From: Bryan Payne, Program Manager, UGME
 Re: Examination Conduct Policy and Procedures for Approval

Background: Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the commencement of a renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy with respect to Examination Conduct required modification to meet the new timelines, rigour, and configuration of the UGME curriculum. This version of the Examination Conduct Policy was approved by the College of Medicine Faculty Executive Committee 30 April 14.

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

- New definitions
 - *Course Examination*
 - *Module*
 - *Coaching Report*
- Definition Amendments
 - *Block Examinations/NBME Examinations*
- New Policy Statements
 - *Statements 3.2, 3.7, 3.16.*

Evidence of Best Practice: The University of Manitoba Final Examination and Final Grades Policy released 01 September 2013 and the National Board of Examiners Chief Proctor Manual were used as guides and templates for the creation of this policy document.

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

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

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

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed again in June 2015.

Enclosure: 2



Faculty of Medicine Policy

Policy Name:	Examination Conduct
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	
Revised (Date):	
Approved By:	

1. **PURPOSE**

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

2. **DEFINITIONS**

- 2.1 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 Course/Module Examination – a multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program. There are twenty such Course Examinations in the three modules of the renewed Pre-Clerkship curriculum commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.3 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 11th percentile or higher is considered a pass.
- 2.4 OSCE-type Examination – an Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.5 Module - A 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.
- 2.6 Communication Devices - Electronic devices with memory capability such as PDAs (Personal Digital Assistants), cell phones, pagers, calculators, laptop computers, watches with alarms, computer or memory capability.

- 2.7 Reference Materials – Books, notes, papers.
- 2.8 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m
- 2.9 Track Staff – Individuals who oversee the smooth running of the OSCE-type Examination for a specific group of students.
- 2.10 Coaching Report – A report generated by the Evaluations system which displays information about a participant's performance in an assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

3. **POLICY STATEMENTS**

- 3.1 This policy and procedures document complements the Invigilation of Examinations Policy and Procedures.
- 3.2 Within the first week of the commencement of a Block or Module, students shall be informed of the method of evaluation to be used in each course. For each course, the method of evaluation will be reflected on the respective course syllabus and include the precise weight of the evaluation.
- 3.3 All examination content information is confidential to UGME Course Faculty and related support staff. Any transmission of examination information, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME. The name of the instructor or course coordinator shall be clearly indicated on the examination paper/interface.
- 3.4 Within Pre-Clerkship, the length of time allocated for multiple-choice components of each Block/Module/Course examination will be described within the respective course syllabus. Exceptions to these established timings will be only made for specifically prescribed accommodations requiring a longer examination period.
- 3.5 Within Pre-Clerkship, the length of time allocated for the Problem-Solving or Clinical Reasoning component of each Block/Module examination will be described within the respective course syllabus. Exceptions to these established timings will be only made for specifically prescribed accommodations requiring a longer examination period.
- 3.6 In Clerkship, each NBME examination will be two hours and thirty minutes in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.7 Students are not permitted to access any unauthorized materials during an examination. This includes, but is not limited to, calculators, books, notes, pencil cases, or any electronic device capable of wireless communication and/or storing information (e.g. computer, dictionary, translator, cell phone, pager, PDA, mp3 units, etc.). However, students may bring in such materials or devices when permission has been given by the instructor. The following items will not be permitted in the seating area of examination room:
- Communication devices
 - Backpacks, briefcases, luggage, coats, or brimmed hats.
 - Beverages or food of any type (except water – see below)
 - Reference materials
 - Students may bring bottled water, in transparent containers only with no labels, into examinations
- 3.8 While students may store valuables and personal items at the front of the Theatre/Room, they will not be permitted to access these items during the examination. Where possible, students are encouraged to store personal belongings within their assigned locker.

Students must ensure that all items required for the examination are placed on top of the desk surface prior to the start of the examination.

- 3.9 No form of communication among students is permitted during an examination.
- 3.10 Students are required to arrive for all examinations at the stated time. Lateness may be accommodated in exceptional circumstances as outlined in Section Four except for Objective Structured Clinical (OSCE) Type examinations where no lateness will be tolerated. In all circumstances where a student arrives late, no extra time will be allocated for the completion of the exam.
- 3.11 Given the nature of the environment, lateness will not be accommodated for OSCE-type examinations.
- 3.12 Each student will be escorted by an invigilator on all personal breaks taken during the examination. At no time should the number of escorts result in less than two (2) invigilators remaining within the Examination space.
- 3.13 With the exception of personal breaks, no student is permitted to leave the examination room within a designated period after the examination has begun and within a designated period prior to the end of the examination.
- 3.14 A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.
- 3.15 Any student with stated accommodations will be accommodated in accordance with the policy for Accessibility for Students with Disabilities. Students are responsible for ensuring that arrangements with Student Accessibility Services (SAS) are prepared in a timely manner in advance of an examination.
- 3.16 Machine-scored examination answer sheets will not be made available for consultation by students. Appropriate means of feedback, including the provision of Coaching Reports will be available to students such that instructors are able to discuss selected questions and answers.

4. **PROCEDURES**

END-OF-BLOCK, COURSE, AND NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) EXAMINATIONS

- Students are required to provide their own writing materials.
- Students must deposit all communication devices with the invigilator(s) prior to the start of the examination.
- The invigilator(s) will inform students where they must place reference materials, backpacks, briefcases, luggage, coats, or brimmed hats before the students take their seats.
- The doors of the examination room will normally be opened at least fifteen (15) minutes before the starting time.
- Prior to entering the examination room, attendance will be taken. Students must provide University of Manitoba Identification at the attendance table in order to confirm their identity.
- The invigilator will announce the start of the examination and record it for all students to see.
- Students will be permitted to enter the examination room up to thirty (30) minutes after the scheduled start of the examination.
- Late-arriving students must enter the room quietly.
- Time will not be extended for completion of the examination, for students arriving late for an examination.
- Students arriving after the thirty (30) minute mark will not be permitted to enter the examination room.

- Students are not permitted to leave the examination room until thirty (30) minutes after the examination has begun, and in no case before the attendance has been taken.
- A student who leaves before the examination is over must hand in all completed and attempted work.
- A student needing to speak to the invigilator must do so by raising his or her hand or by approaching the invigilator.
- Questions concerning possible errors, ambiguities, or omissions in the examination must be documented on the feedback form if provided.
- The invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.
- All work must be done in accordance with the examination instructions.
- The invigilator will announce "Ten minutes remaining" at this point in the examination.
- After the 'Ten minutes remaining' announcement has been made, students in the examination room must remain seated until the 'end of examination' announcement has been made.
- At the end of the examination, students must stop writing and return required examination materials to the invigilator(s).
- At the completion of each Block or Course Examination, students are urged to complete a feedback sheet. This is done after examination materials are collected. Ten (10) minutes will be given for students to write comments.
- When writing NBME exams, all rules outlined in the Chief Proctor's Manual will be followed.

OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE) TYPE EXAMINATIONS

- Students must arrive for the orientation session as specified in communication from the Administrator, Evaluations.
- All communication devices must be deposited with the track staff prior to the start of the examination.
- Students are required to provide their own writing materials, lab coats, nametags and specified medical equipment.
- The track staff will inform students where they must place books, notes, etc., before the students begin the examination.
- A student who arrives late will not be permitted to write the examination.
- Each student must proceed from station-to-station as instructed.
- A student needing to speak to the track staff must do so by raising his or her hand.
- Neither the examiner(s) nor the track staff will provide clarification of perceived errors, ambiguities or omissions on examination case scenarios.
- All work must be done in accordance with the examination instructions.

5. **REFERENCES**

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

6. **POLICY CONTACT**

Administrator, Evaluations Pre-Clerkship
Administrator, Evaluations Clerkship



Faculty of Medicine Policy

Policy Name:	Examination Conduct
Application/Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	03 October 2012
Review Date:	September, 2014
Revised (Date):	September 2012
Approved By:	Senate

1. **PURPOSE**

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

2. **DEFINITIONS**

2.1 Block Examination – ~~A~~ set of multiple choice and/or short answer examinations at the end of a unit of work (~~Block~~) at the Pre-Clerkship level of the ~~Undergraduate Medical Education Program~~ UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.

2.2 Course/Module Examination – a multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program. There are twenty such Course Examinations in the three modules of the renewed Pre-Clerkship curriculum commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.

~~2.22.3~~ 2.22.3 NBME Examination – ~~A~~ multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the ~~surgery, internal~~ Surgery, Internal medicine, ~~obstetrics/gynecology, pediatrics~~ Obstetrics/Gynecology, Pediatrics, Family Medicine, and ~~psychiatry~~ Psychiatry rotations at the Clerkship level of the ~~Undergraduate Medical Education Program~~ UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

~~2.32.4~~ 2.32.4 OSCE-type Examination – ~~An~~ An Objective Structured Clinical ~~Examination~~ examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.

2.5 Module - A 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.](#)

[2.42.6](#) Communication Devices - Electronic devices with memory capability such as PDAs (Personal Digital Assistants), cell phones, pagers, calculators, laptop computers, watches with alarms, computer or memory capability.

[2.52.7](#) Reference Materials – Books, notes, papers.

[2.62.8](#) Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.-

[2.72.9](#) Track Staff – Individuals who oversee the smooth running of the OSCE-type Examination for a specific group of students.

[2.10](#) Coaching Report – A report generated by the Evaluations system which displays information about a participant's performance in an assessment. Used for coaching and feedback purposes, it is provided to a participant in a controlled format for reference purposes.

3. **POLICY STATEMENTS**

3.1 This policy and procedures document complements the Invigilation of Examinations Policy and Procedures.

[3.2](#) Within the first week of the commencement of a Block or Module, students shall be informed of the method of evaluation to be used in each course. For each course, the method of evaluation will be reflected on the respective course syllabus and include the precise weight of the evaluation.

~~3.23.3~~ All examination content information is confidential to UGME Course Faculty and related support staff. Any transmission of examination information, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME. [The name of the instructor or course coordinator shall be clearly indicated on the examination paper/interface.](#)

~~3.3~~ Students are not permitted to procure, use, or attempt to use or distribute any improper or unauthorized materials.

3.4 ~~Within~~ Pre-Clerkship, the [length of time allocated for multiple-choice component components](#) of each Block/Module/Course examination will be [three hours in length unless there are described within the respective course syllabus. Exceptions to these established timings will be only made for](#) specifically prescribed accommodations requiring a longer examination period.

3.5 ~~Within~~ Pre-Clerkship, the [length of time allocated for the Problem-Solving or Clinical Reasoning](#) component of each Block/Module examination will be [two hours in length unless there are described within the respective course syllabus. Exceptions to these established timings will be only made for](#) specifically prescribed accommodations requiring a longer examination period.

3.6 In Clerkship, each NBME examination will be two hours and thirty minutes in length unless there are specifically prescribed accommodations requiring a longer examination period.

3.7 [Students are not permitted to access any unauthorized materials during an examination. This includes, but is not limited to, calculators, books, notes, pencil cases, or any](#)

electronic device capable of wireless communication and/or storing information (e.g. computer, dictionary, translator, cell phone, pager, PDA, mp3 units, etc.). However, students may bring in such materials or devices when permission has been given by the instructor. The following items will not be permitted in the seating area of examination room:

- Communication devices
- Backpacks, briefcases, luggage, coats, or brimmed hats.
- Beverages or food of any type (except water – see below)
- Reference materials

~~3.8 Each student will be escorted, one at a time, on all personal breaks taken during the examination.~~

- Students may bring bottled water, in transparent containers only with no labels, into examinations

3.8 While students may store valuables and personal items at the front of the Theatre/Room, they will not be permitted to access these items during the examination. Where possible, students are encouraged to store personal belongings within their assigned locker. Students must ensure that all items required for the examination are placed on top of the desk surface prior to the start of the examination.

~~3.9 Students are required to arrive for all examinations at the stated time.~~

- ~~Lateness (up to 30 minutes) may be accommodated in exceptional circumstances for Block and NBME examinations. No extra time will be given for students who arrive late.~~
- ~~Lateness will not be accommodated for OSCE type examinations.~~

~~3.103.9~~ No form of communication among students is permitted during an examination.

3.10 Students are required to arrive for all examinations at the stated time. Lateness may be accommodated in exceptional circumstances as outlined in Section Four except for Objective Structured Clinical (OSCE) Type examinations where no lateness will be tolerated. In all circumstances where a student arrives late, no extra time will be allocated for the completion of the exam.

3.11 Given the nature of the environment, lateness will not be accommodated for OSCE-type examinations.

3.12 Each student will be escorted by an invigilator on all personal breaks taken during the examination. At no time should the number of escorts result in less than two (2) invigilators remaining within the Examination space.

~~3.113.13~~ With the exception of personal breaks, no student is permitted to leave the examination room within a designated period after the examination has begun and within a designated period prior to the end of the examination.

~~3.123.14~~ A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.

~~3.133.15~~ Any student with stated accommodations will be accommodated in accordance with the policy for Accessibility for Students with Disabilities. Students are responsible for ensuring that arrangements with Student Accessibility Services (SAS) are prepared in a timely manner in advance of an examination.

[3.16 Machine-scored examination answer sheets will not be made available for consultation by students. Appropriate means of feedback, including the provision of Coaching Reports will be available to students such that instructors are able to discuss selected questions and answers.](#)

4. **PROCEDURES**

4.1 END-OF-BLOCK, [COURSE](#), AND NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) EXAMINATIONS

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

4.2 OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE) TYPE EXAMINATIONS

- Students must arrive for the orientation session as specified in communication from the Administrator, Evaluations.
- All communication devices must be deposited with the track staff prior to the start of the examination.
- Students are required to provide their own writing materials, lab coats, nametags and specified medical equipment.
- The track staff will inform students where they must place books, notes, etc., before the students begin the examination.
- ~~Food and drink is not permitted.~~
- A student who arrives late will not be permitted to write the examination.
- Each student must proceed from station-to-station as instructed.
- A student needing to speak to the track staff must do so by raising his or her hand.
- Neither the examiner(s) nor the track staff will provide clarification of perceived errors, ambiguities or omissions on examination case scenarios.
- All work must be done in accordance with the examination instructions.

5. **REFERENCES**

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

6. **POLICY CONTACT**

Administrator, ~~[Evaluations Pre-Clerkship & OSCE-type Examinations](#)~~
 Administrator, ~~[Evaluations Clerkship Evaluation](#)~~

September 18, 2014

Report of the Senate Committee on Instruction and Evaluation RE: Revised Remediation Policy, College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 18, 2014, to consider proposed revisions to the Remediation policy for the Undergraduate Medical Education Program (UGME), College of Medicine.

Observations:

1. Section 3.12 of the revised policy, advises that a student on Probationary Status might be required to sign a Remediation Contract prior to commencing a Remediation Rotation. Currently, a student on Probationary Status is required to sign such a contract. Given the variability in the length and structure of courses and in the types of assessments over the Pre-clerkship and Clerkship years of the UGME program, the amendment would give the Director (Remediation) discretion not to require a Remediation Contract where one was not warranted as part of student's remediation.
2. Section 4.2 has been amended to stipulate that, on the second notification of Monitored Status, a student will initiate a meeting with the Associate Dean (Students) or designate within ten working days of receiving the notification. The same deadline has been added, in sections 4.3 and 4.4, for a student who receives notification of Probationary Status to initiate a meeting with the Director (Remediation) and with the Associate Dean (Students).
3. At the meeting, the College indicated that sections 4.2, 4.3, and 4.4 do not specify a timeframe within which a meeting would be established in order to minimize the possibility that a student who has been asked to withdraw from the UGME program could appeal on procedural grounds. For this reason, section 3.11 stipulates that the Director (Remediation) must establish the nature and timeframe of the Remediation with the objective that the Remediation would be initiated and completed in a timely manner. The Committee recommends that the College of Medicine establish internal guidelines that identify the number of working days within which students might expect to have a meeting date established.
4. The College also explained that sections 4.2, 4.3, and 4.4 require the student to initiate the meetings with the Associate Dean (Students) and the Director (Remediation), as it has found that students who seek advice are more apt to complete the Remediation requirements.
5. Section 4.5 has been added in order to outline the consequences for students on Monitored Status or Probationary Status who fail to meet the requirements set out in the Remediation policy, their Remediation Assessment or Remediation Contract, or identified by the Director (Remediation).

6. In section 2, definitions for “Course Examination” and “Module” have been added following from recent revisions to the UGME curriculum. Definitions for “Remediation” and “Remediation Assessment” have also been added and other definitions have been revised.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Remediation policy for the Undergraduate Medical Education program, effective upon approval by Senate.

Respectfully submitted,

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

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



Faculty of Medicine

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Date: September 09, 2014
To: Senate Committee on Instruction and Evaluation (SCIE)
From: Bryan Payne, Program Manager, UGME
Re: Remediation Policy for Approval

Background: Over the last three years, UGME has been committed to formalizing core process through the development of policy and procedure documents. In anticipation of the commencement of a renewed curriculum for the Pre-Clerkship phase of the UGME program, it was determined that subject policy with respect to the remediation of students required modification to meet the new timelines, rigour, and configuration of the UGME curriculum. This version of the Remediation Policy was approved by the College of Medicine Faculty Executive Committee 30 April 14.

Purpose: To set out the process for remediating students who fail summative evaluations within the Undergraduate Medical Education (UGME) program complementing extant University of Manitoba Regulations.

Revisions: Substantive revisions were made in key areas as follows:

- Formalized a process for “Remediation Assessment” which represents what the UGME program presently provides and allows flexibility to be fortified and expanded.
- A copy of the “Remediation Assessment” correspondence which has been utilized has been integrated.
- Eliminated the present requirement for the UGME to compel contracts for simple block, module, or course failures.
- Enhanced the level of oversight, rigour, and process such that avenues for appeal are reduced should a Remediation contract not be executed.

- Added emphasis on the consequences of failing to comply with Remediation Policy. Historically there were no consequences. Added additional obligations such as attending meetings, and remediation sessions supplemental to the rotation.
- Amended process to allow for flexibility in dealing with student timeframes, and to remove arguments which might be raised on technical points.

Evidence of Best Practice: The University of Manitoba Academic Calendar and a comparison with Remediation policies at other Canadian Medical Schools were used as a guide for the creation of the Remediation Policy document.

Consultation Process: As with all policy and procedure documents, this document has been vetted through a variety of committees including Progress and UGME Management. Faculty of Medicine Student membership and participation is integral to each of these committees.

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study. Also at the beginning of each academic year each class of students receives a complete listing of existing, new and revised policy and procedure documents with reference to the Policy and Procedures webpage of the Undergraduate Medical Education website. Students, who are required to remediate, are notified via email correspondence, which contain hyperlinked references to the most up to date policy.

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

Proposed Review Date: As part of on-going continuous improvement and horizon scanning, it is intended that this policy will be reviewed prior to the commencement of the Class of 2019.

Enclosure: 1



Faculty of Medicine Policy

Policy Name:	Remediation
Application/ Scope:	Year I through Year IV Undergraduate Medical Education (UGME) Students
Approved (Date):	
Review Date:	July 2015
Revised (Date):	
Approved By:	Faculty Executive Council 30 April 2014

1. **PURPOSE**

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

2. **DEFINITIONS**

- 2.1 Block – A unit of work consisting of one or more courses at the Pre-Clerkship (Year I and Year II) level of the Undergraduate Medical Education Program.
- 2.2 Module - A 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.
- 2.3 Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.
- 2.4 Block Examination – A set of multiple choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.5 Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.
- 2.6 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 11th percentile or higher is considered a pass.
- 2.7 OSCE-type Examination – An Objective Structured Clinical examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.

- 2.8 MITER – Midpoint In-Training Evaluation Report. This 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 weeks duration and must be completed and submitted electronically.
- 2.9 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.
- 2.10 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 including Supplemental Examination and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.11 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 Dean of Students.
- 2.12 Remediation Contract – A written agreement, signed by the student, the Director, Remediation, and the relevant Course Director/Clerkship Director setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements, additional resources and timeframes for completion of Remediation.
- 2.13 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.14 Probationary Status - Failure on any one (1) Block, Course, or Module examination, one summative OSCE-type examination, two NBME examinations, failure of a FITER, or when a student receives a total of three (3) or more borderline passes on FITER evaluations, whether on consecutive clinical rotations or not. A student on Probationary Status is required to participate in Remediation.
- 2.15 Monitored Status - A score between 60.0% and 62.9%, with no rounding of scores, on a Block, 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.
- 2.16 Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

GENERAL

- 3.1 The Remediation policy has been developed and is maintained with 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, Students 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, Students 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, Students 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.

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, Students 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, Students 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, Students 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, Students, 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, STUDENTS 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 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



Faculty of Medicine Policy

Policy Name:	Remediation
Application/ Scope:	Year I through Year IV Undergraduate Medical Education (<u>UGME</u>) Students
Approved (Date):	07 November 2012
Review Date:	June 2014; July 2015
Revised (Date):	10 October 2012
Approved By:	Senate 07 November 2012 Faculty Executive Council 30 April 2014

1. PURPOSE

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

2. DEFINITIONS

2.1 Block – A unit of work consisting of one or more courses at the Pre-Clerkship (Year I and Year II) level of the Undergraduate Medical Education Program.

~~2.2 Module - A 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.~~

~~2.2.3~~ Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.

~~2.3.2.4~~ Block Examination – A set of multiple-choice and/or short answer examinations at the end of a unit of work (Block) at the Pre-Clerkship level of the ~~Undergraduate Medical Education Program~~ UGME program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.

~~2.5~~ Course Examination – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. Attaining 60.0% or higher on these examinations is considered a pass. No rounding of scores will take place.

~~2.4.2.6~~ NBME Examination – A multiple-choice examination developed by the National Board of Medical Examiners that is administered at the end of the ~~surgery, internal~~ Surgery, Internal medicine, ~~obstetrics/gynecology, pediatrics~~ Obstetrics/Gynecology, Pediatrics, Family Medicine, and ~~psychiatry Rotations~~ Psychiatry rotations at the Clerkship level of the ~~Undergraduate Medical Education Program~~ UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

- 2.52.7 ~~OSCE-Type~~ OSCE-Type Examination – An Objective Structured Clinical ~~Examination~~ examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE ~~Type Examinations~~ type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.62.8 MITER – Midpoint In-Training Evaluation Report. This 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 weeks duration and must be completed and submitted electronically.
- 2.72.9 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 ~~each rotation~~ the Rotation.
- ~~2.8 Remediation – The provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block examination, NBME examination, OSCE-Type Examination or FITER. The type of Remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a Rotation (the repeated Rotation is known as a remedial Rotation). Failure of the examination and/or FITER after a Remediation experience carries significant consequences for the student.~~
- 2.10 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 including Supplemental Examination and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.11 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 Dean of Students.
- 2.92.12 Remediation Contract – A written agreement, signed by the student, the Director of Remediation, and the relevant Course Director/Clerkship Director responsible for the unit of study in which the student performed at a level that requires Remediation. (This contract makes explicit the deficient learning outcomes and what a student must do in order to successfully complete the setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements of the specific unit of study.); additional resources and timeframes for completion of Remediation.
- 2.402.13 Supplemental Examination – An opportunity to rewrite an examination that was failed.
- 2.442.14 Probationary Status - Failure on any one (1) Block, Course, or Module examination, one summative OSCE-type examination, two NBME examinations, or failure on a FITER, failure of a FITER, or when a student receives a total of three (3) or more borderline passes on FITER evaluations, whether on consecutive clinical rotations or not. A student on Probationary Status is required to participate in Remediation. This

~~description is not punitive; the sole purpose is to identify students early who are having some difficulty (and who therefore are at risk for future difficulty), so that timely and appropriate assistance can be provided.~~

~~2-122.15~~ Monitored Status - A score between 60.0% and 62.9% ~~—No%, with no~~ rounding of scores ~~will take place~~, on a Block, Course, or Module Examination, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on ~~monitored status~~ 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 and appropriate assistance can be provided.~~

~~2-132.16~~ Working Dayday – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. POLICY STATEMENTS

GENERAL

~~3.1~~ The Remediation policy has been developed and is maintained with 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.

~~3-13.2~~ 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

~~3-23.4~~ 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.

~~3-33.5~~ A student meeting the criteria for Monitored Status maintains this status for the remainder of ~~the undergraduate medical education~~ their UGME program unless the student moves to Probationary Status.

~~3-43.6~~ A student receiving first written notification of Monitored Status ~~is advised to~~ may initiate a meeting with the Director, Remediation and/or the Associate Dean, Students or designate to discuss educational resources and supplemental readings.

~~3-53.7~~ A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean, Students or designate.

PROBATIONARY STATUS

~~3-63.8~~ 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.

- ~~3.73.9~~ A student meeting the criteria for Probationary Status is required to participate in Remediation- in order to advance in the UGME curriculum
- ~~3.83.10~~ A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation ~~and for a Remediation Assessment, and to~~ the Associate Dean, Students or designate. The specific Remediation requirements for each student shall be dependent on the student deficiencies identified in the Remediation Assessment.
- ~~3.93.11~~ The Director, Remediation ~~is responsible for establishing~~ shall establish the nature and ~~time~~ timeframe of the Remediation with ~~an understanding~~ the objective that Remediation will be initiated and completed in a timely manner.
- ~~3.103.12~~ ~~A~~ Subject to the discretion of the Director, Remediation, a student on Probationary Status ~~is may be~~ required to ~~sign the Undergraduate Medical Education Program- sign a~~ Remediation Contract ~~after meeting with the Director, Remediation. This contract will contain a detailed explanation of the student's contract requirements prior to commencing a Remediation Rotation.~~
- ~~3.113.13~~ The Director, Remediation is responsible for monitoring student progress throughout the ~~remediation~~ Remediation period.
- ~~3.123.14~~ ~~If a~~ faculty member, who is identified as a remedial tutor, ~~that person 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 ~~the~~ a Remediation-~~Contract,~~ and ~~subsequently~~ passes ~~the~~ any Supplemental Examination ~~or,~~ remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.

3.13

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, Students or designate to discuss educational resources and supplemental readings that are available. ~~Please note that contact information will be included in the letter of notification.~~
- 4.2 On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean, Students or designate within ten (10) working days of receiving the notification. ~~Please note that contact information will be included in the letter of notification.~~

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 ~~Initiate~~ The Student shall initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status. ~~Please note that contact information will be included in the letter of notification.~~
- 4.4 ~~Initiate~~ The Student shall initiate a meeting with the Associate Dean, Students or designate ~~within 10~~ within ten (10) working days of receiving the notification of Probationary Status. ~~Please note that contact information will be included in the letter of notification.~~

- ~~4.5 Sign the Undergraduate Medical Education Program Remediation Contract in the meeting with the Director, Remediation.~~
- ~~4.6 Complete all Remediation requirements as outlined in the Undergraduate Medical Education Program Remediation Contract.~~
- 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

- 4.74.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.84.7 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.
- 4.94.8 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.
- 4.104.9 Ensure appropriate contact information for the Associate Dean, Students, the Director, Remediation, or other relevant individual is included in each student notification letter.
- 4.114.10 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.124.11 Place a copy of any documentation received from the signed Undergraduate Medical Education Program 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

- ~~4.134.12~~ Meet with each student on Monitored Status who wishes to discuss ~~educational resources and supplemental readings~~ Remediation.
- ~~4.144.13~~ 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.
- ~~4.154.14~~ Identify the time and nature of ~~the appropriate~~ Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- ~~4.15~~ ~~Create Remediation Contracts~~ Respond to requests for initial and ongoing meetings with students ~~in a timely fashion with each student identified as under~~ Probationary Status within thirty working days of, ~~perform a Remediation Assessment, monitor progress, and review the meeting with completion of Remediation objectives.~~
- 4.16 ~~Prepare documentation to support the affected student as outlined in Section 4.3. This contract will outline the areas~~ Remediation in a timely fashion, including a written summary of poor performance, resources available, and performance expected for the Supplemental Examination the Remediation Assessment, or ~~remedial Rotation~~ where required, a Remediation Contract.
- ~~4.17~~ ~~Meet with each student on Probationary Status on a regular basis to review progress.~~
- ~~4.18~~ ~~Ensure the student signs the Undergraduate Medical Education Program Remediation Contract at the meeting.~~
- ~~4.194.17~~ Ensure the applicable Administrator, Evaluations receives a copy of ~~the signed Undergraduate Medical Education Program Remediation Contract~~ 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 ~~examination~~ examinations.
 - Administrator, Clerkship - Remediation related to NBME Examinations or ~~rotation~~ Rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- [4.204.18](#) Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- [4.244.19](#) Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- [4.224.20](#) Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.
- [4.234.21](#) 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

- [4.244.22](#) 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~~ [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~~
- ~~6.5~~ [UGME Policy & Procedures – Examination Conduct](#)
- 6.6 UGME Policy & Procedures – Invigilation Examinations
- ~~6.7~~ ~~UGME Policy & Procedures – Examination Results~~
- ~~6.8~~ ~~UGME Policy & Procedures – Accommodation for Undergraduate Medical Students with Disabilities~~
- ~~6.7~~ [UGME Policy & Procedures – Examination Results](#)

6.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

7. **POLICY CONTACT**

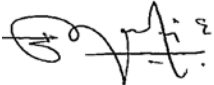
Director, Remediation

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: October 6, 2014

SUBJECT: Proposal to establish an Endowed Research Professorship in Hematology

The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Research Professorship in Hematology, in accordance with the University's policy on *Chairs and Professorships*.

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

Thank you.

DSJ/nis
Encl.

Cc: Dr. Brian Postl, Dean, College of Medicine and Faculty of Health Sciences

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



UNIVERSITY
OF MANITOBA

Vice-President (Academic) & Provost

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September 24, 2014

To: Digvir Jayas, Vice-President (Research and International)
From: Joanne C. Keselman, Vice-President (Academic) and Provost
Re: Endowed Research Professorship in Hematology

Dr. Brian Postl, Dean of the College of Medicine and Faculty of Health Sciences, has provided a letter of support for the proposal to establish an endowed research professorship in hematology. This professorship aligns with the research priorities of the College of Medicine in the Faculty of Health Sciences. The holder of the professorship will have an appointment within a department within the College of Medicine.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed endowed research professorship in hematology satisfies all of the above requirements.

The funding for the proposed endowed research professorship will be derived from a \$1 million endowment from Bayer, Inc. The endowment will support an individual Clinician-Scientist by providing salary support and/or research funds.

I support this proposal from the College of Medicine, Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

/encl.

c. Dr. Brian Postl, Dean, College of Medicine and Faculty of Health Sciences



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September 16, 2014

Dr. Joanne Keselman
Vice-President (Academic) & Provost
University of Manitoba
210 Administration Building

Dear Dr. Keselman,

Re: Application for the Establishment of Endowed Research Professorship in Hematology

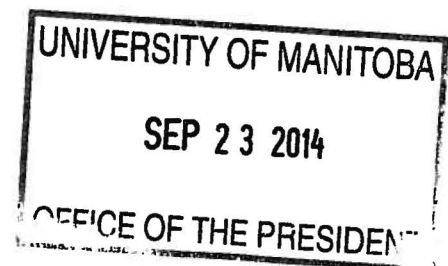
Dr. Peter Nickerson, Associate Dean (Research), College of Medicine, has submitted an application for the establishment of an Endowed Research Professorship in Hematology. This Professorship has been made possible through an initial investment of \$1,000,000 from Bayer Inc.

The Faculty of Health Sciences supports this endeavor. The establishment of an Endowed Research Professorship in Hematology will raise the research profile of the Faculty. The recipient of the Professorship will contribute significantly to the body of scholarship in Hematology.

I am pleased to support the application to establish this professorship.

Yours truly,

Brian Postl, MD
Dean, College of Medicine
Dean and Vice-Provost (Health Sciences)



**PROPOSAL TO ESTABLISH AN ENDOWED RESEARCH PROFESSORSHIP
IN HEMATOLOGY
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba, the following is presented:

TYPE OF APPOINTMENT: Professorship

NAME OF PROFESSORSHIP: Endowed Research Professorship in Hematology

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

The Professorship in Hematology is an initiative between the University of Manitoba and the College of Medicine, Faculty of Health Sciences. The Professorship will provide leadership, scholarship, and mentorship in the areas of benign and malignant hematology and immunology. The specific objectives of the Professorship will include:

- The promotion of basic, translational, clinical and epidemiologic research in areas relevant to Hematology.
- The opportunity for retention of a mid-career Hematologist with a proven record in related research. The support of the Professorship would afford such an individual the necessary support to devote his/her efforts to enhancing research productivity and mentorship.
- The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote research at the University of Manitoba
- Enhance the competitiveness of the University of Manitoba at national and international peer reviewed funding agencies in areas of research relevant to Hematology.
- Research in the area of benign or malignant Hematology will promote health care excellence and benefit the diverse communities served by the Faculty of Health Sciences.
- The provision of mentorship and opportunities for trainees and young investigators embarking on careers focused on research in areas relevant to Hematology.
- The pursuit of research topics that will lead to improved health for individuals with hematologic disorders, and to ensure that high quality care for these individuals is available in Manitoba.

RELATIONSHIP TO THE PROPOSING UNIT

College of Medicine, Faculty of Health Sciences:

The College of Medicine, Faculty of Health Sciences at the University of Manitoba has a major academic commitment to achieving the highest level of excellence in research, education and patient care in areas relevant to Hematology. Moreover, there exist within the Faculty of Health Sciences excellent opportunities for state-of-the-art collaborative research between basic and clinical investigators focused on benign and malignant hematology and immunology. The proposed Professorship would serve to enhance and promote translational, clinical and epidemiological research in areas relevant to Hematology

The Professorship will support an individual Clinician-Scientist by providing salary support and/or operating funds to pursue independent research in areas relevant to Hematology. This support will allow the recipient to maximize his/her research activity and effectiveness, as well as lead research activities in the Faculty. Excellence of the candidate will be the first priority.

THE METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:

Interest accrued from the initial endowment of \$1,000,000.

FUNDING METHOD:

Bayer Inc. has provided an initial gift of \$1,000,000 to be paid over a 5 year period.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP

In accordance with the policy and procedures for establishing Professorships at the University of Manitoba, individuals appointed to the Endowed Professorship in Hematology will have the following qualifications:

- Canadian citizen or permanent resident.
- Specialist in Hematology with an area of special expertise within the field of benign or malignant hematology, or hematopoietic stem cell transplantation.
- Holding a current academic appointment at the rank of Associate Professor or Professor.
- History of excellence in research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants and contracts.
- History of excellence in mentoring trainees and junior colleagues.
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- The initial term of the appointment will be five years, with biennial and final year progress reports.
- There will be a mandatory internal midterm evaluation.
- The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the College of Medicine's research strategy, such a review to be carried out during the fourth year of the term.

A successful performance review will provide evidence of the following:

- Personal research productivity in the form of external grants, presentations, and peer-reviewed publications. Funding from one or more national agencies would be expected along with additional funding from local sources.
- Evidence of mentorship including having one or more full-time research trainees or clinical fellows in their research year.
- Evidence of publication productivity indicated by 3-5 publications/year with 1 or more in high impact journals.
- Evidence of, collaboration and multi-disciplinary research within the University and between the University and other research institutions.

PREAMBLE:

This professorship has been established in the memory of Dr. Lyonel G. Israels, who graduated from the University of Manitoba with a medical degree in 1949. Following post-graduate studies in the United States and Europe, he returned to Winnipeg in 1953 to establish the Hematology and Medical Oncology program at the Manitoba Cancer Treatment and Research Foundation (MCTRF) and the Faculty of Medicine. Among his many contributions he was the first Head of the Section of Hematology and Medical Oncology in the Department of Internal Medicine, and the Executive Director of MCTRF from 1972 to 1992. He played a leading role in the establishment of the Manitoba Institute of Cell Biology, and the Manitoba Health Research Council.

Dr. Israels dedicated his career to creating a program that embodied the elements of empathetic patient care, outstanding teaching, and internationally recognized research. He was a clinical and research mentor to two generations of hematologists over a period of more than 50 years. The holder of the Professorship will be expected to contribute to continued improvement and innovation in patient care through a commitment to excellence in research and mentorship, as exemplified by Dr. Israels.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with section 2.3 of University Policy on Chairs and Professorships.

- 2) The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with 2.4 of University Policy on Chairs and Professorships.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the Professorship holder shall provide an annual report of activities to the President of the University. In turn, the President shall provide a copy of said report to individuals or organizations that have contributed to the establishment of the Professorship, and that have specifically requested this information.
- 4) The holder of the Professorship will have an appointment in a department within the College of Medicine and some restricted clinical activity to ensure a clinical profile. Cross appointment to an appropriate basic science department may also be considered. The Professorship holder is expected to participate in teaching activities, which may include teaching of undergraduate and post-graduate medical trainees and graduate students, and provision of mentorship for research trainees working under his/her supervision.
- 5) The role of the Professor will be to contribute significantly to the body of research and scholarship in the College of Medicine and the Faculty of Health Sciences. Accordingly, the appointment of the Professor will be made on the recommendation of the College of Medicine and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Professorships.
- 6) It is understood that the Professorship will be structured with a five year maximum term with an option of renewal subject to satisfactory performance by the incumbent, but also with the understanding that the research focus could be changed at intervals according to the changing needs of the department in which the Professorship is held, as determined by the Head of that department and the Dean of the College of Medicine and subject to approval by the University of Manitoba.

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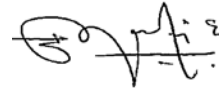
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: October 6, 2014

SUBJECT: Proposal to establish an Endowed Research Chair in Multiple Sclerosis



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Research Chair in Multiple Sclerosis, in accordance with the University's policy on *Chairs and Professorships*.

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

Thank you.

DSJ/nis
Encl.

Cc: Dr. Brian Postl, Dean, College of Medicine and Faculty of Health Sciences

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



UNIVERSITY
OF MANITOBA

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SEP 23 2014

OFFICE OF THE VICE-PRESIDENT
(RESEARCH AND INTERNATIONAL)

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Vice-President (Academic) & Provost

September 23, 2014

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

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

Re: Endowed Research Chair in Multiple Sclerosis

Dr. Brian Postl, Dean of the College of Medicine and Faculty of Health Sciences, has provided a letter of support for the proposal to establish an endowed research chair in multiple sclerosis. This chair aligns with the research priorities of the Department of Internal Medicine and, more generally, the College of Medicine.

The policy on Chairs and Professorships specifies that:

- (1) the chair be established consistent with the academic goals and objectives of the University;
- (2) the chair be fully funded from external sources, rather than University operating funds, and that the funds be sufficient to cover the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the chair be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the chair shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the chair is not tied to the appointment of a particular individual;
- (6) individuals appointed to the chair normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the chair shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed endowed research chair in multiple sclerosis satisfies all of the above requirements with the following exceptions:

1. The revenue generated from the endowment fund will support a portion of, as opposed to fully supporting, the salary and benefits of the incumbent. In this case, however, as the incumbent will be a clinician-scientist, any additional revenues to

support the full salary costs of the chairholder will come from clinical earnings as opposed to University operating funds; and

2. It is proposed that the incumbent have academic qualifications commensurate with an appointment at the rank of Associate Professor or Professor.

The funding for the proposed endowed research chair will be derived from a \$3 million endowment. The Department of Internal Medicine and the College of Medicine have committed \$1.5 million and \$500,000, respectively. The College of Medicine has committed to securing the balance of the funds required from other potential contributors.

I support this proposal from the College of Medicine, Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

/encl.

- c. Dr. Brian Postl, Dean, College of Medicine and Faculty of Health Sciences



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September 23, 2014

Dr. Joanne Keselman
Vice-President (Academic) & Provost
208 Administration Building
Fort Garry Campus
Winnipeg, Manitoba

Dear Dr. Keselman,

RE: Application for the Establishment of an Endowed Research Chair in Multiple Sclerosis

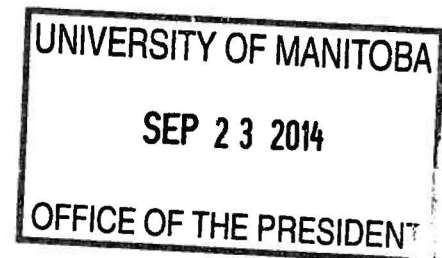
Dr. Dan Roberts Professor and Head, Department of Internal Medicine has submitted an application for the establishment of an Endowed Research Chair in Multiple Sclerosis.

The Department of Internal Medicine is willing to fund a maximum of \$1.5 million in support of this Chair. The College of Medicine has committed funding in the amount of \$500,000 towards this Chair, and commits to securing the remainder of the \$3 million to fund the Chair from other potential contributors.

The College of Medicine supports this endeavor. The establishment of an Endowed Research Chair in Multiple Sclerosis will raise the research profile of the Department and the College. The recipient of this Endowed Chair will provide leadership to the Department's research enterprise and play an important role for junior faculty members.

Sincerely,

Brian Postl, MD
Dean, College of Medicine
Dean and Vice-Provost (Health Sciences)





UNIVERSITY
OF MANITOBA

Faculty of Medicine
Department of Internal Medicine

Dr. Dan Roberts, Head
Department of Internal Medicine
GC430 – 820 Sherbrook Street
Winnipeg, MB R3A 1R9
Tel: (204) 787-7772
Fax: (204) 787-4826

MEMORANDUM

DATE: September 12, 2014

TO: Dr. Brian Postl
Dean of Medicine

FROM: Dr. D. Roberts, MD, FRCPC
Professor and Head
Department of Internal Medicine

RE: **Endowed Chair, MS Research**

The Department of Internal Medicine is committed to establishing and providing funding for a Research Chair in Multiple Sclerosis (MS). The Department is willing to fund a maximum of \$1.5 million. The Department may see both private and industry to support to ensure funding is in place. The proposal is attached for your information.

The College of Medicine has generously committed funding in the amount of \$0.5 million to use toward this Chair, and has identified other potential contributors for the balance.

The establishment of an endowed research chair in MS will raise the research profile of the Department and the College of Medicine. The recipient of this endowment will provide leadership to the Department's research enterprise and play an important role for junior faculty members.

The revenue generated from this fund will support a portion of the salary for the appointee as well as an appropriate level of unrestricted research support for the chair in the form of operating funds.

Your support and demonstrated commitment to this Chair is greatly appreciated and welcomed.

DR/mlr

CC: Dr. P. Nickerson
Ms. Kathy Blair-Colbert

**PROPOSAL TO ESTABLISH AN ENDOWED RESEARCH CHAIR
IN MULTIPLE SCLEROSIS
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs at the University of Manitoba, the following is presented:

TYPE OF APPOINTMENT: Chair

NAME OF CHAIR: Endowed Research Chair in Multiple Sclerosis

PURPOSE AND OBJECTIVES OF CHAIR:

The Chair in Multiple Sclerosis (MS) is a joint initiative between the University of Manitoba and the Department of Internal Medicine. The Chair will provide leadership, scholarship, and mentorship in multiple sclerosis. The specific objectives of the Chair will include:

- The promotion of translational, clinical and epidemiologic research in Multiple Sclerosis.
- To create the opportunity to recruit/retain an experienced leader with demonstrated expertise in neuroscience medicine and a proven track record in related research. The support of an endowed chair would afford such an individual with the time and necessary support to fully devote his/her efforts to achieve the proscribed objectives.
- The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote research at the University of Manitoba
- Enhance the competitiveness of the University of Manitoba at national and international peer reviewed funding agencies such as CIHR, NIH, and the MS Society of Canada in the area of MS research.
- Research in the area of MS will promote health care excellence and benefit the diverse communities served by the Health Sciences Centre.
- The provision of mentorship and opportunities for young investigators embarking on careers focused on research and MS.
- The pursuit of research topics that will lead to cures or improved health for individuals with MS, and to ensure that high quality and timely care is available for Manitobans.

RELATIONSHIP TO THE PROPOSING UNIT

Section of Neurology, Department of Internal Medicine, College of Medicine:

The College of Medicine and the Department of Internal Medicine at the University of Manitoba have a major academic commitment to achieving the highest level of

excellence in Multiple Sclerosis research. Moreover, there exist within the Faculty of Medicine a number of excellent opportunities for state-of-the-art collaborative research between basic and clinical investigators focused on Multiple Sclerosis. The proposed Chair would serve to enhance research activity in Multiple Sclerosis and inflammatory diseases and, in doing so, the overall research profile of the Department of Internal Medicine and the College of Medicine.

- By promoting translational, clinical and epidemiological research in Multiple Sclerosis, the Section of Neurology will meet its academic objectives of achieving excellence in MS research.
- The promotion of research excellence in MS is highly congruent with the academic mission of the Department of Internal Medicine and College of Medicine at the University of Manitoba.

The Chair will support an individual Clinician-Scientist by providing salary support and operating funds to pursue independent research in MS. This support will allow the recipient to maximize his/her research activity and effectiveness, as well as lead research activity in the Faculty in this strategically important area. Excellence of the candidate will be the first priority.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

Interest accrued for the initial endowment of \$3,000,000.

FUNDING METHOD:

The Department of Internal Medicine is committed to funding a maximum of \$1.5 million in support of this Chair. The College of Medicine has committed funding in the amount of \$500,000 towards this Chair, and commits to securing the remainder of the \$3 million to fund the Chair from other potential contributors. It is anticipated that funding of the Chair would be from the interest accrued on this endowment.

The revenue generated from this fund will support a portion of the salary for the appointee as well as an appropriate level of unrestricted research support for the Chair in the form of operating funds. In addition, opportunities to leverage these funds will be explored through programs offered by the CIHR.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, individuals appointed to the Endowed Chair in Multiple Sclerosis will have the following qualifications:

- Canadian citizen or permanent resident.
- Specialist in Neurology (FRCPC) with expertise in multiple sclerosis.
- M.Sc. or Ph.D in a related field.

- Holding a current academic appointment at the rank of Associate Professor or Professor.
- History of excellence in research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants and contracts.
- History of mentoring junior colleagues and investigators.
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- The initial term of the appointment will be five years, biennial and final year progress report
- Internal midterm evaluation
- The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the College of Medicine's research strategy, such a review to be carried out during the fourth year of the term.

A successful performance review will provide evidence of the following:

- Personal research productivity in the form of external grants, presentations, and peer-reviewed publications. It is expected that funding from one or more national agencies would be expected along with additional funding from local sources.
- Evidence of mentoring including having one or more full-time research trainees or supervision of clinical fellows in their research year.
- Evidence of publication in the range of 3-5 publications/year with 1 or more in a high impact journal.
- Evidence of linkages, collaboration and multi-disciplinary research within the University and between the University and other research institutions.

PREAMBLE:

Multiple sclerosis (MS) is a chronic disease of the brain and spinal cord, estimated to affect over 3,000 Manitobans, 93,000 Canadians and more than 2.5 million persons worldwide. While most individuals with MS present with their first symptoms between the ages of 20 and 40 years, 5% of individuals develop symptoms before age 16 years and 5% develop symptoms after age 60 years. Thus this is a disease that affects individuals of all ages. Most patients affected by MS ultimately experience a constellation of symptoms including weakness, sensory symptoms, bowel and bladder dysfunction, fatigue, spasticity, pain, and cognitive impairment. MS is the most common non-traumatic cause of disability in young adults. Rates of unemployment are high, and the societal costs of MS exceed those for stroke or Alzheimer's disease. MS places a substantial burden on affected individuals, their families and society.

In the last 5-7 years the Section of Neurology, Department of Internal Medicine has transformed its clinical services and research programs. Currently, the Section has obtained more than \$5 million in funding from the Canadian Institutes of Health Research, and funding from other national and international organizations of more than \$5 million. At present the Section of Neurology is collaborating extensively at the national and international levels on research related to the causes of MS in adults and children with MS, the epidemiology and impact of comorbid disease in MS, health care utilization including hospitalizations, disease-modifying therapy use, and nursing home admission, and interventions to improve outcomes in MS. This has led to publications in *Lancet Neurology*, *Neurology*, and *Annals of Neurology* and other prominent journals.

The Multiple Sclerosis clinical group has four full-time clinician scientists. We provide care through the provincial Multiple Sclerosis Clinic at the Health Sciences Centre. The provincial program is structured such that all individuals with MS who require access to disease-modifying therapies must be evaluated in the MS Clinic.

Dr. Michael Cossoy, Assistant Professor, completed a two-year fellowship in Neuroimmunology at the Cleveland Clinic under the supervision of Dr. Richard Ransohoff. His work focuses on identifying serum markers of blood brain barrier breakdown that could improve clinical decision-making regarding disease activity without the need for administration of costly contrast agents during MRIs.

Dr. Ruth Ann Marrie, Associate Professor, completed a three-year clinical and research fellowship at the Cleveland Clinic, followed by a PhD in Epidemiology. She has developed an internationally recognized program in the epidemiology of MS with particular contributions to the understanding of the burden of comorbid disease in MS, and the etiology and outcomes of MS in affected children. She collaborates extensively on a broad range of projects.

Dr. James Marriott, Assistant Professor, completed a three-year clinical fellowship and a Master of Science Degree in Clinical Epidemiology at the University of Toronto and leads the clinical trials program in MS at the Health Sciences Centre. He is dedicated to developing a program in investigator-initiated trials aimed at modifying disease activity and improving long-term outcomes, as well as aimed at addressing common symptomatic concerns. For example, he has been a co-investigator in a national trial of minocycline as a therapy for individuals presenting with the first symptoms that may represent MS, and recently lead a pilot study testing testosterone as a therapy for fatigue in men with MS. He has developed collaborations with oncology to focus on regeneration and repair strategies for MS.

Dr. Reza Vosoughi completed a clinical fellowship at the University of Ottawa. He will begin a Master of Science degree in Community Health Sciences in September 2014 with the goal of developing the necessary skills to lead a competitive research program. He is the site principal investigator for a CIHR-funded clinical trial of a vascular intervention in MS.

Despite this success, there is a lack funding to recruit and support additional neurologists and scientists specializing in MS, who are needed to help continue the growth of our research program. As treatment needs become more complex and time consuming, it is an increasing challenge to maintain high quality clinical care while sustaining our research programs. To address these challenges, the Department intends to raise \$3.0 Million for a research chair in multiple sclerosis, which will support our staff and allow us to hire additional researchers/clinician scientists. This initiative will help the Department build on its achievements and secure its standing as a premier center of Multiple Sclerosis research and clinical care in North America.

OTHER PROVISIONS:

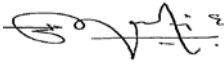
- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with section 2.3 of University Policy on Chairs and Professorships
- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with 2.4 of University Policy on Chairs and Professorships.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the Chair holder shall provide an annual report of activities to the President of the University. In turn, the President shall provide a copy of said report to individuals or organizations that have contributed to the establishment of the Chair, and that have specifically requested this information.
- 4) The Chair holder will have an appointment in the Department of Internal Medicine and some restricted clinical activity to ensure a clinical profile. Cross appointment to an appropriate basic science department may also be considered. The Chair holder will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 5) The role of the Chair will be to contribute significantly to the body of research and scholarship in the Department of Internal Medicine, Accordingly, the appointment of the Chair will be made on the recommendation of the Department of Internal Medicine and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs.
- 6) It is understood that the Chair would be structured with a five year maximum term with an option of renewal subject to satisfactory performance of the incumbent, but also with the understanding that the research focus could be changed at such intervals according to the changing needs of the Department of Internal Medicine as determined by the Head, Department of Internal Medicine and subject to approval by the University of Manitoba.

OFFICE OF THE
VICE-PRESIDENT (RESEARCH
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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: October 7, 2014

SUBJECT: Periodic Review of Research Centres and Institutes: Spinal Cord Research Centre (SCRC)

Attached is the report on the Spinal Cord Research Centre (SCRC) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis
Encl.

Cc: Dean Brian Postl
Dr. McCrea

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
REPORT ON THE REVIEW OF THE
SPINAL CORD RESEARCH CENTRE (SCRC)

Preamble:

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

Observations:

1. The review process followed that which is outlined in section 2.3.1 of the Policy, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contained:
 - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
 - It should be noted that the centre was not reviewed for a period of 10 years, therefore missing the required 5 year review cycle. This was due to a combination of departmental and faculty issues beyond the scope and control of the Senate Committee on University Research process. Those issues have been resolved and the normal review cycle will be in effect going forward
 - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
 - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this sub-committee was as follows:

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

MEMBER: Dr. James Davie, Faculty of Health Sciences, MICH

MEMBER: Dr. Mark Whitmore, Dean, Faculty of Science (replaced in 2014 by Dr. Pawan Singal, Faculty of Health Sciences and St. Boniface Hospital Research Centre)

3. The assessment of the sub-committee was as follows:
- (a) The extent to which the research centre/institute has fulfilled:
 - (i) The general objectives of research centres/institutes as stipulated under the Policy; and
 - (ii) Its specific objectives, as indicated on its establishment;
 - (b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;
 - (c) Its current and projected financial viability.

One of the objectives of the center has been to develop a strong record of research publications as well as funding. While this has been accomplished more joint publications/research funding would be desirable. They have developed a meaningful, integrated research and training strategy with three overlapping goals: Mechanistic Research, Translational Research and Neuro-protection, Repair, Regeneration and cell based therapies. The centre has also received priority in the strategic plan of the Faculty of Medicine for Integrative Health Research. In the recent past the centre has successfully added different expertise by recruiting young investigators, who would form the future of the SCRC.

Recommendation:

The Senate Committee on University Research recommend to Senate:

THAT the *Spinal Cord Research Centre (SCRC)*, be renewed for a term of 5 years, from January 1, 2015 to December 31, 2019

October 6, 2014

Report of the Senate Committee on Rules and Procedures Regarding the Faculty of Health Sciences Faculty Council Bylaw

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Faculty and School Council General Bylaw charges the Committee to review individual Faculty and School Council Bylaws prior to consideration by Senate.
3. The Committee met on October 6, 2014 to consider a proposed Faculty of Health Sciences Faculty Council Bylaw, as recommended by the Faculty Council at its inaugural meeting held on September 18, 2014.

Observations

1. The creation of a Faculty of Health Sciences was approved by Senate and the Board of Governors in October, 2013. In the intervening time, the Faculty has developed an Implementation Steering Committee and a number of sub-committees to develop and make recommendations on, among many things, a proposed governance structure for the Faculty and its Colleges.
2. Faculties at the University of Manitoba are governed by two governing documents – the Faculty and School Council General Bylaw that applies to all faculties and schools, and faculty and school-specific bylaws that are developed at the faculty and school level and approved by Senate. The recommended Faculty of Health Sciences Faculty Council Bylaw represents the second of these documents.
3. The Faculty Council Bylaw lays out a number of areas including:
 - a. The membership of Faculty Council;
 - b. Rules with respect to meetings of the Faculty Council;
 - c. Powers to act and powers to recommend;
 - d. The creation of a Faculty Executive Council with the authority to act for the Faculty Council on a day-to-day basis;
 - e. A provision for the creation of College Councils, and the authority to delegate powers to act and to recommend to the College Councils; and

- f. A provision with respect to the election of Faculty Council members to Senate.
4. In addition to the Faculty Council Bylaw, the Faculty of Health Sciences Council also endorsed a College Council Bylaw template. This template, which will be adapted for use by the College Councils in Dentistry, Medicine, Nursing, Pharmacy and Rehabilitation Sciences, clearly lays out the powers to act and powers to recommend that are being delegated to the College Councils by the Faculty Council. As noted by the Dean of the Faculty in his communication to the Faculty Council dated August 27, 2014:

Importantly, the College Council Bylaw template vests the governance of the professional programs at the College Council level with the College Councils recommending on such matters directly to Senate.

The College Council Bylaws will be approved by the Faculty Council, on recommendation of the College Councils and following a review by the Senate Committee on Rules and Procedures. A copy of the College Council Bylaw template is attached to this report for the information of Senate.

5. The Committee observed that the proposed Faculty Council Bylaw is consistent with the Proposal to Establish a Faculty of Health Sciences as approved in 2013.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the Faculty of Health Sciences Faculty Council Bylaw, as recommended by the Faculty of Health Sciences Faculty Council on September 18, 2014.

Respectfully submitted,

Dean J. Doering, Chair
Senate Committee on Rules and Procedures

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



UNIVERSITY | Faculty of
OF MANITOBA | Health Sciences

College of Medicine
230-745 Bannatyne Avenue
Winnipeg, Manitoba R3E 0J9
204-789-3485
brian.postl@med.umanitoba.ca

Date: September 22, 2014

To: Senate Committee on Rules and Procedures

From: Brian Postl, MD
Dean & Vice Provost Faculty of Health Sciences

Re: Faculty of Health Sciences Council Bylaw

The Faculty of Health Sciences Faculty Council met on Thursday, September 18, 2014 at 5:30pm to vote on the Faculty Council Bylaw. I am pleased to report the Faculty Council Bylaw was approved with one friendly amendment and is now being recommended to the Senate Committee on Rules and Procedures for final approval. I have attached the amended Faculty Council Bylaw for your review and approval. Please feel free to contact me with any questions or concerns. We look forward to hearing from you.

cc:
Dr. Tony Iacopino
Dr. Beverly O'Connell
Dr. Neal Davies
Dr. Emily Etcheverry
Jeff LeClerc

/rd



FACULTY OF HEALTH SCIENCES BYLAW

This Bylaw is supplementary to the University of Manitoba Faculty and School Council General Bylaw.

I. Principles

A. The Faculty Council is the academic council of the Faculty of Health Sciences, created by the Senate under the authority granted to it under *The University of Manitoba Act* (Manitoba). It derives its authority to act and recommend on matters of an academic character, from the University of Manitoba Faculty and School Council General Bylaw. Its authority derives from, and is subject to, the general charge of the Senate on all matters of an academic character.

B. The Faculty Council will clearly delegate certain functions and powers to its Executive Council, its Standing Committees and the College Councils, in accordance with the principle of subsidiarity, that a matter ought to be handled by the least centralized authority capable of addressing that matter effectively; it is expected that the Colleges have the expertise respecting their professional programs, and therefore these decisions are best made at the College level, as long as these decisions do not conflict with institutional norms, standards or priorities.

C. It is the role of all members of the Faculty of Health Sciences to act honestly, fairly and in the best interests for the Faculty of Health Sciences and the University of Manitoba. Members should deal with matters in such a way that the interests of the Faculty of Health Sciences take precedence over the interests of any of its constituent parts, should those interests conflict or appear to conflict.

D. Unless otherwise specified, reference to "Faculty" or "Faculty of Health Sciences" includes the Colleges of Dentistry, Medicine, Nursing, Pharmacy, and Rehabilitation Sciences (the "Colleges") and includes the School of Dental Hygiene (the "School"), and reference to "faculty" includes all academic members holding academic rank (excluding sessionals and nil-appointments) in the Faculty of Health Sciences.

E. Graduate programs, although housed within the Faculty of Health Sciences, are administered by the Faculty of Graduate Studies. The powers to act and recommend respecting these programs therefore rests with the Faculty of Graduate Studies, according to its Bylaws and policies.

II. Faculty Council

A. Membership

The Faculty Council of the Faculty of Health Sciences (the "Faculty") shall be composed of:

1. The President
2. The Vice-President designated by the President
3. The Dean of the Faculty
4. The Associate Deans of the Faculty
5. The Deans of the Colleges
6. The Director(s) of the School(s)
7. A librarian, appointed by the University Librarian
8. All academic staff of the Faculty including Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors (and excluding sessionals and nil-appointments) holding academic rank in the Faculty
9. 30 full-time support staff of the Faculty (including staff of its Colleges), with a term of office of three years, as follows:
 - (a) five (5) College of Dentistry support staff appointed or elected by its support staff
 - (b) five (5) College of Medicine support staff appointed or elected by its support staff
 - (c) five (5) College of Nursing support staff appointed or elected by its support staff
 - (d) five (5) College of Pharmacy support staff appointed or elected by its support staff
 - (e) five (5) College of Rehabilitation Sciences support staff appointed or elected by its support staff
 - (f) five (5) Faculty of Health Sciences support staff appointed or elected by its support staff

August 26, 2014

Approved by the Senate: [XX date]

10. 30 students registered in the Faculty or its Colleges, with a term of office of one academic year, who are appointed:

(a) five (5) College of Dentistry students appointed or elected by its student body

(b) five (5) College of Medicine students appointed or elected by its student body

(c) five (5) College of Nursing students appointed or elected by its student body

(d) five (5) College of Pharmacy students appointed or elected by its student body

(e) five (5) College of Rehabilitation Sciences students appointed or elected by its student body

(f) five (5) Faculty of Health Sciences students appointed or elected by its student body

B. Meetings

1. The Dean of the Faculty shall be the presiding officer and chair at all meetings of the Faculty Council, subject to the right of the President to take the chair at such meetings. In the Dean's absence, a Dean of a College shall be the presiding officer, as designated by the Dean of the Faculty.

2. The Faculty Council shall meet at least once yearly.

3. Meetings shall be called at the discretion of the Dean of the Faculty or at the written request of any 50 members of the Faculty Council.

4. At least one month's written notice of any regular Faculty Council meeting shall be given and at least 48 hours' notice for any special Faculty Council meeting.

5. Faculty Council meetings shall be open, subject to the Faculty Council moving into closed session by the vote of a simple majority of those in attendance and voting.

6. The quorum necessary for the transaction of business shall be 100 members.

C. Powers to Act

The Faculty Council, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate, shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings.
2. To periodically review Faculty Council Bylaws (that include any terms of reference for any Faculty Executive Council) and recommend amendments to the Senate for approval.
3. To periodically review, in concert with the College Council(s), College Council Bylaw(s) and, following review by the Senate Committee on Rules and Procedures, approving College Council Bylaw(s).
4. To establish standing and *ad hoc* committees of the Faculty Council and approve their membership and terms of reference.
5. To elect and remove members of the Faculty Council to Senate from each of the Colleges in a proportion specified in the Bylaw, and in accordance with the Act, and the rules and procedures authorized by the Senate.
6. To hear and determine disciplinary appeals (via a local disciplinary committee) of students registered in the Faculty, Colleges and School, in accordance with the Student Discipline Bylaw.
7. To consider and administer all rules and regulations respecting students who are registered in undergraduate programs of the Faculty (i.e. not within a specific College).
8. To determine the functions and powers, according to the Faculty and School Council General Bylaw, that may be delegated to subordinate bodies, including but not limited to an Executive Council, its Standing Committees or a College Council.
9. To determine other matters within its jurisdiction that have not been specifically delegated to subordinate bodies.

D. Powers to Recommend

The Faculty Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, has the following powers to recommend:

1. To recommend to the Board on the conferring of the title Professor Emeritus/Emerita and Dean Emeritus/Emerita.
2. To recommend to the Senate on the establishment of, the abolition of, or any changes in colleges, schools, departments, divisions, chairs, lectureships in the Faculty.
3. To recommend to the Dean of the Faculty athletic, social or other extra-curricular activities of students.
4. To recommend to the Senate on the establishment of, the abolition of, or any changes in exhibitions, bursaries, scholarships, or prizes, to be awarded to students, applicable across the Faculty (i.e. not within a specific College).
5. To provide advice to the Dean of the Faculty on the acquisition and use of facilities and on the requirements for lecture rooms and other facilities.
6. To provide advice to the Dean of the Faculty respecting the academic implications of strategic directions for the Faculty.
7. To recommend to the Senate on new, or significant changes to, undergraduate programs offered by the Colleges or the Faculty.
8. To recommend to the Senate on all matters relating to undergraduate programs (i.e. not within a specific College) and their students including without limitation admission, curriculum and program requirements, instruction, academic standing of students, examinations, candidates for degrees, diplomas and certificates of proficiency, and dates of classes.
9. To recommend to Senate on all matters relating to inter-professional education offered by the Faculty (including curriculum and program requirements offered that affect more than one College).

III. Faculty Executive Council

A. Membership

There shall be an executive council of the Faculty Council (the "Faculty Executive Council") and shall be composed of:

1. The President
2. The Vice-President designated by the President
3. The Dean of the Faculty
4. The Associate Deans of the Faculty
5. The Deans of the Colleges
6. Twenty-five (25) members elected by and from the members of the Faculty Council who hold academic rank within the Faculty, ensuring that the Faculty Council elects at least three (3) representatives who are members of each College in the Faculty, i.e. that the members' primary appointment is in the College. One College may not hold greater than twelve (12) members of the twenty-five (25) members. The term of office for each elected academic member shall be three years
7. Five (5) students elected by and from the student members of the Faculty Council, with one student member from each College, with a term of office of one academic year
8. Two (2) support staff members, elected by and from the support staff members of the Faculty Council, with a term of office of three years

B. Meetings

1. Notwithstanding the President's right to preside over the Faculty Council, the Dean of the Faculty or designate shall be the presiding officer at all meetings of the Faculty Executive Council. In the Dean's absence, a Dean of a College shall be the presiding officer, as designated by the Dean of the Faculty.
2. The Faculty Executive Council shall meet at least three (3) times per year.
3. Meetings shall be called at the discretion of the Dean of the Faculty or at the written request of any seven (7) members of the Faculty Executive Council.
4. At least one month's written notice of any regular Faculty Executive Council meeting shall be given and at least 48 hours' notice for any special Faculty Executive Council meeting.

5. Faculty Executive Council meetings shall be open, subject to the Faculty Executive Council moving into closed session by the vote of a simple majority of those in attendance and voting.

6. The quorum necessary for the transaction of business shall be a majority of the members.

7. In a case of an instance where an urgent matter requires resolution by Faculty Executive Council, a meeting of the Faculty Executive Council by email is appropriate under certain circumstances. The use of e-meetings shall be reserved for those issues needing a decision before an in-person meeting of the Faculty Executive Council is scheduled. Each e-meeting agenda shall consist of a single issue. Members shall then indicate their vote in writing to the secretary of the Faculty Executive Council within three (3) business days. The results of the vote shall be communicated by the secretary as soon as possible after all the votes are received.

C. Powers to Act and Recommend

The Faculty Council hereby delegates to the Faculty Executive Council all powers to act and recommend granted to the Faculty Council set out in the Faculty and School Council General Bylaw and this Bylaw, except:

1. The Faculty Council shall retain the power to elect members to and remove members from Senate.

~~1-2.~~ The Faculty Council shall retain the power to elect members to and remove members from Faculty Executive Council.

~~2-3.~~ The Faculty Council shall retain the power to elect members to its Faculty Executive Council.

~~3-4.~~ The Faculty Council shall retain the power to recommend for approval its Bylaws and any amendments thereto.

The Faculty Council cannot over-rule the decisions of its Faculty Executive Council, made on the Faculty Council's behalf.

The decisions of the Faculty Executive Council shall be reported to the Faculty Council, at its next meeting, through the Chair.

August 26, 2014

Approved by the Senate: [XX date]

IV. Standing Committees

- A. There shall be standing committees as required by the Senate or as deemed necessary by the Faculty Council.
- B. The Terms of Reference and membership of each Standing Committee shall be approved by the Faculty Council.

V. College Councils

The Faculty Council shall delegate the specific functions and powers to the College Councils and confer on them the power and authority to act with respect to such matters as set out in approved College Council Bylaw(s), and that are within the jurisdiction of the College Council.

VI. Election of Faculty Council Members to Senate

The Senate Bylaw on the Election of Academic and Support Staff to Senate, and the following provisions shall govern the election of Senate representatives by the Faculty Council.

- A. Principle of Proportional Representation
Senate representatives for the Faculty shall be elected by members of the Faculty Council from among the candidates duly nominated for such an election.

The process of election of Senate representatives shall ensure that the Faculty Council elects at least two (2) Senate representatives who are members of each College in the Faculty, i.e. that the member's primary appointment is in the College.
- B. Eligibility for Nomination
The following shall be eligible for nomination for election to Senate by the Faculty Council:
 - All Full-time members of the academic staff of the Faculty who are members of the Faculty Council, except those designated ex officio members of Senate under Section 26 of *The University of Manitoba Act*.
 - All Full-time support staff who are members of the Faculty Council.
- C. Nomination Process
By March 15 each year, the Committee on Nominations (or some other such Committee) shall submit to the Chair of the Faculty Council a slate of nominees for positions on Senate that are up for election. The Committee shall ensure that the slate of nominees, along with those with continuing terms on Senate, ensure at least two (2) members from each College in the Faculty's Senate representation.

The Chair of the Faculty Council shall then forward to the members of the Faculty Council:

- a. A call for nominations
- b. The slate proposed by the Committee on Nominations (or other such Committee)
- c. The list (or a link to the list) of those eligible for nomination

Members of the Faculty Council shall have ten (10) days from the call for nominations to make further nominations.

If, at the close of nominations, no more nominations are received than the number of vacancies to be filled on Senate, the candidates nominated shall be declared elected by acclamation and the results reported to members of Faculty Council and the University Secretary. If there are more nominations received than Senate representatives to be elected, a vote shall take place.

D. Eligibility to Vote

All members of the academic and support staff (including ex officio members of Senate but excluding sessional and part-time support staff appointments) who are members of the Faculty Council shall be eligible to vote in elections for representatives to Senate by the Faculty Council.

E. Election Process

A notice of election, including a listing of all the candidates and information on how to vote shall be distributed to all those eligible to vote upon the close of nominations.

The election may be conducted by paper ballot, or any appropriate electronic means that ensures that the ballot is secret.

Those eligible to vote will have ten (10) days from the notice of election to vote. The specific deadline for the receipt of votes shall be included in the notice of election. Votes received after the deadline shall not be counted.

Those eligible to vote may vote for any number of candidates up to the number of vacancies on Senate that are to be filled by election.

Following the close of voting, those individuals so appointed by the Chair of the Faculty Council shall count the votes.

The determination of candidates being elected to Senate shall be as follows:

1. The candidates receiving the highest number of votes who are members of Colleges requiring at least two (2) Senate representatives will be declared elected.
2. Following the determination of those elected in 1 above, all remaining Senate seats to be filled shall be by the remaining candidates who received the highest number of votes.

In the event of a tie, the tie shall be broken by the drawing of lots.

F. Filling of Vacancies

The filling of vacancies in Senate representatives, either due to resignation or ineligibility or due to a Senate representative going on leave, shall occur in a manner similar to that outlined above. Any such process shall ensure that the Faculty's Senate representation at all times includes at least two (2) members from each College of the Faculty.

G. Removal of Senate Representative(s)

Removal of a Faculty Senate representative(s) may be held at any meeting of the Faculty Council provided that:

1. At least seven days' notice in writing of the motion to remove the Senate representative(s), including the reasons for the proposed action, is given;
2. The person concerning whom the motion is made is given the right to be heard at the meeting held to consider the motion; and
3. The motion for removal succeeds by at least a two-thirds majority of those members present.

VII. Standing Rules

The Faculty Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty Council by a majority vote of those members present and voting at a duly called and constituted meeting, provided that five days' notice of the proposed standing rule or amendment has been given to all members prior to the meeting at which such enactment or amendment is to be made.

VIII. Rules of Order

Except where otherwise provided, the "Rules and Procedures governing meetings of the Senate of the University of Manitoba" shall govern the conduct of the Faculty Council and Faculty Executive Council meetings.

IX. Enactment and Amendments

A. The date of enactment for these Bylaws shall be the date on which they receive approval of the Senate.

B. Any amendments to these Bylaws shall require the approval of the Senate, edited by the Senate Committee on Rules and Procedures.

C. Before submission to Senate, such Bylaws or amendments shall be approved by two-thirds of the members present and voting at a duly called and constituted meeting of the Faculty Council. At least one month's notice in writing of any amendment shall be given to the members.

X. Review

Within five years of the approval of these Bylaws, INSERT DATE OF APPROVAL HERE, a Committee of the Faculty Council shall be established to review governance structures and processes of the Faculty of Health Sciences, and to report and make appropriate recommendations to Faculty Council as required.

August 26, 2014

Approved by the Senate: [XX date]



COLLEGE OF [XX] BYLAW [TEMPLATE]

This Bylaw is supplementary to the Faculty of Health Sciences Bylaw.

[Drafting Note: All information in square parentheses requires information/revision/deletion]

I. Principles

A. The College Council is the academic council of the College of [XX], created by the Senate under the authority granted to it under *The University of Manitoba Act (Manitoba)*. It derives its authority to act and recommend on matters of an academic character, from the Faculty of Health Sciences Bylaw. Its authority derives from, and is subject to, the general charge of the Senate on all matters of an academic character.

B. The College Council may elect to delegate certain functions and powers to its Executive Council, [and] its Standing Committees [and the School Council], in accordance with the principle of subsidiarity, that a matter ought to be handled by the least centralized authority capable of addressing that matter effectively, as long as those decisions do not conflict with institutional norms, standards or priorities.

C. It is the role of all members of the College to act honestly, fairly and in the best interests for the College of [XX], the Faculty of Health Sciences and the University of Manitoba. Members should deal with matters in such a way that the interests of the College of [XX] take precedence over the interests of any of its constituent parts, should those interests conflict or appear to conflict.

D. Graduate programs, although housed within a College, are administered by the Faculty of Graduate Studies. The powers to act and recommend respecting these programs therefore rests with the Faculty of Graduate Studies, according to its Bylaws and policies.

II. College Council

A. Membership

The College Council of the College of [XX] (the “College”) shall be composed of:

1. The President
2. The Vice-President designated by the President
3. The Dean of the Faculty of Health Sciences (the “Faculty”) or designate
4. The Dean of the College
5. The Librarian for the College
6. All academic staff of the College including Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors (and excluding sessionals and nil-appointments) holding academic rank in the College
7. [X] full-time support staff of the College, appointed or elected by the staff of the College, with a term of office of three years
8. [X] students registered in the College, appointed or elected by the student body, with a term of office of one academic year
9. [XX – other members of importance to the College]

B. Meetings

1. The Dean of the College or designate shall be the presiding officer and chair at all meetings of the College Council, subject to the right of the President or the Dean of the Faculty, to take the chair at such meetings.
2. The College Council shall meet at least [once] yearly.
3. Meetings shall be called at the discretion of the Dean of the College or at the written request of any [XX] members of the College Council.
4. At least [one month’s] written notice of any regular College Council meeting shall be given and at least 48 hours’ notice for any special College Council meeting.
5. College Council meetings shall be open, subject to the College Council moving into closed session by the vote of a simple majority of those in attendance and voting.
6. The quorum necessary for the transaction of business shall be [XX] members.

C. Powers to Act

The Faculty of Health Sciences Council delegates to the College Council its powers to act, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate. To that end, the College Council shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings.
2. To establish standing and *ad hoc* committees of the College Council and approve their membership and terms of reference.
3. To approve department council bylaws and amendments thereto, following guidelines approved by the Senate.
4. [To approve School Council bylaws for Schools within the College and amendments thereto.]
5. To make and administer regulations with respect to the attendance, conduct and progress of students who are registered in programs in the College.
6. To administer the rules and regulations of the Senate and the Board as they affect the students registered in programs in the College.
7. To prepare and publish College academic timetables of programs offered by the College.
8. To consider and determine academic appeals by students registered in programs in the College, from a decision of a member of the academic staff of the College.
9. To consider and determine the suitability of a student for his/her profession, in accordance with any professional suitability by-law, recommended by the College and approved by the Senate.
10. To determine the functions and powers that may be delegated to subordinate bodies, including but not limited to an Executive Council, its Standing Committees or department councils.
11. To periodically review College Standing Committee terms of reference and following review, approving the terms of reference and/or amendments.
12. To determine other matters within its jurisdiction that have not been specifically delegated to subordinate bodies.

D. Powers to Recommend

The College Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, has the following powers to recommend:

1. To propose to the Faculty of Health Sciences Council, the establishment of College Council Bylaw(s), and to propose amendments to them.
2. To periodically review and recommend amendments to the Faculty for approval, College Council Bylaws(s).
3. To recommend to the Faculty on the establishment of, the abolition of, or any changes in schools, departments, or divisions in the College.
4. To recommend directly to the Senate on the establishment of, the abolition of, or any changes in chairs or lectureships in the College.
5. To recommend to the Faculty on the establishment of, the abolition of, or any changes in chairs or lectureships in the Faculty.
6. To recommend to the Dean of the College athletic, social or other extra-curricular activities of students.
7. To recommend directly to the Senate on the establishment of, the abolition of, or any changes in exhibitions, bursaries, scholarships, or prizes to be awarded to students registered in College.
8. To recommend directly to the Senate on the conditions of admission for undergraduates to programs of the College and the standing to be allowed to students entering the College.
9. To recommend directly to the Senate on the regulations, methods and limits of instruction in the College.
10. To recommend directly to the Senate on the academic standing of all students in programs in the College.
11. To recommend directly to the Senate on the rules and conduct of examinations and the results of examinations for students in the College.
12. To recommend directly to the Senate the candidates for degrees, diplomas and certificates of proficiency to be granted by the University pertaining to courses of study in the College.
13. To recommend directly to the Senate on curriculum and program requirements and changes for existing programs offered by the College that do not impact other Colleges.
14. To recommend directly to the Senate on the dates from the beginning and end of classes in programs offered by the College.
15. To recommend to the Faculty Council on new, or significant changes to, undergraduate programs within the College.
16. To provide advice to the Dean of the College on the acquisition and use of facilities and on the requirements for lecture rooms and other facilities.
17. To provide advice to the Dean of the College respecting academic implications of strategic directions for the College.

III. College Executive Council

A. Membership

There shall be an executive council of the College Council (the “College Executive Council”) and shall be composed of:

1. The President
2. The Vice-President designated by the President
3. The Dean of the Faculty or designate
4. The Dean of the College
5. [XX (XX)] members elected by and from the members of the College Council who hold academic rank within the College. The term of office for each elected academic member shall be three years
6. [XX (XX)] students elected by and from the student members of the College Council, with a term of office of one academic year
7. [XX (XX)] support staff members, elected by and from the support staff members of the College Council, with a term of office of three years
8. [XX – others of importance to the College]

B. Meetings

1. Notwithstanding the President’s right to preside over the College Council, the Dean of the College or designate shall be the presiding officer at all meetings of the College Executive Council.
2. The College Executive Council shall meet at least [XX] times per year.
3. Meetings shall be called at the discretion of the Dean of the College or at the written request of any [XX] members of the College Executive Council.
4. At least [one month’s] written notice of any regular College Executive Council meeting shall be given and at least 48 hours’ notice for any special College Council meeting.
5. College Executive Council meetings shall be open, subject to the Council moving into closed session by the vote of a simple majority of those in attendance and voting.
6. The quorum necessary for the transaction of business shall be [XX] members.

7. A meeting of the College Executive Council by email is appropriate under certain circumstances. The use of e-meetings shall be reserved for those issues needing a decision before an in-person meeting of the College Executive Council is scheduled. Each e-meeting agenda shall consist of a single issue. Members shall then indicate their vote in writing to the secretary of the College Executive Council within three (3) business days. The results of the vote shall be communicated by the secretary as soon as possible after all the votes are received.

C. Powers to Act and Recommend

[If the College so determines it wishes to delegate: The College Council hereby delegates to the College Executive Council all powers to act and recommend granted to the College Council set out in the College and School Council General Bylaw, the Faculty of Health Sciences Bylaw, and this Bylaw, except:

1. The College Council shall retain the power to elect members to its College Executive Council.]

[If the College so determines it wishes its CEC to make binding decisions: The College Council cannot over rule the decisions of its College Executive Council, made on the College Council's behalf. The decisions of the College Executive Council shall be reported to the College Council, at its next meeting, through the Chair.]

IV. Standing Committees

- A. There shall be standing committees as required by the Senate or as deemed necessary by the College Council.
- B. The Terms of Reference and membership of each Standing Committee shall be approved by the College Council.

V. [School Council(s)]

[The College Council shall delegate the specific functions and powers to the School Council and confer on them the power and authority to act with respect to such matters as set out in approved School Council Bylaw(s) and that are within the jurisdiction of the School Council.]

VI. Standing Rules

The College Council may enact or amend standing rules and procedures for conduct of the affairs of the College Council by a majority vote of those members present and voting at a duly called and constituted meeting, provided that five days' notice of the proposed standing rule or amendment has been given to all members prior to the meeting at which such enactment or amendment is to be made.

VII. Rules of Order

Except where otherwise provided, the “Rules and Procedures governing meetings of the Senate of the University of Manitoba” shall govern the conduct of the College Council and College Executive Council meetings.

VIII. Enactment and Amendments

- A. The date of enactment for these Bylaws shall be the date on which they receive approval of the Senate.
- B. Any amendments to these Bylaws shall require the approval of the Faculty of Health Sciences Council and the Senate, edited by the Senate Committee on Rules and Procedures.
- C. Before submission to Senate, such Bylaws or amendments shall be recommended for approval by two-thirds of the members present and voting at a duly called and constituted College Council meeting. At least one month’s notice in writing of any amendment shall be given to the members.

October 6, 2014

Report of the Senate Committee on Rules and Procedures Regarding Proposed New and Updated Governing Documents Related to the Implementation of the Faculty of Health Sciences

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on October 6, 2014 to consider proposed new and revised governing documents related to the implementation of the Faculty of Health Sciences.

Observations

1. Page 19 of the *Proposal to Establish a Faculty of Health Sciences* notes:

The creation of a new Faculty of Health Sciences will require revision to several of the University's governing documents as well as the creation of new governing documents. These revisions and changes will be developed as part of the implementation process by the University Secretary in consultation with the units, Administration, Senate and the Board, as appropriate.

2. Since the approval of the Proposal by the Senate and the Board of Governors in October, 2013, the University Secretary has reviewed university-level governing documents to determine which documents required revision and which documents needed to be developed to fully implement the Faculty of Health Sciences. During this period, the University Secretary has consulted with members of the university community, the Faculty of Health Sciences, and the governance and bylaws sub-committee on the Faculty of Health Sciences Implementation Steering Committee. Based on this review and the consultations, new governing documents and revisions to existing governing documents are proposed for approval by the Senate and the Board of Governors.
3. The proposed new documents and amendments to existing documents will facilitate the implementation of the Faculty of Health Sciences and are consistent with the contents of the Proposal.
4. Ten recommendations are proposed:
 - a) *Amendments to the Faculty and School Council General Bylaw* that give specific authority for Faculty Council to establish College Councils for constituent colleges within a Faculty as well as giving Faculty Council specific authority to

make recommendations with respect to changes concerning constituent colleges. These amendments require thirty days' written notice to Senate. Such notice was given on October 6, 2014.

- b) *A new policy entitled College Council Bylaws.* This new policy, based on the Department Council Bylaws previously approved by Senate, provides guidance on the development and outlines a process for the approval of college council bylaws.
- c) *Amendments to the Election of Academic and Support Staff to Senate Policy.* The major revision is the amendment of the 'cap' on the percentage of Senators elected by Faculty/School Councils that can come from any given faculty. The proposal is to change the 'cap' from 20% to 30%. This is consistent with the Proposal to Establish a Faculty of Health Sciences, and would ensure that the new Faculty would have the same Senate representation as the individual faculties had before.
- d) *Amendments to the Election of Students to Senate Policy.* These revisions group the student senate representation under the Faculty of Health Sciences heading, and provide for the existence of the colleges. Another modification is included at the request of some student groups allowing for Senate elections to be held over multiple days with shorter polling hours in each day.
- e) *Amendments to the Senate Committee on Appeals Policy and Procedures.* The revision provides an expanded definition of "Faculty/School" to include colleges, where the Faculty Council has delegated authority for hearing and determining appeals to the college level. It also provides that Deans of Colleges can be appointed as members of the Senate Committee on Appeals in the same category as Deans of Faculties and Directors of Schools.
- f) *Amendments to the Admission Appeals Procedures and Guidelines.* The revision provides an expanded definition of "Faculty/School" and "Faculty or School Selection Committee" to include colleges and college selection committees, where the Faculty Council has delegated authority for admissions decisions to the college level.
- g) *Amendments of the composition of a number of Senate Committees.* The revisions provide that where the composition of a committee calls for a "Dean of Faculty or Director of School," it is amended to include Deans of Colleges. It also updates language in the terms of reference to refer to the Faculty of Health Sciences or the specific colleges as appropriate.
- h) *Amendments to the schedule of representation on the Senate Committee on Nominations.* Since 1977, Senate has approved representation areas for the members of the Senate Committee on Nominations, to ensure that the membership of the committee is distributed throughout the University. The revised schedule re-arranges the ordering to take into account the Faculty of Health Sciences.
- i) *A new policy entitled Definitions of Academic Units.* This new document defines, in one location, the different types of academic units at the University of

Manitoba. Until now, no such document existed. The definitions have been developed following a review of *The University of Manitoba Act*, existing Board and Senate policies, resolutions and statements on structure as well as practice at the University.

- j) *Amendments to the Faculties, Schools, Professional Colleges, Departments, Divisions and Institutes Policy*. The revisions to this policy simply reflect the new structure, as approved by Senate and the Board in the Proposal to Establish the Faculty of Health Sciences.

Recommendations:

The Senate Committee on Rules and Procedures recommends that Senate:

1. Approve revisions to the Faculty and School Council General Bylaw
2. Approve the new College Council Bylaws
3. Approve revisions to the Election of Academic and Support Staff to Senate Policy
4. Approve revisions to the Election of Students to Senate Policy
5. Approve revisions to the Senate Committee on Appeals Policy and Procedures
6. Approve revisions to the Admission Appeals Procedures and Guidelines
7. Approve revisions to the composition of the following Senate Committees:
 - a. Senate Committee on Academic Computing
 - b. Senate Committee on Academic Review
 - c. Senate Committee on Admissions
 - d. Senate Committee on Appeals
 - e. Senate Committee on Libraries
 - f. Senate Committee on Medical Qualifications
8. Approve the revised schedule of representation on the Senate Committee on Nominations
9. Recommend that the Board of Governors approve the new Definitions of Academic Units Policy
10. Recommend that the Board of Governors approve the revised Faculties, Schools, Professional Colleges, Departments, Divisions and Institutes Policy

Respectfully submitted,

Dean J. Doering, Chair
Senate Committee on Rules and Procedures

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

BYLAW:	FACULTY AND SCHOOL COUNCIL GENERAL BYLAWS
Effective Date:	January 5, 1971
Revised Date:	February 2, 1983 October 6, 2014
Review Date:	
Approving Body:	Senate
Authority:	
Implementation:	
Contact:	University Secretary
Applies to:	Deans and Directors

Membership

Each Faculty or School Council shall be composed of:

1. The President;
2. The Vice-President designated by the President;
3. The Dean or Director;
4. Full-time Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors holding academic rank in the Faculty or School;
5. A minimum of one full-time support staff member;
6. A minimum of three students registered in the Faculty or School;
7. Such others as may be authorized by the individual Faculty or School Bylaws.

Powers to Act

Each Faculty or School Council, in addition to any other powers set forth in its individual bylaws and subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings;
2. To appoint such committees as it may deem necessary and to confer on them the power and authority to act for it with respect to such matters as it may deem expedient;
3. To elect and remove its representatives on the Senate in accordance with the Act, and the rules and procedures authorized by the Senate;
4. To make and administer regulations with respect to the attendance, conduct and progress of students who are registered in the Faculty or School;
5. To administer the rules and regulations of the Senate as they affect the students registered in the Faculty or School;
6. To prepare and publish Faculty or School timetables;
7. To consider and determine appeals by students from a decision of a member of the academic staff of the Faculty or School;
8. To establish department councils and, following guidelines approved by Senate, prescribe how they shall be constituted.
9. [To establish college councils for constituent colleges within the Faculty and, subject to any guidelines approved by Senate, prescribe how the councils shall be constituted, delegate powers upon the councils and approve college council bylaws and any amendments thereto.](#)

Powers to Recommend

Each Faculty or School Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, may make recommendations concerning:

1. The conferring of the title Professor Emeritus/Emerita and Dean Emeritus/Emerita;
2. Athletic, social or other extra-curricular activities of students;
3. The establishment of, the abolition of, or any changes in divisions, [constituent colleges](#), departments, chairs, lectureships in the Faculty or School;
4. The establishment of or the abolition of or any changes in exhibitions, bursaries, scholarships, and prizes to be awarded to students registered in the Faculty or School;
5. The conditions of entrance to the Faculty or School and the standing to be allowed students entering the Faculty or School and all matters relating thereto;
6. The regulations, methods, and limits of instruction in the Faculty or School;
7. The academic standing of all undergraduates in the Faculty or School;
8. The conditions on which candidates shall be received for examination and the conduct and results of examinations in the Faculty or School;
9. The degrees, diplomas and certificates of proficiency to be granted by the University pertaining to courses of study in the Faculty or School, and the persons to whom they shall be granted and the course of study required for any such degree, diploma and certificate of proficiency;
10. The discipline of students registered in the Faculty or School;
11. The acquisition and use of facilities within the Faculty or School;
12. The requirements for lecture rooms and other facilities;
13. The dates for the beginning and ending of lectures in the Faculty or School.

Removal

A faculty or school council may remove its representative(s) on Senate at any time by a two-thirds majority of those members present and voting at a duly called and constituted meeting thereof provided, however, that the individual faculty or school council bylaw may provide for a greater majority.

Unless the individual faculty or school council bylaw provides for longer notice, at least seven days' notice shall be given of a motion to remove a Senate representative and such notice shall specify the reasons for the proposed action.

The person concerning whom the motion is made shall have the right to be heard at the faculty or school council meeting held to consider the motion.

Enactment and Amendments

General Bylaw

This bylaw may be amended by a majority vote of the members of Senate present and voting provided thirty days' notice of any amendment has been given in writing to the members of Senate.

Individual Bylaws

Supplementary to the Faculty and School Council General Bylaws, each faculty and school has its own individual bylaws instituted by its own faculty or school council, edited by the Committee on Rules and Procedures, and approved by Senate.

Individual faculty or school council bylaws or amendments thereof shall, before they are effective, be submitted to Senate for approval.

Before submission to Senate, such bylaws or amendments shall be approved by two-thirds of the members of the faculty or school council present and voting. At least seven days' notice in writing of any amendment shall be given to the members of the faculty or school council concerned.



UNIVERSITY OF MANITOBA BYLAW

Bylaw:	COLLEGE COUNCIL BYLAWS
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Senate
Authority:	<i>The University of Manitoba Act, section 34(1)</i>
Responsible Executive Officer:	University Secretary
Delegate: (If applicable)	
Contact:	University Secretary
Application:	Deans of Faculties, Deans of Colleges, members of College and Faculty Councils

Part I Reason for Bylaw

- 1.1 To explain the manner in which College Councils are established and their bylaws approved.

Part II Bylaw Content

- 2.1 Senate has provided for the establishment of councils within all constituent colleges of the University. Unlike faculty councils that are established and regulated by a Senate bylaw, Senate has delegated to the individual faculty and school councils the power to establish and regulate college councils within a faculty or school.
- 2.2 Faculty Councils shall establish College Councils for constituent colleges within the Faculty. In doing so, the Faculty Council shall:
- (a) determine the membership of the College Council;
 - (b) confer upon the College Council powers to act and powers to recommend through the delegation of authority accorded to the Faculty or School Council under the Faculty and School Council General Bylaw and the Faculty or School Council-specific bylaw.

- 2.3 College Council bylaws shall be approved by Faculty Council, normally on the recommendation of the relevant College Council. Prior to consideration of the introduction of or any amendments to a College Council bylaw, such changes shall be reviewed by the Senate Committee on Rules and Procedures.
- 2.4 A copy of all current College Council Bylaws, when revised and approved by the individual faculty/school councils, shall be submitted to the Office of the University Secretary by the Faculty.
- 2.5 College Council Bylaws shall be made available to all members of the College Council and posted on the University's website.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Bylaw is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Bylaw.
- 3.3 Deans/Directors are responsible for complying with this Bylaw.

Part IV Authority to Approve Procedures

- 4.1 The University Secretary may approve Procedures, if applicable, which are secondary to and comply with this bylaw.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Bylaw is _____.
- 5.2 In the interim, this Bylaw may be revised if:
- (a) the University Secretary or the Approving Body deems it necessary or desirable to do so;
 - (b) the Bylaw is no longer legislatively or statutorily compliant; and/or
 - (c) the Bylaw is now in conflict with another Governing Document.
- 5.3 If this Bylaw is revised or repealed all Secondary Documents, if applicable, shall be forwarded as soon as possible in order that they:
- (a) comply with the revised Bylaw; or
 - (b) are in turn repealed.

Part VI
Effect on Previous Statements

- 6.1 This Bylaw supersedes all of the following:
- (a) all previous Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

- 7.1 This Bylaw should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Faculty and School Council General Bylaw

ELECTION OF ACADEMIC AND SUPPORT STAFF TO SENATE

The University of Manitoba Act (the "Act") provides for the election of persons to Senate by each Faculty and School Council (Subsection 26(1)(n) and Section 27). The method by which this is done is determined by Senate in the form of Standing Rules of Senate. The relevant sections of the Act are provided together with the Standing Rules which govern the process. Because the number of elected members of Senate is determined by formula using the list of eligible members of faculty/school councils, the size of Senate will change from time to time.

Provisions of *The University of Manitoba Act* respecting Members Elected by Faculty and School Councils

Powers of Senate 34(z): From time to time, by by-law, determine the total number of persons to be elected as members of senate by the faculty councils and school councils, the total number of whom shall not be less than twice the number of persons mentioned in clauses 26(1)(c) to (o), (p) and (q).

1. Members from faculty councils, etc.

27(1) Each faculty council and each school council shall annually elect such number of persons to be members of senate as the senate has determined the faculty council or school council is entitled to so elect.

2. Terms of elected members

27(2) If a faculty council or school council is entitled to so elect as members of senate (a) only one person, he shall be elected for a three-year term; (b) two or more persons, such persons shall be respectively elected for such terms not exceeding three years as will result in their terms respectively expiring in successive years.

3. Termination of term of office

27(3) A person elected as provided in this section ceases to be a member of senate upon his ceasing to be a full-time member of the faculty or school by whose council he was elected.

4. Term of office

28(1) The term of office for which a member of the senate shall be appointed or elected under clauses 26(1)(k), (l) and (m) after the coming into force of this Act, other than to fill the unexpired term of a member of the senate who has ceased to be such, is subject to subsection (2) and to section 29, the number of years commencing on June 1 of the year of appointment or election hereinafter stated:

- a) the term of each member appointed by the board shall not exceed three years and not more than one term shall expire in any year;

- b) the term of each member elected by the students of the university under clause 26(1)(1) shall be as determined by the senate under clause 34(1)(cc);
- c) the term of each member appointed by the board of directors of the alumni association shall not exceed three years and not more than one term shall expire in any given year.

5. **Continuation of term**

28(2) A member of the senate whose term of office has expired on May 31 in any year shall continue as such until his successor has been appointed or elected and shall be eligible for reappointment or re-election.

6. **Notification of name of member**

28(3) The body possessing the power of appointment or election of a member of senate shall forthwith after the appointment or the election by it of a member of the senate give notice thereof in writing to the secretary of the senate; and no appointed or .elected member of the senate has the right to sit or act as a member of the senate unless his appointment or election is so certified in writing to the University Secretary.

7. **Removal of member**

29 Any appointed or elected member of the senate may be removed from office at any time by the body that appointed or elected him.

8. **Vacancies**

30(1) Where an appointed or an elected member of the senate resigns, ceases to be a member of senate or becomes incapable of acting, his seat becomes vacant; and a declaration of the existence of the vacancy entered upon the minutes of the senate is conclusive evidence thereof.

9. **Filling of vacancies**

31(1) Where a vacancy in the senate occurs from any cause, the vacancy shall, in the case of an appointed or an elected member, be filled by the body possessing the power of appointment or election; and the person so appointed or elected shall hold office for the remainder of the term of the person in whose place he is appointed or elected.

10. **Minimum membership of senate**

32 Notwithstanding any vacancies in the senate, the senate is legally constituted for all purposes so long as not fewer than 25 members of the senate remain in office.

11. **Chancellor determines questions of membership**

33 Where a question arises touching the election of an elected member of the senate or touching the right of any person to be, or sit or act as, a member of the senate, the question

shall be determined by the chancellor or, at his option, by a committee consisting of the chancellor and such others as he may appoint.

12. Powers of senate

34(1) The senate has general charge of all matters of an academic character; and, without restricting the generality of the foregoing, the senate shall:

- (aa) by by-law, establish a formula for the determination of the number of members of senate, each faculty council, each school council, and each faculty council and school council joined for the purposes of the election, is entitled to elect, and in accordance with that formula determine the number of members of senate each faculty council, each school council, and each faculty council and school council joined for the purposes of the election, is entitled to elect;
- (bb) by by-law, determine when the elections to which reference is made in clause (aa) are to occur and, if desired, the manner in which nominations shall be made and the elections conducted;
- (dd) determine the eligibility of any person for election as a member of senate by a faculty council or a school council or a faculty council and school council joined for the purpose of the election.

Standing Rules of Senate Relating to Members Elected Under Section 27 of The University of Manitoba Act

1. Number of Representatives

The total number of Senators elected by faculty/school councils shall be not less than twice the number of ex officio members designated in Section 26(1), (c) to (o), (p) and (q) of the Act.

2. Eligibility for Nomination

All full-time members of the academic and support staff of the University who are members of a faculty/school council, in addition to those academic staff in Student Affairs, the Extended Education Division and the Libraries, except those designated ex officio under Section 26 of the Act, shall be eligible for election to Senate from the faculty/school council to which they belong or in which they have been accepted for purposes of Senate elections (see 3(b) below). For greater clarity, clinical faculty members in the Faculty of [Health Sciences](#) ~~Medicine~~ holding GFT appointments are considered full-time members of the academic staff.

3. Eligibility to Vote

- (a) All members of the academic and support staff (including ex officio members of Senate but excluding sessional and part-time support staff appointments) who are members of a faculty/school council having six or more members eligible for nomination are entitled to vote in Senate elections, provided that they are able to vote at the time and in the manner prescribed by Senate and faculty/school

council by-laws or regulations. Members of the academic and support staff including those in Student Affairs, the Extended Education Division, and the Libraries are entitled to vote in Senate elections, and shall do so with the other eligible staff in their constituency.

- (b) Ex officio members of Senate, who are not members of a faculty/school council having six or more members eligible for nomination may vote with any faculty/school council willing to accept them as members for the purposes of elections to Senate.
- (c) In the case of cross-appointments, deans and directors shall ascertain from the individuals concerned the faculty/school council of which they wish to be considered members for the purpose of elections to Senate. Decisions must be communicated to the University Secretary in order that the number of Senators from each constituency may be made final.

4. Number to be Elected by Each Faculty/School Council Constituency

- (a) Faculty/school councils, academic staff in Student Affairs, the Extended Education Division and the Libraries having six or more members eligible for nomination shall be entitled to at least one representative on Senate.
- (b) The remaining places shall be distributed proportionately in accordance with procedures set forth below.
- (c) No member of the University shall be counted, vote or be nominated in more than one faculty or school.

5. Procedures for Determining Proportionate Representation

- (a) On December 31 of each year, the University Secretary shall be provided a list of all full-time academic staff of the University with the rank of instructor, lecturer, assistant professor, associate professor, and full professor, or the equivalent, in each faculty or school of the University, including members of the Student Affairs, the Extended Education Division and the Libraries.
- (b) The University Secretary shall forward to each dean or director for verification the list of persons he/she considers eligible in each faculty or school.
- (c) At the same time, the University Secretary shall notify the academic staff of the requirements of rules 3(b) and 3(c) above, inviting those concerned to make arrangements to join a faculty/school council for the purpose of Senate elections by January 31.
- (d) During the first week in February, deans and directors shall return the lists with such amendments as may be necessary, including the addition of:
 - (i) the names of any members eligible for nomination whom the faculty/school council has accepted as members for the purpose of elections to Senate;

- (ii) the names of support staff who are members of faculty/school councils; and
 - (iii) those names to be added in accordance with 3(c) above.
- (e) Formula:

The University Secretary shall determine the number of representatives each council-constituency shall be entitled to elect to Senate by application of the following formula:

Let N = total full-time members eligible for nomination (see 2 above).

X = twice the number of ex officio members (see 4.2.1 above).

N_f = total eligible members of a faculty/school council constituency.

R_f = number elected from a faculty/school council constituency.

Then, $R_f = X/N$ times N_f .

R_f will rarely work out to be an integer. It should be computed to at least four significant figures. The number of Senators to be elected by a faculty or school shall be the integer closest to the value of R_f .

Example:

If $R_f = 1.49$, the faculty will have one elected member.

If $R_f = 1.50$, the faculty will have two elected members and so forth.

This is subject to the rule that a faculty or school council with six members eligible for nomination shall be entitled to elect at least one Senator.

This is also subject to the principle that no faculty or school council or other constituency shall be permitted to elect more than 320% of the Senators elected by Faculty or School Councils under section 27(1) of *The University of Manitoba Act*. In the event that the application of this formula would result in a faculty or school council or other constituency electing more than 320% of the Senators as noted above, that faculty or school council or constituency will be capped at 320% of the Senators and the calculation for the remaining constituencies will be adjusted iteratively in order to allocate the remaining Senate seats.

No faculty who would be entitled to 320% of the Senators elected by Faculty or School Councils as of January, 2011 shall be allocated less than that number in any consequent year.

(NOTE: With these rules the number of elected Senators will not always work out to be exactly twice the number of ex officio members. In extreme cases it could be above or below the allotted number by a number equal to one-half the total

number of faculties and schools. This is, however, an unlikely event, and it should usually work out to be within plus or minus two of the allotted number.)

6. **Procedures for Election**

Each council constituency shall be responsible for the conduct of its own election and shall formulate its own rules, provided that:

- (a) the election is completed and reported to the University Secretariat by April 15th at the latest;
- (b) all members eligible to vote are given at least 10 days' notice of vacancies to be filled together with a list of members eligible for election and a statement of procedures for filling nominations (by mail, meeting or electronic means);
- (c) all members eligible to vote are given at least 10 days' notice of nominations received.

7. **By-Elections**

When a vacancy occurs, 6(b) and 6(c) shall apply as far as possible provided that if a vacancy occurs within 45 days of the date of the annual election, it shall remain vacant until that date.

8. **Replacements for Members of Senate Going on Leave**

A faculty member intending to go on leave:

- (a) who has been a member for one year, may be replaced for a term of either one or two years, as determined by the faculty or school council;
- (b) who has been a member for two years, may be replaced for the remaining year;
- (c) who is going on a six-month leave, may be replaced for six months, or for one year, or for the remainder of the term of office, as determined by the faculty or school council.

9. **Removal of a Member**

- (a) "Any appointed or elected member of the senate may be removed from office at any time by the body that appointed or elected" the member (*The University of Manitoba Act*, Section 29).
- (b) A faculty or school council may remove its representative in accordance with the section on removal in the Faculty and School Council General By-Law.
- (c) When a member of Senate elected by a faculty or school council has failed to attend three consecutive meetings of Senate, the member shall be notified by the Secretary with a copy to the dean or director of the faculty or school concerned. If the dean or director has not received a satisfactory explanation of the absences within a reasonable time of receipt of such notice, the dean or director shall in accordance with the procedure set forth in the Faculty/School Council General

By-law, call a meeting of the council to consider a resolution to remove the member from office and elect a replacement. The University Secretary must be notified of the disposition of the matter.

10. **Designates/Proxies**

There is no provision for individual members or assessors on Senate to name a designate or proxy to their position. The only exception to this is the Deputy Minister of Education as provided for in Section 26(1)(q) of *The University of Manitoba Act*.

An individual formally appointed by the Board of Governors or on its behalf to serve in an acting capacity in an office that includes *ex officio* membership on Senate is entitled to sit as an *ex officio* member of Senate. This section does not apply to individuals named to an acting role by the incumbent during short periods of absence from the University.

Ex officio members of Senate may assign a non-voting delegate to attend an open session on their behalf in order to respond to questions that may arise.

11. **Assessors**

- (a) Senate from time to time by resolution may provide for assessor members to Senate.
- (b) A person who is otherwise a member of Senate is not eligible to be an assessor to Senate.
- (c) Assessors are permitted to participate fully in the deliberations of Senate but may not make or second motions, and may not vote.
- (d) In the event that Senate moves into closed session, assessors will not be required to leave the Senate Chamber unless specifically excluded.

ELECTION OF STUDENTS TO SENATE

Provisions of *The University of Manitoba Act* Respecting Election of Students

Elections

26(1)(l) 28 persons elected by, and from amongst, the students of the university in the method determined under clause 34(1)(cc), and, in addition, the president of the University of Manitoba Students' Union.

34(1)...the senate shall...

(cc) by by-law, determine the method of election of students elected to the senate under clause 26(1)(l).

Term of Office

28(1) ...

(b) the term of each member elected by the students of the university under clause 26(1)(l) shall be as determined by the senate under clause 34(1)(cc).

Notification of Name of Member

28(3) The body possessing the power of appointment or election of a member of senate shall forthwith after the appointment or the election by it of a member of the senate give notice thereof in writing to the secretary of the senate; and no appointed or elected member of the senate has the right to sit or act as a member of the senate unless his appointment or election is so certified in writing to the secretary of the senate.

Number of Students to be Elected

The total number of students to be elected is 28, and the students of the respective faculties, schools and colleges shall be entitled to elect such persons as follows:

- Agricultural and Food Sciences: 1
- Architecture: 1
- Arts: 3
- Education: 2
- Engineering: 1
- Environment, Earth, and Resources: 1
- Fine Arts: 1
- Graduate Studies: 3
- Health Sciences: 5, elected by the students in each professional college as follows:
 - Dentistry (including Dental Hygiene): 1
 - Medicine: 1
 - Rehabilitation Sciences: 1
 - Nursing: 1
 - Pharmacy: 1
- Human Ecology: 1
- Kinesiology and Recreation Management: 1
- Law: 1
- Management: 2

- Music: 1
- Science: 3
- Social Work: 1

Total = 28

Procedures

1. The Returning Officer of each faculty, school or college shall be the Senior Stick or equivalent or delegate.
2. The Registrar of the University of Manitoba shall provide each Returning Officer, prior to the end of the second week in January, with a list of students of the University of Manitoba registered in that faculty, school or college, which list shall constitute the official list of students of that faculty, school or college and the Voters' List for the purpose of the election. If a student entitled to vote in a particular faculty, school or college is omitted from the official voters' list the student may apply to the Dean of the faculty or school, or to the Registrar, for written permission to vote in that faculty, school or college. Such written permission may be given at any time prior to the closing of polls and shall be delivered by each student to the Returning Officer or delegate prior to casting a ballot.
3. Each student of the University whose name appears on the official list of students referred to in #2 above shall be eligible to nominate, be nominated and to vote. Voting shall be by placing an "X" opposite the name of each candidate of choice; provided, however, that a student may mark such "X" opposite only as many names of candidates as there are students to be so elected from that faculty or school. No ballot shall be spoiled by reason only of a student placing an "X" opposite fewer number of names of candidates than there are students to be so elected to the Senate from that faculty, school or college.
4. The terms of office of those elected shall be from 1 April in the year of an election until 31 March of the following year.
5. If a student elected by a faculty, school or college ceases to be a student of that faculty, school or college but continues to be a student, the student may, at the option of the student council of the faculty, school or college that elected the student, continue as their representative.
6. For the purposes of this by-law, the registration of a student shall be deemed to continue until the final date of registration for the next regular session has elapsed and the student has not re-registered.
7. The student candidates, up to the number to be elected, receiving the highest number of votes shall be deemed to be elected.
8. In the event that two or more candidates receive an equal number of votes, and only one of them is to be elected, the one of them to be so elected shall be decided by the casting vote of the Returning Officer of that faculty, school or college, or by such other method as that faculty, school or college student council may decide.
9. Each faculty, school or college student council shall have the responsibility of conducting the nominations and elections of its own students to Senate, but may appoint an Elections Committee to conduct the nominations and elections of such students, and to appoint such Deputy Returning Officers, scrutineers and other election officers as are deemed necessary to conduct the nominations and elections.

10. Any ten or more students of the faculty or school whose names appear on the official list of students referred to in #2 above may nominate any other student of that faculty, school or college as a candidate for election to the Senate by signing and causing to be filed with the Returning Officer a nomination paper in the form set out in #11 below, which nomination paper shall be accompanied by the consent in writing of the person therein nominated. No other method of nomination shall be provided for, and no other requirement, other than that stated in this paragraph, shall have any force or effect.

11. All nominations for election of students of the University to Senate shall be in the following form: (Note: The signatures and student numbers shall be legible and correspond with the names, initials and student numbers under which they are registered in the University.)

We, the undersigned students of the Faculty/School/College of _____ hereby nominate (here set out name in full and student number of candidate under which he or she is registered as a student), a member of the _____ year/class (if applicable) of the Faculty/School/College of _____ as a candidate for election to the Senate of the University of Manitoba at the election to be held on (here insert date).

WITNESS OUR HANDS this _____ day of _____ 20__.

Signed in the Presence of:

(space for ten (10) signatures and student numbers)

I, the person nominated in the foregoing nomination paper, hereby consent to such nomination.

WITNESS MY HAND this _____ day of _____ 20__.

Signed in the Presence of: _____.

12. If the number of students nominated pursuant to the nominations filed as hereinbefore provided within the time fixed for such nominations does not exceed the number of students to be elected to the Senate, the Returning Officer shall forthwith declare those students who have been duly nominated to have been elected. Notwithstanding the foregoing, if the Faculty, School or College Student Council by-laws subject such nominations to a "Yes/No" referendum, only those nominees who receive a majority of YES votes shall be declared elected. Abstentions shall not be included in the count.

13. The date of election shall be established by each faculty, school and college student council providing, however, that the date so fixed shall not be later than the third Friday in March or such later date as approved by the Office of the University Secretary. All polls shall be opened at nine o'clock in the forenoon and shall be kept open until four o'clock in the afternoon on election day. If the election is held over two or more days, the poll may be opened for less time each day, provided the polls are open for at 3.5 hours each day. Any faculty or school having a significant number of evening classes shall make provision for advance polling during the evening for the convenience of students in such classes.

14. The Returning Officer shall establish and provide for such polling divisions as considered advisable.

15. The ballots cast at any poll shall be counted as soon as possible after the holding of the election, and the Returning Officer shall certify the result of the elections to the University Secretary and to each candidate, and shall, in addition, retain all ballot papers subject to #19 of this procedure.

16. Irregularities in the nomination process or in the conduct of the election shall be reported to the University Secretary. At any time before the day fixed for the election, the University Secretary, after investigation, may extend the time for doing any act. The decision of the University Secretary shall be final and binding.

17. One day after the certification of the vote to the University Secretary and to the candidates as aforesaid, the Returning Officer shall cause to be posted in each faculty, school [and college](#) a copy of the certification.

18. Any candidate may, within five days of the date of delivery of the certification of the election to the University Secretary challenge the validity of the election by delivering personally to the University Secretary a statement in writing containing the particulars of such challenge. If such statement is so delivered to the University Secretary, the Executive Committee of Senate shall establish a Committee to hear and determine matters contained in such statement and to report thereon to Senate.

19. If no such statement is delivered as hereinbefore provided within the five days aforesaid, then the election shall be deemed to be final, and the University Secretary shall certify to each candidate that no statement challenging the election has been so delivered.

20. If no challenge is made by any of the candidates to the validity of the election within five days of the date of certification of the result by the Returning Officer, the ballot papers shall be destroyed.

21. The Senate, notwithstanding any non-compliance with a procedural matter and notwithstanding any irregularity in the conduct of the election, may approve the results of any election.

22. The decision of the Senate shall be final and binding as to all matters concerning the election.

23. Vacancy: If a vacancy occurs in the office of a student representative on Senate other than by expiration of a term of office, such vacancy shall be filled by an election of those entitled to vote for the said office, on a date that the University Secretary shall designate.

24. Removal of a Member: A member of Senate elected by a student body under these rules and procedures may be removed from office by the vote of the students who are eligible to vote within that faculty, school [or college](#). Such vote may be conducted either by referendum or by general meeting for which appropriate notice has been given. The student council of the faculty, school [or college](#) concerned shall determine when and how such general meeting may be called or such referendum held, and shall be in charge of the conduct of such meeting or referendum. Such general meeting or referendum shall be called or conducted by the student council either on its own motion or upon receipt of a removal petition signed by at least 10% of the students eligible to vote for student representatives within that faculty, school [or college](#).

Approved 2 January 1973

Revised 12 October 1973

Revised 3 August 1993

Revised 21 June 2002

[Revisions 6 October 2014](#)



UNIVERSITY OF MANITOBA POLICY

Policy:	SENATE COMMITTEE ON APPEALS
Effective Date:	July 1, 2012
Revised Date:	September 4, 2013
Review Date:	July 1, 2022
Approving Body:	Senate
Authority:	<i>The University of Manitoba Act</i> Section 34 (1)(d)
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Officer, Office of the University Secretary
Application:	Faculty/School Councils; Students

Part I Reason for Policy

- 1.1 The Senate Committee on Appeals Policy (the “Policy”) and related Procedures (the “Procedures”) provide guidance to those individuals charged with determining appeals from decisions of Faculty/School Councils or their Appeal Bodies, of Professional Unsuitability Committees, of Faculty/School Award Selection Committees and of the Comité d’appels de l’Université de Saint-Boniface upon application by Appellants, except those pertaining to decisions on admission, tuition, disciplinary matters or human rights issues.
- 1.2 The Policy, and related Procedures, also provide guidance to Appellants and their right of appeal to the Senate Committee on Appeals (the “Committee”).

Part II Policy Content

Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures:
 - (a) **Appellant** - the student appealing a decision of a Faculty/School affecting the student’s own academic standing or receipt of awards at the University or another person with a viable, direct and substantial connection to the matter under appeal.
 - (b) **Chair** - the Chair of the Senate Committee on Appeals or the Chair of a Panel of the Senate Committee on Appeals.

- (c) **Committee** - the Senate Committee on Appeals.
- (d) **Panel** – members of the Senate Committee on Appeals convened for the purpose of:
 - (i) determining its jurisdiction;
 - (ii) determining the Appellant’s standing and whether there are grounds of appeal; or
 - (iii) hearing appeals
- (e) **Respondent** - a representative or representatives of the Faculty/School designated by the Dean or Director to represent the Faculty/School in relation to an appeal.
- (f) **Faculty/School** - the Faculty/School Council or appeal body whose decision is being appealed. For the purpose of this Policy, and related Procedures, the Extended Education Division and University 1 shall be considered as though they were faculties, [as shall College Councils where the Faculty/School Council has delegated authority for hearing and determining appeals to the College Council.](#)

2.2 There shall be a Senate Committee on Appeals:

- (a) from which Panels shall be established to hear appeals as set out in the related Senate Committee on Appeals Procedures;
- (b) that shall make decisions on appealable matters that shall be final and binding;
- (c) that shall review the Senate Committee on Appeals Policy and related Procedures periodically and, if necessary, recommend changes.

2.3 The Committee shall hear an appeal by an Appellant against a decision by a Faculty/School affecting the academic progress, or the receipt of an award, only after all reasonable avenues of appeal within the Faculty/School concerned have been exhausted.

2.4 To ensure that academic decisions are made by those within the University who have the academic or professional expertise in the discipline concerned, the Committee on Appeals should be careful not to substitute its own academic judgment or standards for those in the discipline concerned.

2.5 The grounds for an appeal to be heard by the Committee shall include:

- (a) failure of the Faculty/School or Dean/Director to follow procedures;
- (b) failure of the Faculty/School or Dean/Director to follow the rules of natural justice;
- (c) failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed;
- (d) that a Faculty/School/Senate governing document has become inapplicable through lapse of time or was unfairly applied;
- (e) that there is an apparent conflict between a Senate governing document and a Faculty/School governing document; or

- (f) failure of Senate, the Faculty/School or Dean/Director to comply with applicable legislation.
- 2.6 The Committee shall hear an appeal from the same Appellant against the same decision only once.
- 2.7 In cases where two Faculties or Schools cannot determine jurisdiction to hear a particular Appellant's appeal, the appeal shall be directed through the Office of the University Secretary to the Committee which:
- (a) shall determine the appropriate Faculty or School to hear the appeal and shall normally refer the appeal back to that Faculty or School; or
 - (b) may hear the appeal.
 - (c) In the event that a decision cannot be reached regarding the appropriate avenue of appeal, the President shall decide where jurisdiction lies.
- 2.8 The composition of the Committee shall be:
- (a) one member holding academic appointment in the University appointed as Chair for a three year term by the Senate Executive Committee;
 - (b) one member of the Committee, from those academic members appointed by Senate (sections 2(8)(c), 2(8)(d) and 2(8)(e)), to be appointed as Vice-Chair by the Senate Executive Committee for a three year term. The Vice-Chair shall not be from the same Faculty or School as the Chair;
 - (c) three members from amongst Deans [of Faculties and Colleges](#) and Directors [of Schools](#) appointed by the President (considered academic members for the purpose of this Policy and Procedures);
 - (d) three members of Senate, holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate;
 - (e) four members holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate;
 - (f) the President of UMSU (or designate);
 - (g) four Students nominated by the Senate Committee on Nominations and appointed by Senate;
 - (h) one academic member appointed by Université de Saint-Boniface and one Student appointed by Université de Saint-Boniface.
- 2.9 A quorum for a meeting of the Committee shall be one-third of its membership including the Chair. The quorum shall consist of a minimum of fifty (50%) percent academics and at least one student.

- 2.10 If the Chair of the Committee is unable to sit for any reason, the Vice-Chair shall assume the Chair's duties. Should the Vice-Chair be unable to sit, another member of the Committee shall be appointed by the Chair as an Acting Chair.
- 2.11 Vacancies on the Committee shall be filled by the original bodies that made the appointment or conducted the election.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy.
- 3.3 Faculty/School Councils and Students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 Senate may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is July 1, 2022.
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the University Secretary or 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.
- 5.3 If this Policy is revised or repealed, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:

- (a) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein;
- (b) The Academic Appeals Procedures and Guidelines Policy revised February1, 1989 and April 5, 2000;
- (c) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (d) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Senate Committee on Appeals Procedure



UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	SENATE COMMITTEE ON APPEALS
Parent Policy:	Senate Committee on Appeals Policy
Effective Date:	July 1, 2012
Revised Date:	September 4, 2013
Review Date:	July 1, 2022
Approving Body:	Senate
Authority:	
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Officer, Office of the University Secretary
Application:	Faculty/School Councils; Students

Part I Reason for Procedure

- 1.1 To set out Procedures secondary to the Policy entitled “Senate Committee on Appeals” in order to establish a process for appeals to be heard, and to provide guidance to the members of Panels of the Senate Committee on Appeals, and to the student and Faculty/School representatives in relation to appeal Hearings.

Part II Procedural Content

General

- 2.1 The Senate, in approving the Procedures outlined herein, wishes to impress upon the parties appearing before the Committee that the appeal Hearing is intended to be a review of the facts which bear on the issues before the Committee. Questions by the Committee members to the Appellant and to the Respondent during the course of the appeal Hearing should be expected. Nothing in these Procedures should be taken, however, as relieving the Appellant of the responsibility of making a submission and presenting evidence in support of his/her appeal.
- 2.2 Prior to submitting an appeal to the Committee, the Appellant must have exhausted all procedures and appeal processes available to him/her within Department/Faculty/[College](#)/School councils, or their designated committees.

- 2.3 Appeals involving a specific course should be formally initiated through the Department/Faculty/School giving the course, while appeals relating to a program should be initiated through the Faculty/School responsible for the program.

Filing an Appeal

- 2.4 An appeal along with all relevant documentation must be filed in the Office of the University Secretary within twenty (20) working days from the date on the letter of decision from the Faculty/School or until such time as the Chair may allow if a written request for an extension is made prior to the deadline.
- 2.5 If an Appellant files an appeal beyond the twenty (20) working days period, the Appellant must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the appeal if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.6 The Appellant must submit all documentation that will be relied on for the appeal and must include the following:
- (a) a completed and signed Senate Committee on Appeals - Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, the Office of the University Secretary and on the University of Manitoba website;
 - (b) a letter to the Chair clearly explaining the grounds for the appeal, with specific reference to Section 2.5 of the Senate Committee on Appeals Policy;
 - (c) a copy of the letter of decision from the last appeal level;
 - (d) a copy of all of the documentation submitted to the last appeal level (no new documentation can be submitted at this time);
 - (e) the names of any witnesses, recognizing that calling them is at the discretion of the Chair (see Subsection 2.35(b) of these Procedures); and
 - (f) if the Appellant intends to have a lawyer present at the appeal Hearing, the name and address of the lawyer shall be provided at the time of filing the appeal.
- All submitted documents are considered confidential and will be subject to the provisions of *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.
- 2.7 The remedy sought of the Committee shall not differ from that requested of the last appeal level unless extraordinary circumstances are presented.
- 2.8 It is the Appellant's responsibility to inform the Office of the University Secretary immediately of any change to his/her contact information. During the appeal process, the Office of the University Secretary may be required to contact the Appellant by letter, phone or email. If reasonable attempts at contact are unsuccessful, notice will be given by registered mail at the last known address of the Appellant or to the Appellant's spokesperson that, unless contact is made within thirty (30) days of the date of the notice, the appeal will be deemed to be abandoned and the file will be closed.
- 2.9 The Appellant shall have the right to be accompanied by a spokesperson.

- (a) The Appellant shall, by completing an Authorization Form, have the right to waive his/her appearance at the Hearing and be represented by a spokesperson. The Authorization Form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.
- (b) The spokesperson may be an advocate from the Student Advocacy Office, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the university community not receiving payment for appearing, a member of the Appellant's immediate family or a lawyer. It is the Appellant's sole responsibility to ensure:
 - (i) that his/her spokesperson is familiar with the Senate Committee on Appeals Policy and Procedures;
 - (ii) the adequacy of his/her representation, if any; and
 - (iii) to pay for his/her own lawyer's fees, if any.

Panels

- 2.10 The Chair shall convene a Panel to determine whether the Panel has jurisdiction, whether the Appellant has standing, whether there are sufficient grounds of appeal and to hear the appeal.
- 2.11 The Panel shall be prepared to convene as quickly as possible in those cases that require prompt action and, in general, shall attempt to handle all appeals with due dispatch.
- 2.12 A Panel shall consist of at least four (4) members, including the Chair, one (1) student and one (1) academic member.
- 2.13 A quorum of the panel shall be a minimum of four (4) members, including the Chair, ensuring at least one (1) student and one (1) academic member are present.
- 2.14 If a member of the Panel informs the Chair that he/she is unable to sit on an appeal for any reason and quorum is compromised, a replacement will be sought from the remaining members of the Committee.
 - (a) If this is an urgent matter and the Chair is unable to secure a replacement, then the Chair shall request the University Secretary to take appropriate action to fill the vacancy.
 - (b) If quorum is compromised on the day of the appeal Hearing, the Chair will offer both the Appellant and the Respondent the opportunity either to waive quorum and continue with the appeal Hearing, or to have the Hearing rescheduled as soon as possible. The appeal Hearing will be rescheduled if either party so requests.
- 2.15 The evidence before the Panel will be weighed on a balance of probabilities.
- 2.16 The determination of all matters before the Panel will be decided by a simple majority.
- 2.17 The Chair will vote only in the event of a tie.

- 2.18 A member of the Panel shall be disqualified who:
- (a) is an academic member of the Faculty or School in which the Appellant is registered for any course; or
 - (b) is a student currently registered in any course in the Faculty or School in which the Appellant is currently registered for any course; or
 - (c) is an individual who was involved in an earlier stage of decision making respecting the appeal; or
 - (d) is a member of the committee which was responsible for making the decision appealed; or
 - (e) is otherwise in a conflict of interest with either the Appellant or the Respondent.

[An academic member or student who is a member of the Faculty of Health Sciences shall only be disqualified if they are a member of the same professional college as the Appellant.](#)

- 2.19 Where a member of a Panel is challenged by the Appellant or the Respondent on grounds such as conflict of interest, bias or malice, the remaining members of the Panel shall consider the merits of the challenge and determine whether or not the member is disqualified from hearing the appeal. Should a challenge result in a loss of quorum, the Panel shall adjourn and a subsequent Hearing shall be scheduled.
- 2.20 A staff member from the Office of the University Secretary will serve as a resource person and Recording Secretary for the Meetings and appeal Hearings. The Recording Secretary shall not have a vote.

Process

- 2.21 A Panel shall be convened and will review, in camera, the Appellant's submission to determine whether the Committee has jurisdiction to hear the appeal, whether the Appellant has standing, and whether there are grounds for the appeal. The Chair, at his/her discretion, may invite the parties to make submissions on the question of jurisdiction or standing. The Chair shall direct the Panel that, in its consideration, the benefit of the doubt will always be given to the Appellant.
- (a) If the Panel determines that there is no jurisdiction to hear the appeal, and/or the Appellant has no standing, and/or there are insufficient grounds to consider an appeal, the file shall be closed, the appeal will be deemed dismissed and the Appellant and the Respondent will be informed by letter (Subsection 2.39(a) of these Procedures).
 - (b) If the Panel determines that there is jurisdiction to hear the appeal, the Appellant has standing, and there are sufficient grounds, the process shall continue.
- 2.22 The Office of the University Secretary shall inform the relevant Dean or Director in writing of the appeal, provide the Appellant's documentation, and request a written response within ten (10) working days, or until such time as the Chair may allow if a written request for an extension is made prior to the deadline.

- 2.23 The Chair shall have the discretion to extend the deadline for filing the response if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.24 If the deadline is not met, the appeal will proceed without the Respondent's written submission.
- 2.25 The Faculty/School must submit all documentation that the Respondent will rely on for the appeal Hearing and must include the following:
- (a) a letter to the Chair clearly outlining the response to the appeal;
 - (b) a copy of the appeal documentation submitted by the Appellant to the last appeal level, unless already submitted by the Appellant;
 - (c) a copy of the documentation the Respondent relied upon to make his/her decision at the last appeal level (no new documentation can be submitted at this time);
 - (d) a recommendation on the preference of holding those parts of the appeal Hearing, receiving statements from the Appellant and others in closed or open session;
 - (e) a list of the names and responsibilities of those individuals representing the Respondent at the appeal Hearing;
 - (f) the names of any witnesses, recognizing that calling them is at the discretion of the Chair (see Subsection 2.35(b) of these Procedures); and
 - (g) if the Respondent intends to have a lawyer present at the appeal Hearing, the name and address of the lawyer shall be provided at the time of filing the response.

All submitted documents are considered confidential and will be subject to the provisions of *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.

- 2.26 The Appellant, his/her spokesperson, if any, the Respondent and Panel members will be provided with a written notice of the appeal Hearing date, place and time.
- 2.27 The Office of the University Secretary shall distribute the Appellant's submission and the Respondent's submission to the Appellant, the Respondent and the Panel members.
- 2.28 An Appellant may withdraw his/her appeal by completing a signed Withdrawal of Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.

At the Appeal Hearing

- 2.29 An Appellant who fails to attend a scheduled appeal Hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated spokesperson, if any, and the verbal and written submissions made by the Respondent.
- 2.30 The Panel, in camera, shall decide whether to hear the appeal in open or closed session taking into account the preferences of both the Appellant and the Respondent. If there is any

disagreement between the Appellant and the Respondent on this point, the Panel may ask both parties to present submissions or to answer questions. The Panel may, at the request of either party, or on its own initiative, decide to move from open to closed session or vice-versa at any stage in the appeal Hearing.

- 2.31 If the appeal Hearing is in closed session, no observers may be present in the room. If the appeal Hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.32 All Panel members, the Appellant and/or the spokesperson, if any, and the Respondent and/or the spokesperson, if any, will have standing to speak during the appeal Hearing.
- 2.33 The Chair will invite both parties to enter the Hearing Room and announce whether the appeal Hearing is to be in closed or open session or request to hear from the parties if there is a disagreement (Section 2.30 of these Procedures).
- 2.34 The Chair shall introduce all parties and outline the appeal Hearing process, including the identification of all individuals with standing. The Chair shall ask both parties if they have any questions about the process involved in the appeal Hearing and/or the guidelines under which the Panel operates.
- 2.35 During the appeal Hearing, the Chair:
- (a) may limit oral evidence or oral submissions based on relevance, repetition or privacy;
 - (b) will not normally permit evidence from witnesses;
 - (c) determines all questions on admissibility of evidence and the appeal Hearing process;
 - (d) may allow the submission of new information by the Appellant or the Respondent only with the consent of the opposing party;
 - (e) may seek legal advice. However, the Panel will consider all matters relating to the interpretation of Senate, Faculty/School/[College](#)/Department governing documents.
- 2.36 The appeal Hearing must recess if any Panel member or individual with standing leaves the room temporarily. Either party may request a recess at any point in the appeal Hearing. Such a request shall not be unreasonably denied.
- 2.37 The Panel may, on its own initiative, decide to call, during the appeal Hearing, additional resource individuals for further clarification on any issue raised in the appeal.
- 2.38 The appeal Hearing shall proceed as follows:
- (a) the Chair shall ask the Appellant, or his/her spokesperson, if any, to make an oral statement to the Panel. If the Appellant wishes to make such a statement it may be used to summarize, elaborate upon, or explain the Appellant's written submission;
 - (b) the Chair shall invite members of the Panel to ask questions arising from the Appellant's oral statement and submitted documentation. Cross examination will not be permitted.

The Respondent is allowed to ask questions for clarification pertaining to the statement through the Chair;

- (c) the Chair shall ask the Respondent, or his/her spokesperson, if any, to make an oral statement summarizing or elaborating his/her response;
- (d) the Chair shall invite members of the Panel to ask questions arising from the Respondent's oral statement and submitted documentation. Cross examination will not be permitted. The Appellant is allowed to ask questions for clarification pertaining to the statement through the Chair;
- (e) after both parties have presented their statements, Panel members may ask further questions of either party seeking clarification or additional information;
- (f) when the Panel is satisfied that it has acquired all of the necessary information, the Chair shall ask each party to make a closing statement;
- (g) after both parties have presented their closing statements, the Chair shall temporarily dismiss both parties, and the Panel shall commence its deliberations, in camera;
- (h) once the Panel enters its deliberations, it shall be polled by the Chair to determine if they have sufficient information to arrive at a decision or if additional information is required;
- (i) if the Panel determines that it has received all of the necessary information to come to a decision, the Chair shall release both parties;
- (j) if the Panel determines that more information is required, the Chair will recall the parties into the Hearing room. Normally, the Panel will receive the additional information through further questions posed to either the Appellant or the Respondent. However, if more detailed information is required, the Panel may reconvene at a later date at which time both parties have the right to be present;
- (k) the Panel shall complete its deliberations and voting in camera.

2.39 The Chair of the Panel shall, after a decision has been made, report the results of that decision in writing to the Appellant and the Respondent, and/or their spokespersons, if any. The letter shall include either:

- (a) that there is no jurisdiction to hear the appeal, the Appellant has no standing, and/or that there are insufficient grounds to proceed to an appeal Hearing; or
- (b) a brief summary of the following:
 - (i) the facts of the appeal;
 - (ii) the issues of the appeal; and
 - (iii) brief reasons for the decision of the Committee with specific reference to Section 2.5 of the Senate Committee on Appeals Policy.

- 2.40 All members of the Panel will keep all materials and information used for the appeal in strict confidence and, following the appeal Hearing, surrender such materials to the Recording Secretary who will arrange to have the materials destroyed in a confidential manner.
- 2.41 Files on completed cases shall be retained by the University Secretary and shall remain confidential.

Appeal Decisions Requiring Subsequent Senate Approval

- 2.42 If the Panel, upon hearing an appeal regarding “graduation notwithstanding a deficiency”, wishes to recommend that Senate award a degree, the Appellant shall be informed of the decision but with the explicit warning: "It is Senate's prerogative to agree or disagree with the adequacy of the reasons given by the Committee for such action. You must, therefore, await the final decision by Senate to award or not award your degree."
- 2.43 If the Panel, upon hearing an appeal regarding the selection of awards requiring Senate approval, wishes to recommend that Senate confer the award, the Appellant shall be informed of the decision but with the explicit warning: "It is Senate's prerogative to agree or disagree with the adequacy of the reasons given by the Committee for such action. You must, therefore, await the final decision by Senate."
- 2.44 In time-sensitive circumstances where the presentation of the award would occur at a Convocation before the next scheduled Senate meeting, a special meeting of Senate may be convened to consider the recommendation of the Committee.

Periodic Reports to Senate

- 2.45 The Chair shall report the action taken, if any, on each appeal to Senate in such a manner as to preserve confidentiality.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Procedure is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Procedure.
- 3.3 Faculty/School Councils and Students are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is July 1, 2022.
- 4.2 In the interim, this Procedure may be revised or repealed if:
- (a) the University Secretary or Approving Body deems it necessary or desirable to do so;

- (b) the Procedure is no longer legislatively or statutorily compliant; and/or
- (c) the Procedure is now in conflict with another Governing Document.
- (d) the Parent Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 This Procedure supersedes all of the following:

- (a) academic and admission Regulations and any resolutions on the subject matter contained herein;
- (b) Academic Appeals Procedures and Guidelines Policy (revised February 1, 1989 and April 5, 2000);
- (c) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (d) all previous Administration Governing Documents on the subject matter contained herein.

Part VI
Cross References

6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Senate Committee on Appeals Policy

Admission Appeals Procedures and Guidelines

Terms of Reference

The terms of reference for the Senate Committee on Admission Appeals are as follows:

1. In the name of the Senate, to hear and determine appeals from decisions of faculty and school Selection Committees*, administrative decisions affecting the admission process, decisions related to the transfer of credit policy of the faculty/school and the possible granting of advance standing. Once the Committee has determined jurisdiction of an appeal, any decision resulting from the appeal hearing is final and binding on all other committees and the parties concerned.

In a dispute over the appropriate avenue of appeal at either faculty, school or university level, the President shall decide where jurisdiction lies.

2. To verbally report to the Senate on the determination of all appeals submitted to it, but in such a way as to preserve the confidentiality of the individuals involved.
3. To report and recommend on any changes in admission policies and procedures which should be considered as a result of the appeal.

Composition

- a) *One member appointed by the Senate Executive as Chairperson, and one member appointed by Senate Executive as Vice-Chairperson.*
- b) Four members of the academic staff from the Faculties of Arts and Science and the Schools of Art and Music. Of these, at least one each shall be from the Faculty of Arts and the Faculty of Science and at least one shall be from either the School of Art or the School of Music.
- c) Four members of the academic staff from Faculties or Schools other than the Faculties of Arts or Science and the Schools of Art and Music. No two shall be from the same Faculty or School.
- d) Two students and President of UMSU ex-officio.
- e) Director, Enrolment Services (ex-officio) (non-voting)

Notes:

1. For the purposes of this Policy, "Faculty/School" or "Faculty or School Selection Committees" shall include Colleges and College Selection Committees, where the authority over admissions has been so delegated by the Faculty/School or Faculty Council.

~~4.2.~~ *Not a member of a faculty/school Selection Committee. The Chairperson and the Vice-Chairperson shall not be drawn from the same faculty.

~~2.3.~~ Representatives will remove themselves from the Committee if hearing an appeal against the faculty/school for which they have served as a member of a selection committee.

~~3.4.~~ The Admissions Officer responsible for the appellant's file will serve as resource person.

~~4.5.~~ A member of the Office of the University Secretary will serve as recording secretary.

Guidelines

1. The Committee shall decide which appeals it will consider, but, if it refuses to hear an appeal, it shall report the reasons for this action to Senate.
2. The Committee shall hear appeals from:
 - a) decisions of faculty and school selection committees, and these only when the individual has sought timely reconsideration by the selection committee, and if there is some evidence that the procedures followed by the selection committee were improper. (Note: It is not the responsibility of the Committee to direct faculty and school selection committees in their choice or weighting of criteria, but to examine in connection with appeals the manner in which existing criteria were applied in selection decisions).
 - b) administrative decisions which affect the admissions process.
 - c) decisions of faculties/schools or Admissions Office personnel regarding eligibility requirements.
 - d) decisions of faculties and schools regarding granting of transfer of credit at the point of admission.
3. The Committee shall be properly constituted if four or more members are in attendance, with at least one member present from categories b, c and d.

Procedures

The Senate, in approving the procedures outlined herein, wishes to impress upon the parties appearing before the Senate Committee on Admission Appeals that the hearing is intended to be a search for the facts which bear on the issues before the Committee. Thus, questions by the Committee members during the course of the hearing should be expected by the faculty/school representatives and by the appellant. The Committee may in its discretion request and introduce at the hearing any evidence it deems relevant. Nothing in these procedures should be taken, however, as relieving the appellant of the responsibility of presenting evidence and arguments in support of the appeal.

1. Persons wishing reconsideration of the decision of a faculty/school Selection Committee shall direct their request in writing to the Chair of that committee (**within ten days of the mailing of the decision**).
2. If not satisfied with the result of reconsideration, a person may direct an appeal to the Office of the University Secretary for transmission to the Senate Admission Appeals

Committee. **This must be done within ten days following the mailing of the results of selection committee reconsideration.**

3. All appeals shall be filed on the approved form, which may be obtained from the Office of the University Secretary or from the Admissions Office. On this form, the appellant must state the reasons for his/her appeal.
4. All appellants shall have the right to appear before the Committee, and shall indicate on the form whether they wish to exercise that right.
5.
 - a) Appellants shall have the right to be accompanied by a spokesperson.
 - b) If he/she intends to have legal counsel present at the hearing, he/she shall notify the chair of the Committee at least seven days prior to the hearing. In that event, the Committee may obtain the services of a legal counsel for its own use.
6. As a first item of business in respect to any appeal, the Committee shall consider whether, on the evidence presented, the appeal falls within its jurisdiction. If it is decided that the appeal may properly be heard, the Committee will then determine if it is to be in open or closed session.
7. Where a member of the Committee is challenged by the appellant on grounds such as conflict of interest, bias or malice, the remaining members of the Committee shall consider the merits of the challenge and determine whether or not the member is disqualified from hearing the appeal. Should a challenge result in a loss of quorum, the Committee will adjourn and a subsequent hearing will be scheduled.
8. The Committee may request the appellant, a representative of a faculty/school Selection Committee, or any other party to appear or to provide additional information in a particular case before reaching a decision.
9. The Chair shall report to the parties concerned the disposition of the appeal, and shall provide to the appellant reasons for a negative decision of the Committee.
10. Actions taken by the Committee shall be reported to Senate, but in such a way as to preserve the confidentiality of the individuals involved.
11. All Committee records shall remain confidential, and shall be lodged with the Director of Admissions.

Remedies

When an appeal is allowed, the faculty or school concerned shall take such steps as are necessary to insure that the appellant has the same right of entrance as he/she would have held if his/her original application had not been rejected. However, the Committee must be satisfied that the selection and notification procedures in each faculty are such as to permit redress for successful appellants.

SENATE COMMITTEE ON ACADEMIC COMPUTING

Terms of Reference:

Foster innovation in pedagogy, especially as it relates to technology in teaching and learning.

Advise and inform Senate, the President's Advisory Council on IT and Innovation (PACITi), and the Chief Information Officer (CIO) on all matters pertaining to Information Technology (IT) for teaching and learning, including the formation of policy and emerging technologies.

Establish and revise, as necessary, a standard process for developing, receiving, reviewing and recommending to Senate IT initiatives related to teaching and learning. (These initiatives should be, for the most part, enterprise-wide in scope.)

Receive, review, prioritize and make recommendations to Senate, as appropriate, about proposed IT initiatives related to teaching and learning. At the request of Senate, the Committee also may be asked to consider other specific IT initiatives. (These initiatives should be, for the most part, enterprise-wide in scope.)

Serve as a forum for addressing IT issues related to teaching and learning brought forth by administration, faculty, staff and students. (These issues should be, for the most part, enterprise-wide in scope.)

Foster communication and share expertise of teaching and learning-related IT issues and practices, and identify areas in academic IT for potential collaboration among faculty and across Faculties and Schools.

Establish, appoint and monitor such sub-committees as are deemed necessary to carry out the business of the Committee.

Report annually to Senate and quarterly to PACITi. Report to these and other bodies at such other times as may be necessary or appropriate.

Hold meetings a minimum of four times per year.

Composition:

1. Vice-President (Academic) and Provost, or designate, as Chair (*ex-officio*)
2. Vice-President (Research and International), or designate (*ex-officio*)
3. Chief Information Officer, or designate (*ex-officio*)
4. University Librarian, or designate (*ex-officio*)
5. Education Specialist, University Teaching Services (*ex-officio*)
6. Two Deans of Faculties or Colleges or Directors of Schools elected by Senate
7. Six members of the academic staff elected by Senate (including at least one from the Bannatyne campus)

8. Four Students elected by Senate (two undergraduate; two graduate)
9. Resource persons, as requested

SENATE COMMITTEE ON ACADEMIC REVIEW

Terms of Reference:

1. To advise and recommend to Senate regarding the University's policy and procedures relating to the academic review of: (a) academic units, (i.e. faculties, schools, divisions and their constituent departments and academic centres and institutes); and (b) academic programs.
2. To assure that academic units/academic programs are reviewed on a regular cycle.
3. To report, at least annually, to Senate on the schedule of academic reviews and the progress of those reviews.
4. To comment or recommend, following the completion of an academic review, to the Vice-President (Academic) and Provost and/or Senate on:
 - (a) how well the academic unit's mission statement and its teaching, research and community service relate to the University's mission, emerging knowledge areas in related disciplines and societal needs;
 - (b) the progress that the academic unit has made since the previous review of the academic unit or relevant academic program; and
 - (c) the overall quality and plans of the academic unit for academic programs.
5. To comment from time to time to the Vice-President (Academic) and Provost and/or Senate on the overall quality and state of the academic programs of the University.

Composition:

1. Vice-President (Academic) and Provost (or designate) - Chair
2. Vice-Provost (Integrated Academic Planning and Academic Programs)
3. Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)
4. Two members of Senate holding the rank of Dean of Faculty or College, Director of School or Head of Department*
5. Two students who are members of Senate
6. Three members of the academic staff, at least one of whom shall be a member of Senate*

* Of the committee members elected in categories 4 and 6, at least one shall be from the Bannatyne Campus.

SENATE COMMITTEE ON ADMISSIONS

Terms of Reference:

1. To recommend to Senate on all matters relating to admissions to all undergraduate programs leading to a degree or diploma in the University. Without limiting the generality of the foregoing, these matters shall include:
 - a) the minimum standards for admission and criteria for selection used by faculties and schools of the University;
 - b) the transfer of students between faculties and schools within the University and from other post-secondary institutions;
 - c) the admission of Mature Students;
 - d) the nomination of University representatives to serve on other bodies concerned with admission of post-secondary institutions and the consideration of reports or requests for recommendations from these bodies;
2. To approve on behalf of Senate those courses added to the high school program which will be used for admission, following receipt of a statement from the Department of Education;
3. To recommend to Senate upon requests by post-secondary institutions for "recognition" by the University of Manitoba in order to grant admission, and possibly advance standing, to students from those institutions.

Composition:

1. Vice-President (Academic) and Provost (or designate) - Chair
2. Vice-Provost (Students) (or designate)
3. Director, Enrolment Services
4. Dean of the Faculty of Arts, the Faculty of Science and the Dean of the Faculty of [Health Sciences](#) (or designate)
5. Two Deans [of Faculties or Directors of Schools](#) to be elected by Senate for three-year terms from faculties or schools other than the Faculties of Arts, Science, or [Health Sciences](#)
6. Six members of the academic staff elected by Senate for three-year terms. Of the six, at least three shall be members of Senate. No two shall be from the same faculty or school
7. Three students
8. Deputy Minister of Education (or designate)
9. One Counsellor from a Senior High School to be nominated by the School Counsellors' Association of Manitoba for a three-year term.

SENATE COMMITTEE ON APPEALS

The Senate Committee on Appeals Policy (the "Policy") and related Procedures (the "Procedures") provide guidance to those individuals charged with determining appeals from decisions of Faculty/School Councils or their Appeal Bodies, of Professional Unsuitability Committees, of Faculty/School Award Selection Committees and of the Comité d'appels de l'Université de Saint-Boniface upon application by Appellants, except those pertaining to decisions on admission, tuition, disciplinary matter or human rights issues.

Terms of Reference:

There shall be a Senate Committee on Appeals:

- a) from which Panels shall be established to hear appeals as set out in the Procedures;
- b) that shall made decisions on appealable matters that shall be final and binding;
- c) that shall review the Policy and Procedures periodically and, if necessary, recommend changes.

Composition:

1. One (1) member holding academic appointment in the University appointed Chair for a three (3) year term by the Senate Executive Committee.
2. One (1) member of the Committee, from those academic members appointed by Senate, to be appointed as Vice-Chair by the Senate Executive Committee for a three (3) year term. The Vice-Chair shall not be from the same Faculty or School as the Chair.
3. Three (3) members from amongst Deans of Faculties or Colleges and Directors of Schools appointed by the President (considered academic members for the purpose of this Policy and Procedures).
4. Three (3) members of Senate, holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate.
5. Four (4) members holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate.
6. The President of UMSU (or designate).
7. Four (4) Students nominated by the Senate Committee on Nominations and appointed by Senate.
8. One (1) Academic member appointed by Université de Saint-Boniface and one (1) Student appointed by Université de Saint-Boniface.

The Senate Committee on Appeals acts in accordance with the established Policy and Procedures.

SENATE COMMITTEE ON LIBRARIES

Terms of Reference:

1. To provide advice and make recommendations to Senate regarding:
 - a) broad general policies for the development and maintenance of collections, services and facilities;
 - b) fiscal support and internal budgetary priorities for the Libraries; and
 - c) library policies and their effect on faculty and students;
2. To receive regular reports from Faculty/School User Groups or Committees, as well as reports from the Libraries Council or any other body concerning the operation of the Libraries, and report thereon to Senate with comment and/or recommendations as appropriate;
3. To establish, appoint and monitor such sub-committees as are deemed necessary to carry out the business of the Library Committee;
4. To make an annual report to Senate, and to report at such other times as may be necessary or appropriate.

Composition:

1. Vice-President (Academic) and Provost (or designate) - Chair
2. Vice-President (Research and International) (or designate)
3. University Librarian (or designate)
4. Vice-Provost (Graduate Education) and Dean, ~~of the~~ Faculty of Graduate Studies (or designate)
5. Two Deans of Faculties or Colleges or Directors of Schools elected by Senate to serve for three-year terms
6. Six members of the academic staff elected by Senate, of whom at least two shall be members of Senate. Of the six, at least one each shall be from the Faculties of Arts, Science and the Bannatyne Campus. The term of office shall be for three years
7. Four students, two graduate and two undergraduate, elected by Senate for two-year terms

SENATE COMMITTEE ON MEDICAL QUALIFICATIONS

Terms of Reference:

1. To determine whether applicants are eligible for consideration by the Committee;
2. To determine, by examination or otherwise, whether eligible applicants are by way of medical education proper persons to be members of the College of Physicians and Surgeons of Manitoba.

Composition:

1. Dean of [the College of Medicine](#) (or designate) - Chair
2. Vice-President (Academic) and Provost (or designate)
3. Three members of the academic staff of the [College](#) of Medicine
4. One member appointed by the College of Physicians and Surgeons of Manitoba

Representation 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, and again in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources. The proposed representation reflects the creation of the Faculty of Health Sciences.

1. Agriculture, Environment, Earth and Resources & Human Ecology
2. Architecture & Engineering
3. Arts
4. Education, Kinesiology and Recreation Management & Extended Education
5. School of Art & Music
6. Health Sciences (2)
7. Libraries & Student Affairs
8. Management, Law & Social Work
9. Science
10. Students (2)



UNIVERSITY OF MANITOBA POLICY

Policy:	DEFINITIONS OF ACADEMIC UNITS
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	
Responsible Executive Officer:	University Secretary
Delegate: (If applicable)	
Contact:	University Secretary
Application:	All Staff

Part I Reason for Policy

- 1.1 This document is intended to define, in one location, the different types of academic units at the University of Manitoba. The definitions have been developed through a review of *The University of Manitoba Act*, existing Board and Senate policies, resolutions and statements on structure as well as practice at the University. The hope of having this document in place is that it will serve as a single point of information and will foster common understanding across the University.

Part II Policy Content

Definitions

2.1 Faculty

- (a) A Faculty is the major organizational unit of the University, established by the Board of Governors, normally on the recommendation of Senate. Faculties are responsible for the development and offering of academic programs at the undergraduate and graduate levels (under the auspices of the Faculty of Graduate Studies), scholarship, research and creative work in fields and disciplines represented within the Faculty and for community service and outreach.
- (b) The head of a Faculty is a Dean, who reports to the Vice-President (Academic) and Provost and is the senior academic and administrative officer of the Faculty. Deans are

responsible for general supervision over and direction of the work of the Faculty, including faculty, staff, students and budgets.

- (c) The academic affairs of a Faculty are governed by a Faculty Council that is established by Senate bylaw. Faculty Councils' powers to act and to recommend on matters are conferred by Senate.
- (d) Faculty Councils elect members to Senate and the Dean of a Faculty is a member of Senate, ex officio.
- (e) Academic staff are appointed as members of a Faculty and may also be members of Schools, Professional Colleges or Departments as appropriate.
- (f) Faculties may, as the Board of Governors determines, include Schools, Professional Colleges, Departments or Centres/Institutes, the heads of which shall report to the Dean. The academic affairs of such Schools, Professional Colleges, Departments or Centres/Institutes shall be governed by Councils established by the Faculty Council, in accordance with the powers of the Faculty Council and the regulations of Senate.

2.2 **School of the University**

- (a) A School of the University is an organizational unit of the University, established by the Board of Governors, normally on the recommendation of Senate. Schools of the University are responsible for the development and offering of academic programs primarily at the undergraduate level, scholarship, research and creative work in fields and disciplines represented within the School and for community service and outreach.
- (b) The head of a School of the University is a Director, who reports to the Vice-President (Academic) and Provost and is the senior academic and administrative officer of the School. Directors are responsible for general supervision over and direction of the work of the School, including faculty, staff, students and budgets.
- (c) The academic affairs of a School of the University are governed by a School Council that is established by Senate bylaw. School Council's powers to act and to recommend on matters are conferred by Senate.
- (d) School Councils elect members to Senate and the Director of a School is a member of Senate, ex officio.
- (e) Academic staff are appointed as members of a School and may also be members of Departments as appropriate.

2.3 **Professional College**

- (a) A Professional College is a constituent college of a faculty. A Professional College is an organizational sub-division of the University, established by the Board of Governors, normally on the recommendation of Senate.
- (b) Professional Colleges are responsible for the development and offering of accredited professional programs as well as scholarship, research, relations with professions, regulatory bodies and accreditors, community service and outreach. Professional

Colleges may also be involved in the delivery of other undergraduate programs, as well as graduate programs that are under the auspices of the Faculty of Graduate Studies.

- (c) Professional Colleges may be created in instances where a number of professional academic units that share common interests and opportunities are brought together under a single Faculty.
- (d) The head of a Professional College is a Dean, who reports to the head of a Faculty and is the senior academic and administrative officer of the Professional College. College Deans are responsible for general supervision over and direction of the work of the Professional College including students and staff, as well as faculty as delegated by the head of the Faculty and the administration of budgets as allocated by the Faculty.
- (e) The academic affairs of a Professional College are governed by a College Council that is established by the Faculty Council. A Professional College Council's powers to act and to recommend on matters are conferred by Faculty Council. Prior to approval by Faculty Council, all Professional College Council bylaws shall be reviewed by the Senate Committee on Rules and Procedures.
- (f) Members of the Colleges are also members of the Faculty Council and elect members to Senate through the Faculty Council. As head of the Professional College, the Dean of a Professional College is a member of Senate, *ex officio*.
- (g) Academic staff are appointed as members of a Faculty and at the time of appointment may be appointed as members of a Professional College(s) as appropriate and may also be members of Departments.

2.4 **Schools of a Faculty or of a Professional College**

- (a) A School of a Faculty or of a Professional College is an organizational sub-division of a Faculty or of a Professional College of the University, established by the Board of Governors, normally on the recommendation of Senate. Schools of a Faculty or of a Professional College are primarily responsible for the development and offering of academic programs at the diploma level and may include some undergraduate programs. Schools of a Faculty will also engage in research, scholarship, creative work and community outreach, often in collaboration with their parent faculty or professional college.
- (b) The head of a School of a Faculty or of a Professional College is a Director and reports to the Dean of the Faculty or of the Professional College to which the School is aligned. The Director is the senior academic and administrative officer of the school. Directors are responsible for general supervision over and direction of the work of the school including students and staff, as well as faculty as delegated by the head of the Faculty or College and the administration of budgets as allocated by the Faculty or College to the School.
- (c) The academic affairs of a School of a Faculty or of a Professional College are governed by a School Council that is established by a Faculty or a Professional College bylaw. School Council powers to act and to recommend on matters are conferred by the Faculty or the Professional College Council, according to a general guideline approved by Senate. Prior to approval by Faculty Council, all School Council bylaws shall be reviewed by the Senate Committee on Rules and Procedures.

- (d) Members of Schools of a Faculty or of a Professional College are also members of the Faculty Council of the parent Faculty and participate in Senate elections at that level.

2.5 Division

- (a) A Division of the University is an organizational unit of the University, established by the Board of Governors, normally on the recommendation of Senate. A Division offers non-degree programs as established under the auspices of Senate and provides educational services and support to units across the University. A Division also conducts scholarship, research and creative work and engages in community service and outreach.
- (b) The head of a Division is a Dean, who reports to the Vice-President (Academic) and Provost and is the senior academic and administrative officer of the Division. Deans are responsible for general supervision over and direction of the work of the Division, including faculty, staff, students and budgets.
- (c) The academic affairs of a Division are governed by a Division Council that is established by Senate bylaw. The Council's powers to act and to recommend on matters are conferred by Senate.
- (d) Division Councils elect members to Senate. The Dean of the Division of Extended Education is a member of Senate, ex officio as provided for in Section 26 of *The University of Manitoba Act*.

2.6 Department

- (a) An Academic Department is an organizational sub-division of the University established by the Board of Governors, normally on the recommendation of the Senate, for the purpose of conducting teaching and research, scholarship and creative work in a specified field or group of related fields of study and outreach. A Department may be a sub-division of a Faculty, School or Professional College.
- (b) Departments are led by Heads, who report to Deans or Directors. The Head is the senior academic and administrative officer of the Department. Heads are responsible for general supervision over and direction of the work of the department.
- (c) The academic affairs of a Department are governed by a Department Council that is established by Faculty, School, or Professional College bylaw. Department Council's powers to act and to recommend on matters are conferred by the Faculty, School or Professional College Council, according to a general guideline approved by Senate. Prior to approval by the Faculty Council, all Department Council bylaws shall be reviewed by the Senate Committee on Rules and Procedures.

2.7 Affiliated College

- (a) Affiliated Colleges are independent Colleges who are affiliated with the University by means of a formal affiliation agreement approved by the Board of Governors after recommendation by Senate.
- (b) Members of the Academic Staff and students of the University may also be members of Affiliated Colleges and members of the Affiliated Colleges may be involved in offering

academic programs of the University in collaboration with Faculties, Schools and Professional Colleges.

- (c) The head of each Affiliated College is a member of Senate, ex-officio.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy.
- 3.3 All Staff are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The University Secretary may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is .
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the University Secretary or 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.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
- (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:

- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a)



UNIVERSITY OF MANITOBA POLICY

Policy:	FACULTIES, SCHOOLS, <u>PROFESSIONAL COLLEGES</u>, DEPARTMENTS, DIVISIONS AND INSTITUTES
Effective Date:	April 14, 1987
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	
Responsible Executive Officer:	University Secretary
Delegate: (If applicable)	
Contact:	University Secretary
Application:	All Staff

Part I Reason for Policy

Establishment

- 1.1 There shall be in the University the following faculties, schools, professional colleges, departments and divisions, composed of deans, directors and department heads, and all persons holding academic rank in the University who are appointed and assigned to such faculties, schools, professional colleges, departments or divisions.
- 1.2 There shall also be in the University institutes, which for the purpose of this by-law are defined as academic units, which offer programs of study leading to a degree. Such institutes are composed of directors and all persons holding academic rank in the University who are appointed and assigned to such institutes.
- 1.3 The full definitions of faculties, schools, professional colleges, departments, divisions and institutes are outlined in the Policy – Definitions of Academic Units at the University of Manitoba.

Part II Policy Content

2.1 Faculties of the University

- (a) **FACULTY OF AGRICULTURAL AND FOOD SCIENCES**, having therein the following:

- (i) Department of Agribusiness and Agricultural Economics
 - (ii) Department of Biosystems Engineering
 - (iii) Department of Animal Science
 - (iv) Department of Entomology
 - (v) Department of Food Science
 - (vi) Department of Human Nutritional Sciences
 - (vii) Department of Plant Science
 - (viii) Department of Soil Science
 - (ix) School of Agriculture (Diploma Course)
- (b) **FACULTY OF ARCHITECTURE**, having therein the following:
- (i) Department of Architecture
 - (ii) Department of City Planning
 - (iii) Department of Environmental Design
 - (iv) Department of Interior Design
 - (v) Department of Landscape Architecture
- (c) **FACULTY OF ARTS**, having therein the following:
- (i) Department of Anthropology
 - (ii) Department of Classics
 - (iii) Department of Economics
 - (iv) Department of English, Film, and Theatre
 - (v) Department of French, Spanish and Italian
 - (vi) Department of German and Slavic Studies
 - (vii) Department of History
 - (viii) Department of Icelandic Language and Literature
 - (ix) Department of Linguistics
 - (x) Department of Native Studies

- (xi) Department of Near Eastern and Judaic Studies
 - (xii) Department of Philosophy
 - (xiii) Department of Political Studies
 - (xiv) Department of Psychology
 - (xv) Department of Religion
 - (xvi) Department of Sociology
 - (xvii) University College
 - (xviii) Women's and Gender Studies Program
- (d) **CLAYTON H. RIDDELL FACULTY OF ENVIRONMENT, EARTH, AND RESOURCES**, having therein the following:
- (i) Department of Environment and Geography
 - (ii) Department of Geological Sciences
 - (iii) Natural Resources Institute
- (e) **FACULTY OF EDUCATION**, having therein the following:
- (i) Department of Curriculum, Teaching and Learning
 - (ii) Department of Educational Administration, Foundations, and Psychology
- (f) **FACULTY OF ENGINEERING**, having therein the following:
- (i) Department of Biosystems Engineering
 - (ii) Department of Civil Engineering
 - (iii) Department of Electrical and Computer Engineering
 - (iv) Department of Mechanical Engineering
- (g) **FACULTY OF GRADUATE STUDIES**
- (h) **FACULTY OF HEALTH SCIENCES**, having therein the following:
- (i) **COLLEGE OF DENTISTRY**, having therein the following:
 - A) Department of Oral Biology
 - B) Department of Restorative Dentistry

C) Department of Dental Diagnostic and Surgical Sciences

D) Department of Preventive Dental Science

E) School of Dental Hygiene

(ii) COLLEGE OF MEDICINE, having therein the following:

A) Department of Anaesthesia

B) Department of Biochemistry and Medical Genetics

C) Department of Clinical Health Psychology

D) Department of Community Health Sciences

E) Department of Medical Education

F) Department of Family Medicine

G) Department of Human Anatomy and Cell Science

H) Department of Immunology

I) Department of Internal Medicine

J) Department of Medical Microbiology

K) Department of Obstetrics, Gynaecology and Reproductive Sciences

L) Department of Ophthalmology

M) Department of Otolaryngology

N) Department of Pathology

O) Department of Paediatrics and Child Health

P) Department of Pharmacology and Therapeutics

Q) Department of Physiology and Pathophysiology

R) Department of Psychiatry

S) Department of Radiology

T) Department of Surgery

U) Department of Emergency Medicine

(iii) COLLEGE OF REHABILITATION SCIENCES

(iv) COLLEGE OF NURSING(v) COLLEGE OF PHARMACY(i) FACULTY OF HUMAN ECOLOGY, having therein the following:

- (i) Department of Textile Sciences
- (ii) Department of Family Social Sciences (to June 30, 2015)

(j) I.H. ASPER SCHOOL OF BUSINESS - FACULTY OF MANAGEMENT, having therein the following:

- (i) Department of Accounting and Finance
- (ii) Department of Business Administration
- (iii) Department of Marketing
- (iv) Department of Supply Chain Management

(k) FACULTY OF KINESIOLOGY AND RECREATION MANAGEMENT(l) FACULTY OF LAW(m) MARCEL A. DESAUTELS FACULTY OF MUSIC(n) FACULTY OF SCIENCE, having therein the following:

- (i) Department of Biological Sciences
- (ii) Department of Chemistry
- (iii) Department of Computer Science
- (iv) Department of Mathematics
- (v) Department of Microbiology
- (vi) Department of Physics and Astronomy
- (vii) Department of Statistics

(o) FACULTY OF SOCIAL WORK2.2 **Schools of the University**

- (a) School of Art

2.3 Divisions of the University

- (a) The Extended Education Division

2.4 Institutes of the University

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy.
- 3.3 All Staff are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The University Secretary may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is .
- 5.2 In the interim, this Policy may be revised or repealed if:
 - (a) the University Secretary or 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.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
 - (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:

- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (b) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a)

October 6, 2014

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Agricultural and Food Sciences Council Bylaws

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on October 6, 2014 to consider proposed changes to the Faculty of Agricultural and Food Sciences Council Bylaws, as recommended by the Faculty.

Observations

1. The Faculty of Agricultural and Food Sciences submitted to the Senate Committee on Rules and Procedures revised Faculty Council Bylaws, which updated the membership of its Faculty Council.
2. The Faculty of Agricultural and Food Sciences proposed that part-time Instructors I and II and Senior Instructors be added to its Faculty Council to provide the same status as members of Council to part-time members as that afforded to full-time members, and included the Director of the School of Agriculture as a regular member of its Faculty Council.
3. The Senate Committee on Rules and Procedures reviewed the revised Faculty of Agricultural and Food Sciences Council Bylaws. A concern was expressed regarding the number of part-time members in relation to the number of full-time members. However, upon review of the demographics of the Faculty, that concern was allayed.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised Faculty of Agricultural and Food Sciences Council Bylaws be approved by Senate.

Respectfully submitted,

Dean J. Doering, Chair
Senate Committee on Rules and Procedures

I — FACULTY COUNCIL

1. — Membership

In addition to those persons provided for in the General By-Law, the Faculty Council of Agricultural and Food Sciences (hereafter referred to as Faculty Council) shall be composed of:

- (a) — ~~Part-time~~ Professors, Associate Professors, Assistant Professors ~~and~~, Lecturers, Instructors I and II and Senior Instructors holding academic rank in the ~~faculty~~ Faculty who have the major responsibility in the teaching of at least one academic course in the degree or diploma program,
- (b) — ~~the~~ Faculty Librarian,
- (c) — ~~the~~ Senior Stick and the Diploma-Stick, or their representatives, from the Council of the Faculty of Agricultural and Food Sciences ~~Students'~~ Students' Organization (~~F.A.S.O.~~) FASO,
- (d) — ~~one~~ graduate student representative selected by the Executive of the Graduate Students ~~Association~~ Organization for a ~~one-~~year renewable term starting June 1. ~~This representative will~~ must be registered in a graduate program in one of ~~the~~ departments ~~of~~ in the faculty,
- (e) — ~~two~~ support staff members. ~~At a meeting convened by the Associate Dean (Academic) or designate, one member shall be elected by and from office staff, and one member elected by and from non-office staff. ~~The term shall~~ Each of these members will be elected for a one-~~year renewable term starting June 1.
- (f) the Director of the School of Agriculture.

I FACULTY COUNCIL

1. Membership

In addition to those persons provided for in the General By-Law, the Faculty Council of Agricultural and Food Sciences (hereafter referred to as Faculty Council) shall be composed of:

(a) Part time Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors holding academic rank in the Faculty who have the major responsibility in the teaching of at least one academic course in the degree or diploma program,

(b) the Faculty Librarian,

(c) the Senior Stick and the Diploma-Stick, or their representatives, from the Council of the Faculty of Agricultural and Food Sciences Students' Organization (FASO),

(d) one graduate student representative selected by the Executive of the Graduate Students Organization for a one-year renewable term starting June 1. This representative must be registered in a graduate program in one of departments in the faculty,

(e) two support staff members. At a meeting convened by the Associate Dean (Academic) or designate, one member shall be elected by and from office staff, and one member elected by and from non-office staff. Each of these members will be elected for a one-year renewable term starting June 1,

(f) the Director of the School of Agriculture.



UNIVERSITY
OF MANITOBA

Student Advocacy and Accessibility
Student Support

Student Advocacy and
Accessibility
519 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-7423
in Manitoba 1-800-432-1960
Fax: (204) 474-7567

DATE: October 15, 2014

TO: Dr. David Barnard, Chair, University of Manitoba Senate

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

RE: *The University of Manitoba Accessibility Policy, Student Accessibility Procedures and Student Accessibility Appeal Procedures*

Usick

Two 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”) were the following:

- d. that Senate adopt a new or revised policy regarding accommodation that:
- i. reflects the right of students with disabilities to accommodation and to a fair, timely, respectful, and confidential process to reach accommodation decisions as well as the right of the University to uphold high academic standards. (Observation 4e)
 - ii. includes provision for delegation of authority, reflecting the following points:
 - delegation of authority should be based upon the type of accommodation sought (Observation 5a)
 - decisions are grounded in individuals with the expertise most appropriate to the case in question (Observation 5a)
 - Departments (or the Unit, in the case of Faculties without Departments) have an essential role in the accommodation process (Observation 5a)
 - The recipient of authority to deal with accommodations be given express permission to sub-delegate (so long as the sub-delegation is well documented) to ensure timely and consistent decision making and fairness to the student as well as protection of the student’s privacy and the confidentiality of the information. (Observation 5a)
 - iii. requires each Faculty/School to establish an Accessibility Advisory Committee to serve as an advisory body to the Dean/Director on all matters related to accommodation of

- iv. students with disabilities including resolution of conflicts within the Faculty/School. The Accessibility Advisory Committee is obligated to consult the academic Department/Unit before giving advice. (Observation 5b)
- v. sets out review mechanisms to resolve conflicts regarding accommodations within a Faculty/School. These mechanisms should:
 - explicitly address the authority delegated by Senate to the Dean/Director with respect to accommodation and the obligation for the Dean/Director to consult with appropriate individuals and the Faculty/School-level Accessibility Advisory Committee before rendering a decision about accommodation. (Observation 5c)
 - define the process to be followed when the conflict involves accommodation in inter-Faculty programs such as graduate or joint programs. (Observation 5c)
- e. that Senate establish an Academic Accommodation Appeal Committee, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation. (Observation 5d)

Senate, at its April 2012 meeting, approved the Report of the Cooper Commission in principle and referred the Report back to Senate Executive to oversee the development of a detailed plan to implement the recommendations contained within the Report. Senate Executive subsequently struck the Cooper Commission Implementation Working Group to develop the detailed implementation plan.

The Implementation Working Group subsequently created the new *The University of Manitoba Accessibility Policy*, which is intended to act as an umbrella document, revised the existing *Student Accessibility Procedures* and created the *Student Accessibility Appeal Procedures*. A resource document *Guidelines for establishing a Faculty/School Accessibility Advisory Committee and an Accommodation Team* was also created and is available on the Student Accessibility Services website <http://umanitoba.ca/student/saa/accessibility/media/v7-Guidelines-for-AAC-and-AAT.pdf>. These three documents were shared with members of the Cooper Commission and feedback sought during a meeting that took place on September 2, 2014.

I am pleased to submit these documents on behalf of the Implementation Working Group for consideration and approval.

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



UNIVERSITY OF MANITOBA POLICY

Policy:	THE UNIVERSITY OF MANITOBA ACCESSIBILITY POLICY
Effective Date:	37T
Revised Date:	37T
Review Date:	37T
Approving Body:	Board of Governors
Authority:	<i>The University of Manitoba Act</i> Section #16(1)
Responsible Executive Officer:	Vice-President (Administration), and Vice-President (Academic) & Provost
Delegate:	
Contact:	
Application:	All Employees and Students

Part I Reason for Policy

- 1.1 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

- 2.3 The University recognizes it is subject to *The Human Rights Code* (Manitoba) 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.
- 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 for Students is 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 37T
- 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:



UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT ACCESSIBILITY
Parent Policy:	The University of Manitoba Accessibility Policy
Effective Date:	39T
Revised Date:	39T
Review Date:	39T
Approving Body:	Senate
Authority:	<i>University of Manitoba Act</i> Section #16(1)
Responsible Executive Officer:	
Delegate: (If applicable)	
Contact:	39T
Application:	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” in connection with supporting an accessible learning environment where students with disabilities who are admitted to The University of Manitoba 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 that all members of the University community share responsibility for creating and maintaining an accessible learning environment, The University of Manitoba 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”** describes the knowledge and skills that a student must acquire in order to complete a course or program successfully. These are the essential and minimum requirements, including methods of assessment that the student must meet.
 - (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. The University is under no obligation to offer a reasonable accommodation (or any accommodation for that matter) on compassionate or other grounds.
 - (e) **“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 Accommodation.
 - (d) **“Accessibility Advisory Committee” (AAC)** means a Faculty/School committee which is responsible for advising the respective Dean/Director on matters related to accommodation and the impact of accommodation on academic standards. Typically AAC would meet minimally twice a year to discuss accommodations affecting the Faculty/School.

- (e) “Accommodation Team” (AT) means the Faculty/School team established to work with individual students on the provision of accommodations when Student Accessibility Services identifies the Accommodation as nonstandard or unusual for the circumstances. It is intended AT will be engaged early on in the process when necessary.

2.2 The terms below have the following defined meanings and are types of ‘Accommodation’:

- (a) **“Modification”** means an Accommodation involving a relatively minor change made to an academic requirement. 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.

Modifications may be implemented a by Academic Staff Member on the advice of SAS.
- (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 and 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 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.
- (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 appropriate Accommodations of a student's disability related needs, SAS requires students with disabilities requesting Accommodations to register with the office as soon as possible.
- 2.4 Students registering with SAS must provide the following information:
- (a) Name, contact information, student number; and
 - (b) Documentation from a registered health professional which should include:
 - (i) Name of diagnostician;
 - (ii) Name of the diagnostic tests used;
 - (iii) Date of the Clinical testing;
 - (iv) How the disability will affect the student 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;
 - (vi) Recommendations for appropriate accommodations to be made for that student.
- 2.5 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.
- 2.6 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).
- 2.7 As part of the registration process, students should be made aware of the Canada Student Grant program of funding.

The Canada Student Grant

- 2.8 All eligible students will be requested to complete an application for a Canada Student Grant or notify SAS of ineligibility for the grant.
- 2.9 Upon receipt of a Canada Student Grant, any portion designated for services retained through the SAS office at the University of Manitoba 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 Services¹

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

Responsibility and Rights of Academic Staff Members

2.11 Academic Staff Members have the right to:

- (a) Determine course content and methods of instruction.

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

- (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 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.

2.12 Academic Staff Members have the responsibility to:

- (a) Support the University of Manitoba's commitment and obligation to accommodate students with Disabilities.
- (b) Work with SAS to gain knowledge of appropriate Accommodations(s) for student(s).
- (c) Provide 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 Disability and Accommodation.
- (e) Communicate in the classes and/or syllabus their willingness to meet with students with Disabilities who request classroom, examination, clinical, or practicum Accommodation(s).
- (f) Work with students and SAS to resolve disagreements regarding Accommodation(s).
- (g) Work with SAS when considering 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.

2.13 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.

2.14 Each Faculty/School has the responsibility to:

- (a) create and maintain an Accessibility Advisory Committee ; and.
- (b) create and maintain an Accommodation Team
- (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 (ACC)

2.15 Each Faculty/ School 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 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,
- (b) reviewing impact of Accommodations on academic standards.

2.18 A Faculty/School AAC role is to:

- (a) meet a minimum of two times per year;
- (b) set policies
- (c) receive reports from the SAS representative
- (d) monitor trends internally, locally, and nationally re: 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 Faculty/School 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; and
- (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).

- 2.19 In fulfilling its responsibilities, a 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/ School Accommodation Team

- 2.20 Each Faculty/School will maintain an Accommodation Team (“AT”).
- 2.21 The Faculty/ School AT shall consist of the following staff appointed by the Dean/Director or designate:
- (a) one or more representatives from the Faculty/ School who have expertise and responsibilities in the area of student academic progress;
 - (b) a Faculty/ School 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 assigned to Faculty/ School as member of the team.
- 2.22 The AT may consult with or add individuals to meetings as needed e.g., an academic staff person with content or assessment expertise in a particular field of knowledge.

Faculty/ School Accommodation Liaison

- 2.23 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 the Faculty/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 accommodation recommendations made by Student Accessibility Services (SAS)
 - (d) facilitate the implementation of accommodations
 - (e) monitor individual student progress
 - (f) ensure that established processes and procedures are understood and are being followed
 - (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.

- 2.25 In fulfilling its responsibilities, a Faculty/School 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 Students who believe that they have not been treated fairly in accordance with this policy 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 Vice-President (Academic) and Provost that a review of this Procedure is required.
- 3.2 The 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 Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this Procedure is.
- 4.2 In the interim, this Procedure may be revised or rescinded if:
- (a) the Vice-President (Academic) and Provost 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) Policy: 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; and

Part VI
Cross References

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Policy: The University of Manitoba Accessibility Policy
 - (b) Procedure: The Student Accessibility Appeal Procedure



UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	STUDENT ACCESSIBILITY APPEAL PROCEDURE
Parent Policy:	The University of Manitoba Accessibility Policy
Effective Date:	38T
Revised Date:	38T
Review Date:	38T
Approving Body:	Senate
Authority:	<i>University of Manitoba Act</i> Section # 16(1)
Responsible Executive Officer:	The University Secretary
Delegate: (If applicable)	
Contact:	The University Secretary
Application:	All Employees and Students

Part I Reason for Procedure

- 1.1 To define the extent to which the University provides a process for students to appeal decisions relating to accommodation of a disability which adversely affect them.

Part II Procedural Content

Initial Reconsideration

- 2.1 Students who believe that they have not been treated fairly in accordance with this Policy, or who believe they were not reasonably accommodated by the proposed Accommodation, or who believe that the proposed Accommodation may have been different in light of new or previously unavailable information or documentation may first discuss this matter with the Coordinator of SAS and request reconsideration. In seeking to resolve any disagreement, the Faculty/School Accessibility Advisory Committee may be consulted by a party.
- 2.2 Academic Staff Members who believe that a proposed accommodation would compromise the defined Bona Fide Academic Requirements or Essential Skills Document in question may request

that the Coordinator of SAS reconsider the proposed accommodation. In seeking to resolve any disagreement, the Faculty/School Accommodation Team and/ or Accessibility Advisory Committee may be consulted. An Academic Staff Member making the request for reconsideration must make it in writing and be able to demonstrate a substantial, viable and direct connection to the student and the proposed accommodation. In such cases, the student shall be made aware of the request for reconsideration and have the opportunity to provide their position to the Coordinator of SAS before a final determination is made.

- 2.3 Following a request for reconsideration from a student, an Academic Staff Member or both, the Coordinator of Student Accessibility Services shall issue a decision in writing to the student, the Academic Staff Member and the Faculty/School, as appropriate, normally within five business days of receipt of the request for reconsideration.

Formal Appeal

- 2.4 If a student or an Academic Staff Member does not agree with the decision of the Coordinator of SAS regarding a request for reconsideration, they may file a formal appeal to the Senate Committee on Accommodation Appeals.
- 2.5 Students may appeal a decision when:

Failure of Judgment

- (a) they believe the decision made by the Coordinator of SAS was incorrect in his/ her judgment regarding the need for, application of, or implementation of an Accommodation.

Failure of Process

- (b) they believe the decision made by the Coordinator of SAS was incorrect due to a failure on his/her part or the part of SAS to dutifully perform the process of determining eligibility, or determining a reasonable Accommodation.

Failure of Information

- (c) they believe the determination made by the Coordinator of SAS was incorrect due to a lack of information, or documentation. Generally speaking, a failure of information is informally handled by the student providing updated or requested documentation.

- 2.6 Faculty Members may appeal a decision when:

Compromising Academic Standards

- (a) they believe that the decision made by the Coordinator of SAS would undermine the Bona Fide Academic Requirements or Essential Skills Document. The onus is on the Faculty Member to establish how the standards would be compromised by providing the accommodation. If a Bona Fide Academic Requirements or an Essential Skills Document has not been developed, no appeals shall be available to Faculty Members.

- 2.8 Academic Staff Members filing appeals under this policy must demonstrate a substantial, viable and direct connection to the student and the proposed accommodation.
- 2.9 The composition of the Senate Committee on Accommodation Appeals shall include:
- (a) Five members of the academic staff appointed by Senate;
 - (b) Two students appointed by Senate;
 - (c) A Chair appointed by the President.
- 2.10 Upon receipt of an Appeal, the Senate Committee on Accommodation Appeals will notify the Dean or delegate of the Faculty/ School, SAS and the respondent of a hearing date.
- 2.11 Appeals will be heard by a panel of at least four members: two academic staff members, a student and the Chair.
- 2.12 The Committee panel will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee.
- 2.13 The Chair of the panel shall only vote in case of a tie.
- 2.14 If the panel determines that it will hear the appeal, they shall convene a hearing with the appellant, SAS or others as soon as possible to consider submissions from all the parties and Dean, if applicable. If the appellant is an Academic Staff Member, the student shall also be invited to attend the hearing.
- 2.15 The Committee panel may establish rules and procedures for its hearings and meetings. Such procedures must ensure fairness for all parties and facilitate a timely resolution of appeals.
- 2.16 The Committee panel will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or Essential Skills Document of the course or program.
- 2.17 The Committee panel will provide written reasons for its decision, which shall be final and binding on all parties.
- 2.18 All matters considered by the Committee shall be strictly confidential.
- 2.19 In the consideration of appeals by the Committee panel, time shall be of the essence. In most cases, the Committee shall make a decision within ten business days of the filing of an appeal.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Procedure is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy. is responsible for the implementation, administration and review of this Procedure.
- 3.3 All Students and Employees are responsible for complying with this Policy.

**Part IV
Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is 38T.
- 4.2 In the interim, these Procedures may be revised or rescinded if:
- (a) the Vice-President (Academic) and Provost deems it necessary; or
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) the Parent Policy is revised or repealed.

**Part V
Effect on Previous Statements**

- 5.1 This Procedure supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (b) all previous Administration Governing Documents on the subject matter contained herein.

**Part VI
Cross References**

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Policy: The University of Manitoba Accessibility Policy
 - (b) Procedure: The Student Accessibility Appeal Procedure

October 2, 2014

Report of the Implementation Working Group for the Cooper Commission Report regarding Guidelines for Developing Bona Fide Academic Requirements for Programs not Subject to External Accreditation

Preamble

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

Observations

1. The Cooper Commission Report made two recommendations with respect to what the working group has grouped under the broad area of “Standards Identification”:
 - a. that where academic programs are subject to external accreditation or approval, a document outlining essential skills and abilities be developed and submitted for approval by Senate; the content of this document should be congruent with the requirements outlined by the respective registering college or approval body (e.g., College of Registered Nurses of Manitoba; College of Physicians and Surgeons of Manitoba).
 - b. that Senate require each unit to identify and submit to Senate for approval written rationales for the *bona fide* academic requirements of its existing programs and of any newly developed programs.
2. The Working Group established a sub-committee to determine and make recommendations on how these recommendations might be implemented. The sub-committee, led by Dean Jeff Taylor, has drafted two documents, Developing Essential Skills and Abilities Requirements for Programs Subject to External Accreditation and Developing *Bona Fide* Academic Requirements for Programs

not Subject to External Accreditation. The two documents were received by Senate Executive, on August 21, 2013, and by Senate, on September 9, 2013, for information and comment. The current report concerns only the document on Developing *Bona Fide* Academic Requirements for Programs not Subject to External Accreditation, which is an amended version of the document presented to Senate in September 2013. The document Developing Essential Skills and Abilities Requirements for Programs Subject to External Accreditation was approved by Senate on October 2, 2013.

3. The Working Group met on September 2, 2014 with the original members of the Cooper Commission to review the recommendations contained in this document and a draft of the Developing *Bona Fide* Academic Requirements for Programs not Subject to External Accreditation document.
4. The Working Group recommends that the University (i) establish a process to develop and review *bona fide* academic requirements for programs not subject to external accreditation and (ii) require that faculties and schools with programs that are not subject to external accreditation establish *bona fide* academic requirements for their programs.
5. The document Developing *Bona Fide* Academic Requirements for Programs not Subject to External Accreditation describes the results of a pilot study in which *bona fide* academic requirements were developed in three programs and the proposed process for the development of *bona fide* academic requirements in programs not subject to accreditation. Programs “not subject to external accreditation” are those programs that are not accredited by an external regulatory body.
6. Resources and support will be available through the Centre for the Advancement of Teaching and Learning to assist units in the development of *bona fide* academic requirements.
7. The Implementation Working Group recommends that the procedure, Academic Program Reviews, be amended to include a provision that, following the initial development and approval of *bona fide* academic requirements, *bona fide* academic requirements be reviewed and updated during the regular program review process. The Senate Committee on Instruction and Evaluation would consider and approve any revisions to the requirements that follow from a program review.

Recommendation:

The Cooper Commission Implementation Working Group recommends:

1. That Senate mandate that by Fall, 2017, *bona fide* academic requirements (BFARs) for all existing graduate and undergraduate programs not subject to external accreditation, along with accompanying written rationales, be developed and submitted to Senate for approval. Graduate programs will be given priority in the development of BFARs.

2. That Senate encourages the university administration to ensure that sufficient resources are available in the Centre for the Advancement of Teaching and Learning to assist and facilitate units in the development of their BFAR documents.
3. That Senate recognizes that the development of BFARs is a collegial process and encourages all members of units to participate in the development of BFARs.
4. That BFARs be developed using the “course to program” method described in the accompanying report from the Cooper Commission Implementation Working Group.
5. That, once approved, BFARs be easily accessible on unit and other applicable university websites.

Respectfully submitted,

Ms. Brandy Usick and Mr. Jeff Leclerc, co-chairs
Implementation Working Group

Working Group membership: Ms Carolyn Christie, Dr. Archie Cooper, Mr. Greg Juliano, Ms. J. Kubas, Dr. Jeff Taylor, and Dr. Mark Torchia.

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

Developing *Bona Fide* Academic Requirements for Programs not Subject to External Accreditation

Introduction

The University of Manitoba is required to make reasonable efforts to accommodate a student with a disability when the disability does not impair the student's ability to fulfill the *bona fide* academic requirements (BFARs) of a course or program. If the only accommodation that can be found undermines a BFAR, then no accommodation should be made.

Senate has authority over academic programs and their quality. One of the recommendations of the *ad hoc* Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements (the "Cooper Commission") was "that Senate require each unit to identify and submit to Senate for approval written rationales for the *bona fide* academic requirements of its existing programs and of any newly developed programs."¹ This requirement applies to all academic programs that are not subject to external accreditation.² The development of BFARs and their rationales must proceed collegially with the active involvement of program faculty and staff—as it is program-level colleagues who best understand the courses and programs that they offer—and with expertise and support provided by the Centre for the Advancement of Teaching and Learning (CATL). Rationales that are developed supporting BFARs will govern the work of university administrators and Student Accessibility Services, and will provide grounds for the University's position should a dispute be taken to administrative tribunals or the courts. BFARs will also assist us to better understand our course and program objectives, which should contribute to student success.

Senate, at its April 2012 meeting, approved the Report of the Cooper Commission in principle and referred the Report back to Senate Executive to oversee the development of a detailed plan to implement the recommendations contained within the Report. This document reports on the outcome of a pilot project to develop BFARs in three programs and outlines the process to be followed in developing *bona fide* academic requirements (BFARs) for academic programs that are not subject to external accreditation.

¹ This is recommendation (c) based on Observation 4c in the Cooper Commission report.

² Programs that are subject to external accreditation must submit essential skills and abilities documents to Senate for approval. The phrase "subject to external accreditation" is being interpreted and applied as follows for the purposes of this exercise. If a regulatory body accredits your program and that body has its own essential skills and abilities document or expects that you will have one, you are required to develop an essential skills and abilities document for submission to Senate for approval. All other externally accredited programs may choose to develop either an essential skills document or a *bona fide* academic requirements document. Further information on the development and submission of essential skills and abilities documents is available in the document entitled "Developing Essential Skills and Abilities Requirements for Programs Subject to External Accreditation."

Definitions

Bona Fide Academic Requirements: A *bona fide* academic requirement is a component of an academic program which is determined to be an essential course, skill, experience, item of knowledge or outcome for the program, i.e., those components of a program that, in the reasonable view of the unit, cannot be waived without fatal consequences for the academic integrity of the program. By implication, it may be that not all academic requirements are essential for the academic integrity of a given program, and would not be among the sub-set of “*bona fide*” requirements.

Unit: Unit means the academic unit that has immediate and primary responsibility for the administration of courses and programs. This will normally be a department or equivalent unit in a departmentalized Faculty and the Faculty in a non-departmentalized Faculty.

Undergraduate Programs: In the case of undergraduate degrees or diplomas that do not have sub-specializations, programs are defined as the degree- or diploma-level credential (the Bachelor of Physical Education or the Diploma in Agriculture, for example). In the case of undergraduate degrees that have sub-specializations, such as the Bachelor of Arts, programs are defined as, first, each of the specific sub-specializations in a degree (Psychology, for example) and, second, each of the options that exist within that sub-specialization. For example, the Department of Economics, as the unit responsible for the delivery of Economics programs, would develop BFARS for each of its general (major), minor, honours, and advanced major options in the Bachelor of Arts in Economics.

Graduate programs: Graduate programs are defined as post-graduate credentials in specific disciplinary or interdisciplinary subject areas. The Asper School of Business, for example, would develop BFARS for its Master of Business Administration, Master of Science in Management, and Ph.D. programs.

Pilot Study

To gain a better understanding and appreciation of the processes and efforts required to create and justify BFARs, CATL engaged in a pilot study with three Faculties from January to March 2014: Engineering (Bachelor of Science in Engineering [Mechanical]), Kinesiology and Recreation Management (Bachelor of Kinesiology [Athletic Therapy]), and Arts (Bachelor of Arts [Honours] Political Studies).

The study involved initial meetings with department heads, selection by department heads of one of two possible paths to develop their BFARs (courses to program or program to courses), distribution of draft resource guides to the departments, support to departments during BFAR creation process (including one-on-one meetings and workshops), and review and refinement of draft BFARs. The Departments of Mechanical Engineering and Political Studies selected the program to course approach, while Kinesiology utilized the course to program methodology. All draft BFAR's were successfully created within a 90-day period.

Independent of the pilot study, CATL reviewed 48 programs that received external accreditation to determine whether those accrediting bodies mandated either Essential Skills and Abilities documents or BFAR. Seven programs have approved Essential Skills and Abilities documentation, five programs have draft versions of their Essential Skills documents or are currently working on a draft, 25 have core competencies from their accreditation body guiding their practice (but not BFARs), while 11 programs have no competency documents.

A series of recommendations arose from the pilot study.

- Support resources must be provided to individual faculty, department heads, and Faculties to facilitate the creation of BFARs and their rationales;
- A communication plan must be developed to better explain the concept of BFARs, the rationales for development, and the methodology of creation of BFARs;
- Regardless of the methodology used, all faculty members within a program need to collaborate to develop BFARs to prevent discordant BFARs;
- Although competencies are not the same as BFARs, those faculties and programs with competency documents should use them as a resource to help develop BFARs;
- Programs with existing BFARs need to make the documentation easily accessible on the homepage of their websites;
- “Service courses” must develop BFARs first to prevent discordant BFARs arising from various programs that use these courses as prerequisites;
- Course-based BFARs should be developed prior to the development of program-based BFARs in order to prevent the creation of “blanket” program BFARs that may or may not be applicable to the individual courses within a given program (the “course to program” method);
- Programs that have very limited course options may determine that only program BFARs are required; and
- Co-development of learning outcomes should occur at a logical time such as coinciding with a formal program review, a curriculum review, or the development of a new program.

BFAR Development Process

The Centre for the Advancement of Teaching and Learning will lead the BFAR development process. This will include an initial review of programs and the development of a project plan.

Review of Programs

There are hundreds of programs at the University of Manitoba. Most of these programs are not subject to external accreditation and hence require the development of BFARs and accompanying rationales. While it is assumed that many BFARs will be shared amongst similar programs (for instance Agribusiness - *B.Sc.[Agribus.]* and Agribusiness - *B.Sc.[Agribus.] - Co-op*), this can only be determined by an analysis of program requirements and options. It is estimated that approximately four months will be required to conduct such an analysis. A list of programs suitable for development of “program BFARs” will then be developed.

This analysis will inform the creation of a project plan.

Project Plan

Resources have been allocated by the Provost’s Office to CATL to manage this project. The resource requirements will be reviewed as the project progresses, with adjustments made as necessary. A project manager will be appointed to coordinate the BFAR development process. An implementation strategy, including timelines, professional development, communications, support documentation, and training of resource staff, will be developed.

CATL will work with units to complete the development of BFARs for all existing programs by Fall 2017. Priority will be given to the development of BFARs for graduate programs.

Maintaining BFARs

A recommendation will be made to the Senate Committee on Academic Review that the *Academic Program Reviews Procedures* be amended to include a provision that BFARs be reviewed and updated during the regular program review process.

