

Minutes of a meeting of Senate held on the above date at 1:30 p.m. in the Senate Chamber, Room E3-262 Engineering and Information Technology Complex

Members Present

Dr. D. Barnard,
Chair
Dr. C. Adams
Prof. John
Anderson
Mr. J.-V. Auclair
Prof. B. Austin-Smith
Dean S. Baum
Dean J. Beddoes
Prof. R. Bhullar
Prof. P. Blunden
Prof. T. Booth
Prof. O. Botar
Very Rev. R. Bozyk
Prof. M. Brabston
Dean. D. Brown
Prof. F. Burczynski
Prof. J. Carlberg
Prof. T. Chen
Prof. M. Cheung
Prof. D. Churchill
Acting Dean,
D. Collins
Prof. R. Currie
Prof. P. Dass
Dean N. Davies
Prof. R. Desai
Dean J. Doering
Prof. M. Domaratzki
Ms. A. Ducas
Prof. B. Elias
Prof. A. Farenhorst
Prof. M. Gabbert
Prof. G. Giesbrecht
Ms. S. Gottheil
Dean N. Halden
Dean G. Hepburn
Prof. P. Hess
Prof. J. Honeyford
Prof. J. Hughes
Dean A. Iacopino
Ms. M. Ishida
Dr. D. Jayas
Ms. L. Johnson

Ms. M.-A. Kandrack
Dr. J. Keselman
Ms. A. Kilgour
Mr. P. Kochan
Mr. J. Kopp
Prof. L. Landrum
Mr. J. Lieberman
Ms. H. Loewen
Prof. D. MacPherson
Prof. S. McClement
Ms. J. McConnell
Prof. D. McMillan
Prof. A. McNicol
Ms. M. Maduka
Dean D. Mandzuk
Ms. K. Marcynuk
Ms. K. Metcalfe
Dean J. Mulvale
Prof. D. Oliver
Prof. W. Oxford
Mr. H. Piyadasa
Ms. C. Plumton
Ms. E. Popowich
Dean B. Postl
Ms. A. Prychitko
Prof. M. Rastegar
Ms. C. Reitano
Mr. C. Rivera
Dr. M.-J. Romaniuk
Ms. A. Roscoe
Prof. A. Schultz
Prof. A. Schwann
Dr. H. Secter
Mr. R. Sherbo
Ms. G. Sidhu
Mr. G. Sobie
Prof. R. Tate
Dean J. Taylor
Ms. H. Teklemariam
Prof. C. Trott
Prof. D. Walker
Prof. B.-C. Wang
Mr. Q. Watt
Dean K. Wittenberg
Mr. J. Leclerc,
University Secretary

Dr. S. Coyston,
Recording Secretary

Assessors Present

Mr. J. Adams
Dr. D. Collins
Mr. S. Dorge
Prof. D.
Hiebert-Murphy
Prof. M. Hudson
Ms. R. Kunzman
Mr. N. Marnoch
Dr. J. Ristock
Prof. G. Smith
Dr. D. Stewart
Mr. M. Trembath

Regrets

Prof. Judith
Anderson
Mr. J. Arcega
Ms. P. Bachewich
Dean M. Benarroch
Prof. R. Biscontri
Rector G.
Csepregi
Dean E. Dawe
Prof. T. Falkenberg
Prof. G. Fitzell
Prof. J. Gilchrist
Prof. R. Hechter
Prof. P. Hultin
Mr. J. Kearsey
Prof. S. Logsetty
Prof. K. Matheos
Prof. A. Menkis
Mr. S. O'Connor
Prof. G. Restall
Prof. B. Shay
Ms. S. Tappia
Dean L. Turnbull
Ms. D. Young

Absent

Prof. C. Anderson
Prof. G. Anderson
Mr. M. Bourrier
Prof. M. Campbell
Prof. P. Cattini
Prof. N. Cicek
Prof. J. Cranston
Prof. D. Funk
Ms. M. Furgale
Dr. G. Glavin
Mr. R. Ilag
Prof. W. Kinsner
Prof. R. Koop
Mr. B. McMechan
Ms. T. McVannel
Mr. B. Mahatoo
Mr. K. Mann
Dean B. O'Connell
Prof. D. Polyzois
Ms. A. Robert
Prof. H. Singh
Prof. D. Smyth
Dr. M. Torchia
Ms. R. van Ginkel

Also Present

Ms. A. Domingo
Prof. D. Fuchs
Mr. M.
Gussakovsky
Mr. S. Moulton
Ms. V. Shaff
Ms. S. Utsunomiya
Ms. M. Watson
Ms. M. Yoshida.

The Chair informed Senate that the Speaker of the Senate Executive Committee was Professor Brenda Austin-Smith, Faculty of Arts.

President Barnard informed Senate that the Committee of Election had re-elected Dr. Selter to serve as Chancellor for a three-year term beginning June 1, 2016. The announcement was met with a round of applause.

**I CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES – FEBRUARY 2016**

Senate was asked to approve several degrees notwithstanding a deficiency. The Faculty of Social Work recommended that a student who had met all requirements of the degree, with the exception of the University's mathematics requirement, be awarded a Bachelor of Social Work posthumously. The Faculty of Agricultural and Food Sciences recommended that four students who had not completed the University's written English requirement, as a result of an advising error, be awarded a Bachelor of Science in Food Science. The students had met all other requirements for the degree.

Professor Austin-Smith MOVED, on behalf of the Senate Executive Committee, THAT the list of candidates recommended for degrees notwithstanding a deficiency be approved.

CARRIED

Professor Austin-Smith MOVED, on behalf of the Senate Executive Committee, THAT the list of graduands provided to the University Secretary by the Registrar be approved, subject to the right of Deans and Directors to initiate late changes with the Registrar up to February 5, 2016.

CARRIED

II MATTERS TO BE CONSIDERED IN CLOSED SESSION

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

In keeping with past practice, the minutes of this agenda item are not included in the circulated minutes but appear in the original minutes, which are available for inspection by members of Senate.

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

IV MATTERS FORWARDED FOR INFORMATION

**1. Report of the Senate Committee on Awards Page 4
[December 7, 2015]**

2. Annual Report of the University Discipline Committee Page 12

Referring Senators to the *Annual Report of the University Discipline Committee*, Professor Fuchs noted that the number of discipline cases across the University had increased by 2.6 percent over the previous year. The number of incidents within disciplinary categories is generally consistent with the previous year, with

the exceptions noted in observation 2 of the report. Professor Fuchs noted, in particular, that (i) the increased number of incidents of inappropriate collaboration could be attributed to the use of new software to detect academic dishonesty by one academic department; (ii) an increased number of incidents of plagiarism could be explained by increased vigilance on the part of several disciplinary authorities; and (iii) the increased number of incidents of breach of residence hall regulations involved mostly minor incidents.

Referring to the figure on page 16 of the agenda, Professor Churchill commented on the steady increase in the number of reported incidents of plagiarism over the last five years. He remarked, anecdotally, that incidents of plagiarism in the Faculty of Arts seem to cluster in particular units. Given this, he enquired about the breakdown of plagiarism incidents. Professor Churchill commented on the significant workload for instructors and staff involved in organizing and hearing academic appeals and supporting students involved in the appeals process. Professor Fuchs attributed the increase in the reported number of incidents of plagiarism to increased vigilance and awareness of academic integrity issues on the part of instructors. He said data presented in the Report are not broken down by academic unit, as privacy legislation requires that the University protect the identity of students involved. Professor Fuchs said he would be willing to meet with the Associate Dean, Faculty of Arts.

Professor Desai also expressed concern regarding the quantity of resources required to detect and to hear student appeals related to plagiarism. She asked what evidence connects an increase in the reported incidents of plagiarism to increased vigilance on the part of instructors. She also asked what resources are being directed to deter plagiarism. Professor Fuchs replied that approaches adopted to address academic integrity and plagiarism issues vary across academic units.

Ms. Gottheil said trends reflected in the *Annual Report of the University Discipline Committee* are consistent with those at postsecondary institutions across North America and elsewhere. She reported on several initiatives at the University to address academic integrity issues. First, she reminded Senate of changes being considered for the *Student Discipline Bylaw*, including the addition of definitions for various forms of academic misconduct. The application of common definitions across academic units would be important to understanding and addressing issues concerning academic integrity. Second, the Associate Deans Undergraduate would shortly discuss a proposal from the Academic Integrity Working Group to establish recommended minimum penalties that could be applied by disciplinary authorities across the University. Finally, the University had allocated resources for the Centre on the Advancement of Teaching and Learning (CATL) to hire a staff member to work with instructors in the classroom, to construct evaluations and to work with students to avoid academic integrity breaches. An Academic Integrity Coordinator will also be appointed to work cooperatively with undergraduate associate deans, Student Affairs, and the University Library to develop educational initiatives on academic integrity for students.

Professor Chen proposed that future reports might include information on the average wait-time for an appointment with a Student Advocate once a student

receives notification of an investigation. She suggested, anecdotally, that the wait time is increasing, as might be expected with the increasing number of reported incidents each year. The information could be used to determine whether more resources should be directed to this area. As academic appeals are stressful events that can affect students' performance in all of their courses, it is important that appeals be resolved in a timely way.

In response to a question from Professor Dass, who had suggested that the use of plagiarism detection software might be a cost effective way to identify plagiarism, Dr. Jayas confirmed that the University's license for iThenticate permits the University to submit only research documents, including publications and theses. It cannot be used to detect plagiarism in students' course material. The license, which is for 500 users, costs \$16,000 USD. Dr. Jayas said the cost of a license to use Turnitin to detect plagiarism in student papers would be \$86,000 USD. A similar license for iThenticate would involve a similar cost.

Professor Desai suggested that the cost of plagiarism detection software was not considerable relative to the magnitude of the problem of plagiarism.

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

Page 141

Dr. Collins informed Senate that the International College of Manitoba (ICM) had been without a permanent Director since the passing of Ms. Deane in December 2014. Dr. Lobdell had served as Acting Director during the subsequent year. It is anticipated that an announcement would be made shortly regarding a permanent appointment to the position.

Dr. Collins reported that, given limitations on international enrolment in the Faculty of Engineering, some students who had completed the University Transfer Program (UTP Program) at ICM with strong Grade Point Averages had not gained admission to that Faculty. The result of a discussion between Dean Beddoes and ICM was that these students were permitted to attend Engineering programs at other universities. Dr. Collins said a similar solution is being discussed by ICM and the I.H. Asper School of Business, for ICM students with aspirations to study Management, as the Asper School might establish limits on international student enrolment in the B.Comm.(Hons.) program. He said the University is discussing with ICM the importance of recruiting students who are interested in a broader range of programs at the University.

Dr. Collins reported that, in 2014-2015, ICM had paid more than \$3.6 million in royalties to the University. Since the inception of ICM in 2008, the University had received more than \$10.4 million in royalties. In addition, ICM students paid \$286,888 in student services fees to the University in 2014-2015 and more than \$2.8 million in fees for English language programs since ICM was established.

Referring Table 1 in the Annual Report, Dr. Collins said roughly 1,200 of the approximately 1,400 students who have completed the UTP Program at ICM, since 2009, had subsequently enrolled at the University. Tuition and differential fees paid to the University by these students has generated about \$31.2 million for the University, including \$20 million in the last two years as the number of

students transferring from ICM has continued to increase. Dr. Collins said the University would enter discussions with ICM about an appropriate size for the UTP program.

Dr. Collins addressed several questions that had been raised at Senate Executive (January 20, 2016). Regarding a request for information on academic integrity issues, Dr. Collins noted that neither the current nor the previous Annual Report include data on the academic standing of ICM graduates. He explained that, because the Faculties of Arts and Science and University 1 now assess students as being either in good standing or suspended (versus good standing, warning/probation, or suspension/ineligible to proceed, as other units do), it is not possible to compare data across the University. Also, given that the number of ICM students in some of these categories is very small, the students could potentially be identified, which would jeopardize their privacy. Regarding a question concerning payment for space at the University, Dr. Collins said the University does not charge ICM for the use of space in addition to royalty payments. Finally, with regard to a question about Voluntary Withdrawals, Dr. Collins said records of students' VW's from courses in the UTP program are not transferred to the University. The University also does not track VW data for students transferring from any other institutions, as the way in which institutions record VWs on student records varies. With respect to a concern that students transferring from ICM might be differentially impacted by changes being considered for the *Voluntary Withdrawal* policy (Senate, January 6, 2016), Dr. Collins said discussions about the Limited Access provision are ongoing.

Professor Chen clarified that, at Senate Executive, she had requested that Senate be provided with information on academic integrity issues in courses delivered through ICM. She asked if it would be possible to receive a general reporting on the number of academic integrity issues that ICM dealt with, given that the courses offered at the ICM are University of Manitoba courses. Dr. Collins said this information would be provided in future reports.

Dr. Collins noted that a survey of instructors had not been included in the agenda with the Annual Report. The *ICM Instructor Feedback Summary, 2015*, has been appended to the minutes of the meeting. The survey shows the experience of instructors is largely positive. Concerns had been raised regarding the continuity of management, which is expected to be resolved shortly with the appointment of a permanent Director, and the spaces instructors are working in. Comments made in the survey show there is some debate about the four-hour teaching model used in ICM.

4. **Proposed Admission Targets for Fall 2016**

Page 160

Ms. Gottheil said proposed undergraduate admission targets for Fall 2016 include two recommendations for revised admission targets. One is a recommendation to increase the enrolment target for the Faculty of Environment, Earth and Resources, from 120 to 135 students, to reflect actual enrolment in the Faculty, which has increased since the establishment of Direct Entry admission to that Faculty. The second change would be to increase the enrolment target for the Faculty of Engineering, from 346 to 364 students, to accommodate a request

from the province to admit an additional eighteen students. The request was accompanied by a new funding allocation to support the enrolment increase.

5. **Report of the Senate Committee on Academic Review** Page 163
RE: Undergraduate and Graduate Program Reviews

Dr. Collins referred members to the Report of the Senate Committee on Academic Review. Calling attention to observation 1, he said the usual semi-annual reports on the status of undergraduate and graduate program reviews would be replaced by more detailed annual reports that would be provided to Senate and the Board of Governors.

Referring to observation 6, Dr. Collins said pilot projects to investigate the possibility of conducting joint undergraduate and graduate program reviews, which are underway in the Department of History, Faculty of Arts, and the Department of Biological Sciences, Faculty of Science, were proceeding well. Dr. Collins noted that, if the University were to establish joint undergraduate and graduate program reviews, it would be necessary to modify the policy and procedures on *Academic Program Reviews*.

In response to a question, Dr. Collins said academic program reviews are not published. He said he would ask the Senate Committee on Academic Review to consider the possibility of publishing program reviews.

6. **Suspension of Admissions to the M.Sc. in Textile Sciences,** Page 165
M.A. in Icelandic, and the, Post-baccalaureate Diploma in
Agrology, President's Approval and Implementation

7. **Correspondence from the Provost and Vice-President** Page 168
(Academic) RE: Implementation of Articulation Agreement,
University of Manitoba / Renmin University of China,
concerning the B.Comm.(Hons.) Degree

8. **Items Approved by the Board of Governors** Page 169
[December 15, 2015]

V **REPORT OF THE PRESIDENT** Page 170

VI **QUESTION PERIOD**

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

The following question was received from Professor Brenda Austin-Smith, Faculty of Arts.

When students with a "VW" on their transcripts transfer to U of M from other institutions, are they already subject to a limited access period before being allowed to register for certain courses, and is this the case whether those students transfer from an institution like the University of Winnipeg or a pathway provider like ICM?

Ms. Gottheil MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning Revised Admission Regulations for the Bachelor of Education Program, Faculty of Education, effective for the September 2017 intake.

Professor McMillan restated a concern, which she had previously raised at Senate Executive, that the proposal is not clear with respect to how a grade of “fail” would affect the calculation. She requested that some clarification be provided for the Academic Calendar. Ms. Gottheil said the clarification would also be made in the Applicant Information Bulletin.

In response to a question, Ms. Gottheil said it is too late to implement the change for the September 2016 intake.

CARRIED

3. Reports of the Senate Committee on Academic Dress

a) RE: Indigenous Graduation Stole Page 198

Professor Hess said an Indigenous graduation stole would be a significant way to honour Indigenous graduands. The stole had been worn by graduands at previous convocation ceremonies. The Senate Committee on Academic Dress was now recommending that Senate formally approve the use of the stole.

Senate responded to the Report with a round of applause.

Professor Hess MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Academic Dress concerning an Indigenous Graduation Stole, effective upon approval by Senate.

CARRIED

b) RE: Stole for Diploma in Population Health, Department of Community Health Sciences Page 200

Professor Hess MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Academic Dress concerning a Stole for the Diploma in Population Health, Department of Community Health Sciences, effective upon approval by Senate.

CARRIED

**4. Report of the Senate Committee on Appeals Page 201
RE: Recommendation to Change the Composition of the Committee**

Professor McNicol referred Senators to a proposal to amend the composition of the Senate Committee on Appeals. The proposal recommends that the

committee composition include two additional students, two additional Senators, and two additional faculty members who are not Senators, to facilitate the tasks of establishing panels to hear academic appeals and scheduling the hearings. It is also proposed that a second Vice-Chair be appointed, from among the committee membership, to better facilitate the convening of hearing panels.

Professor McNicol MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Appeals concerning a Recommendation to Change the Composition of the Committee, effective upon approval by Senate.

CARRIED

5. **Report of the Senate Committee on University Research RE: Periodic Reviews of Research Centres and Institutes: Manitoba Centre for Nursing and Health Research** Page 203

Dr. Jayas MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on University Research on the periodic review of the Manitoba Centre for Nursing and Health Research, regarding a recommendation that the Centre be granted an extension to March 2017.

CARRIED

XI ADDITIONAL BUSINESS

1. **Correspondence from Vice-Provost (Integrated Planning and Academic Programs) RE: Withdrawal Policy Changes** Page 204

Dr. Collins referred Senators to the memo included on page 204 of the agenda. He said that, subsequent to the last meeting, it was realized that the solution to issues concerning the Limited Access provision would be more complex than first anticipated. He said he had discussed the need for additional time to find a solution with Ms. Kunzman, Vice-President (Advocacy), University of Manitoba Students Union, prior to the meeting. He said he would report back to Senate in due course.

XII ADJOURNMENT

The meeting was adjourned at 2:34 p.m.

These minutes, pages 1 to 9, combined with the agenda, pages 1 to 204, and the *ICM Instructor Feedback Summary, 2015*, comprise the minutes of the meeting held on February 3, 2016.

ICM Instructor Feedback Summary, 2015

Prepared by David Collins
Chair AAC and Vice-Provost (Academic Planning & Programs)

On June 30, 2015 the Chair of the International College of Manitoba (ICM)/University of Manitoba (UM) Academic Advisory Council (AAC) conducted an email survey of sixty individuals identified as instructors contributing to a course (or courses) in the ICM program. A follow-up reminder was issued on July 23, 2015. The list of instructors was compiled by Richard Lobdell, the College Director of ICM, and included all instructors contributing to the ICM program during the 2014/15 academic terms.

The instructors were informed that the AAC is charged with providing advice to both ICM and UM regarding the operations of ICM (see Appendix 1) and were requested to share comments (positive, negative, or advisory) about their experience as an instructor in the ICM program, in support of AAC's role. Feedback (including a nil-response) was requested by email, letter, or phone, and individual meetings were offered at the discretion of the individual. Respondents were assured that individuals would not be identified in reports arising from this process, and that anonymous material would not be accepted.

In total, 26 of the 60 instructors surveyed responded to the survey for a response rate of 43 %—all responses were by email, and no requests were received for individual meetings. Of note, 28% (17 of 60 instructors) responded to the same survey conducted in 2013.

The majority of instructors (24 or 92%) provided positive comments about their working conditions at ICM, and a number provided other useful comments and suggestions:

- *'Overall, I enjoy working at ICM. I enjoy my interaction with students and I receive a great amount of support from ICM staff.'*
- *'For the most part, my experiences working for ICM have been very positive. The College staff are very professional and accommodating and each semester the college puts together Professional Development sessions for all instructors, which as a newer instructor I find very useful.'*
- *'I am very happy to work for ICM. The staff are helpful and kind. Very well organized institution.'*
- *'This was my first work experience with ICM. It was good experience. Staff are very cooperative and helpful.'*
- *'I personally have no issues and it was a great semester.'*
- *'So far I do not any issues to raise, it was a joy to teach international students and administrative staff have been supportive.'*
- *'I have thoroughly enjoyed teaching for CM these last three sessions. The extra hour or so of lecture/class-time allows me more time for class discussions and working with individual students. This is especially useful to recent ESL students or those struggling with course content. I also receive a high level of support from ICM administrative staff. Student advisors are especially helpful (not only to me, but my students as well) in working with students and in providing additional supports to instructors. I believe ICM to be an asset to the U of Manitoba; enabling students to acculturate to Canadian society and a Western educational system, be preparing them academically to enter degree programs. I have run across many former students who have successfully completed their degree programs at the U of Manitoba, and express their appreciation for the 1-2 years they spent at ICM. These students reflect very positively on their experiences at ICM.'*

- *'No concerns. My time teaching has been wholly positive.'*
- *'I am very satisfied with the working conditions at ICM. I receive support from administrative staff as needed, despite the recent loss of staff. I have no concerns to report and look forward to working as an instructor with ICM long into the future.'*
- *'I find the working conditions with ICM to be satisfactory.'*
- *'Working conditions at ICM are the same as they are when I'm working at UM. Things are good and when I have issues, they are quickly remedied by the administration at ICM. I am a bit concerned with the frequent turnover of the academic manager. However its impact on me is quite low.'*
- *'I have very positive experience with ICM. I enjoy teaching my course and working with international students. The teaching assistants are dedicated and committed to their responsibilities. The administration of the colleges is experiencing some changes in senior staff members, but this hasn't affected my teaching experience. Thanks for holding this survey which I think will improve ICM even more.'*
- *'I greatly enjoy working with the students at the international college. I find them to be pleasant and very typical of most young adults that I know. They require encouragement to engage and get work done, but they are always respectful and kind. Most of the time, ICM has been respectful of my needs as a sessional instructor.'*
- *'I have been teaching ICM for about * years now. My experience in working with ICM has been amazing. The staff at ICM are very friendly and helpful. I believe that ICM's approach of having classes with 30 or so students, give us an opportunity to focus on each student individually. Because all the students are from an international background, it gives them a common platform to interact and socialize. The teaching environment and facilities is the same as UM. I wish that UM have programs that focus on international students too.'*
- *'I have no problems associated with being an instructor at ICM. I have found my experiences working for the International College to be very positive. One of their policies, which I have found to be very helpful in my teaching, is the fact that the student advisors are very proactive with the students registered in ICM. They do a very good job of contacting students who have missed classes, assignments, or who are not doing well in the course. These students are invited to come in and discuss any issues they might be having in their academic and personal lives. I think this level of support is necessary for all students but especially for those who are studying away from home.'*

Of two instructors that did not specifically forward positive comments about their experiences with ICM, one expressed concerns about the coordination of class and laboratory schedules that caused some frustration, and the other concerns about instructional space. The latter noted that *'classrooms in the Fitzgerald building are horrible. The heating and cooling does not work properly. For the winter and summer sessions of 2015 the rooms have been too hot. After a short period of lecturing I am soaked in perspiration. This is not a good learning environment for students.'*

Concerns about classroom configurations and the lack of available space for personal consultation with students were also raised by three other respondents; one noting *'that ICM does not have enough space on campus, which means a good number of instructors share offices, to that extent that they are difficult spaces to utilize for meeting with students. The classroom spaces are functional, but almost all in older buildings with poor seating and heating systems.'* Another suggested the need improve the overall appearance of space allocated to the program in the Fitzgerald building.

Two instructors expressed frustration with the four hour lecture times adopted by ICM; in particular, concerns about student fatigue and maintaining student interest over a four hour period. One suggested that 2 hour time slots twice a week would be more practical for accommodating other teaching schedules (for instructors teaching at both ICM and UM), to minimize fatigue in students, and to help to acclimatize them to the class schedules they will have on moving to UM. However, another instructor expressed a contrary view, noting that the extra hour or so of class time provided by the four-hour timeslot '*allowed more time for class discussions and working with individual students. This is especially useful to recent ESL students or those struggling with course content.*'

A number of instructors provided feedback about the ICM administration, in particular commenting about changes arising with the sad and untimely passing of Susan Dean, the first College Director in ****. Some expressed concerns about changes; '*Lately, it has been confusing due to the internal changes at ICM, such as, for example, lack of someone replacing the academic manager or the interim nature of the current director*', and '*there has been a lot of turnover in the senior administrative ICM staff this year. I would like to see more continuity here.*'

However, others took a more positive position, noting the following:

- '*Academic leadership at the college, though it has fluctuated significantly (because of unfortunate circumstances), are very respectful of academic freedom for Instructors and monitor classroom success and teaching practices with effective and frequent communication with instructors. When I had some concerns about plagiarism at the college the staff listened to my concerns and very quickly implemented workshops for students to receive extra awareness about the importance of proper citation and academic integrity.*'
- '*I am pleased with how well the ICM Administration is functioning considering the substantial personnel changes they have had over the past year*'
- '*I am pleased with how well the ICM Administration is functioning considering the substantial personnel changes they have had over the past year*', and
- '*Administration of the college is experiencing some changes in senior staff members, but this hasn't affected my teaching experience.*'

Other comments/suggestions generated by the survey:

- that ICM provide longer term contracts to make the instructors working at the College more secure;
- that ICM facilitate meetings between instructors and TAs at the beginning of each semester to discuss approaches to improving student performance;
- that ICM devote more time at the beginning of each semester to make sure students are aware the rules and regulations, in particular addressing the inappropriate use of cell phones for texting and browsing during lectures; and
- that ICM evaluate the efficiency of the online attendance system.

Overall, consistent with the survey conducted in 2013, the majority of instructors responding to the survey reported a positive interaction with the ICM program.

Appendix 1

International College of Manitoba Instructors

I am contacting you in my capacity as Chairman of the 'International College of Manitoba (ICM)/University of Manitoba Academic Advisory Council' (the AAC), as you have been identified as one of the instructors contributing to a course (or courses) in the ICM program.

The AAC is charged with providing advice to both ICM and the University regarding the operations of ICM and in particular is responsible for reporting regularly on the following:

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

At this time, I am particularly interested in any comments you wish to share (positive, negative, or advisory) about your role as an instructor in the ICM program; in particular, with respect to item six (6) '*any concerns expressed by ICM instructors concerning working conditions*' (above). I would appreciate your feedback (including a nil-response) by email, letter, or phone at the following (I will also make myself available for individual meetings at your discretion):

Dr. David Collins, Vice-Provost (Academic Planning and Programs)
Office of the President, 208 Administration Building
Winnipeg, Manitoba R3T 2N2.
Phone: (204) 474-8308
Email: david_collins@umanitoba.ca

Please note that I will ensure that individuals will not be identified in reports arising from this process; however, I will not accept anonymous material. Responses will be reported in aggregate as emerging themes of a positive or negative nature, and/or as advice for consideration by the AAC, the University, and/or ICM.