Faculty of Health Sciences

Students and Student Support Services Proposal

Our Functions
- Student academic success
- Excellent educational experience

Determine our Organizational Structure
- Consistent & effective functions
- Consistent & effective rules/regulations
- Supports to maintain health & wellness

and Governance
- University/Faculty/College Level

PRIVATE & CONFIDENTIAL
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Executive Summary

Formation of the new Faculty of Health Sciences provides an excellent opportunity to improve both the efficiency and the effectiveness of supports and services provided to health science students. Sub-committee discussions and investigations revealed that the area of Students and Student Support Services consists of a very large and complex number of interdependent issues for the new Faculty of Health Sciences, as well as considerable inconsistency in the breadth and depth of existing student supports and services across the constituent Colleges.

The effectiveness of support services provided for FHS students could be greatly improved by establishing a new administrative model where common student support services are consolidated into a central service and administrative location. This central location would also act as the coordinating hub for profession-specific student services that are distributed and delivered in the respective Colleges. This may also improve overall efficiency by eliminating redundancy, enhancing proficiency, and allowing cross-training and coverage for staff absence.

A unique challenge is the fact that all of the envisioned services must account for students enrolled in the College of Nursing on Fort Garry Campus, which may or may not be relocated to the Bannatyne Campus in the future. Thus the planning process must ensure services are initially available on both campuses, yet support a subsequent move to Bannatyne Campus.

The Students and Student Support Services Subcommittee recommends three immediate steps that will form the foundation for a stepwise, phased-in approach reconciling student support services at the University, Faculty and College level for students in the Faculty of Health Sciences. The recommendations include the following:

1. Establish baseline FHS student support service infrastructure,including
   a. Head, FHS Students and Student Support Services (title to be determined)
      • This individual would be tasked with creating and implementing a detailed, prioritized student support services action plan using a consultative process.
      • Options: Director, or Associate Dean (Students)
   b. Office, FHS Students and Student Support Services (name to be determined)
   c. Support staff (initially 1 reallocated staff member)

2. Establish a process (i.e., Expert Teams) for ongoing consultation and collaboration on student support services issues of mutual interest. These Expert Teams would include key stakeholders in the constituent Colleges. The issues would include
   Admissions; Registration; Academic policies; Academic advising; Remediation; Wellness services

3. Establish a Faculty of Health Sciences Academic Policy Committee (chaired by the ‘Head’) and tasked with creating an inventory of existing academic policies within the Colleges. These academic policies would be prioritized for review and reconciliation with other University, Faculty, and College Academic Policies.

These three recommendations will establish sufficient dedicated infrastructure to develop a prioritized process to meet FHS student needs in the short term, and improve the effectiveness (and perhaps efficiency) of services in the longer term.
About

Audience

Deans’ Council - Faculty of Health Sciences

Authors

- Doug Brothwell, Chair, College of Dentistry Representative
- Andrew West, College of Rehabilitation Sciences Representative
- Bruce Martin, College of Medicine Representative
- Karen Dempsey, College of Nursing Representative
- Cheryl Lee, College of Pharmacy Representative
- Bev O’Connell, Implementation Steering Committee Representative
- Susan Gottheil, University of Manitoba Resource
- Heather Paterson, University of Manitoba Resource
- Neil Marnoch, University of Manitoba Resource

Reasons and Strategic Alignment

Academic Advising is important at the University of Manitoba and has been identified as being a key contributor to student retention and success. (1) The UM 2009-2014 Strategic Planning Framework promised “Delivering an exceptional student experience by continuing to offer more opportunities for our students to learn, thrive, grow and be celebrated for their personal contributions.” Further, it also states that “In our efforts to enrich the student experience, we will focus on: a dedication to quality of service in all our interactions with students.”

Student Services available in the Faculty of Health Sciences should align with the strategic priorities of the University as proposed in “Taking our Place: University of Manitoba Strategic Plan 2015-2020”:

I. Inspiring Minds through innovative and quality teaching
II. Driving Discovery through research excellence
III. Creating Pathways to Indigenous achievement
IV. Building Community that creates an outstanding learning and working environment
V. Forging Connections to foster high impact community engagement

Unfortunately the current situation does not meet these lofty goals. Instead, we have a complex, disjointed and unequal system that seems to have developed on an ad-hoc basis. There is considerable opportunity for improvement.

Background

The Sub-Committee’s goals and objectives are to consider and advise the COUNCIL OF DEANS on issues relating to Students and Student Support Services for all undergraduate, postgraduate and graduate students for the FHS, and to develop and facilitate the implementation of all strategies, policies, and processes for student-related functions and student support services, including but not limited to the following:

- Enrolment functions
  - including recruitment, admissions, financial aid and awards;
- Registrar functions
  - including registration, course changes, fees, tuition, records, convocation and graduation;
- Calendar and other change requirements, such that the first FHS graduates will convocate with FHS noted on their Certificates in the Spring of 2016.
- Student experience functions
  - including ways to enhance and integrate current support and engagement services provided to students, across the University, Faculty, and College levels, as well as consideration to a dual campus Faculty.
- Determine which student-related functions and student support services should be grandfathered at their current University or college levels, and which need to be combined or redesigned for the new FHS, i.e. operationalizing the changes.
- Enhanced collaboration, resource management and process improvement within the area of student affairs.
- Respect for administrative expertise, professional identity/autonomy, research, scholarly work and other creative activities, teaching and service of the Faculty.
- Opportunities for administrative efficiency.

Stakeholders

The stakeholders for the student-related functions and student support services include the following:

1. Students enrolled in their respective FHS College, including
   a. Undergraduate students
   b. Graduate Students
2. Faculty and staff who rely on the supports given to their students
3. Accrediting bodies who establish the minimum acceptable program criteria
Interfaces

Student-related functions and student support services are currently available in a multitude of locations, including but not limited to the following:

1. College
   a. Individual faculty offices
   b. Dean’s Office staff
   c. Local Student Services ‘Suites’
   d. Dedicated College student counsellors

2. Faculty of Health Sciences
   a. Centre for Aboriginal Health Education

3. Faculty of Graduate Studies
   a. Graduate Studies Office

4. University
   a. Support Services for Students on Bannatyne Campuses (and equivalent services at Ft. Garry)
   b. Academic Learning Centres on Ft. Garry and Bannatyne Campuses
   c. International Centre for Students
   d. English Language Centre

Options and Recommendations

Guiding Principles

Recognize the needs for health science students.
Recognize the needs in a dual campus situation.
Recognize areas where needs are similar, and areas where needs are profession-specific.
Recognize the mandate to rationalize student services at University, Faculty and College levels.

Process

The Subcommittee identified themes and issues related to student services for the new Faculty of Health Sciences. Working groups were formed around the themes/issues, and, through a consultation process with stakeholders, the working groups came up with a set of briefing notes outlining the requirements. The briefing notes were prioritized by the Council of Deans and the following areas are being planned in this document:

   Centralized Advising/Enrolment Office
   Academic Advising
   Admission and Recruitment
   Enrolment Verifications
   Financial Aid and Awards
   Immune Status Program
   Registration/Admission Non-Academic Requirements
   Scheduling/Timetables
Recommendations

Based on the priorities, the following 3 recommendations are made:

**Recommendation 1**
That the FHS establish baseline infrastructure for student support services. This baseline infrastructure to consist of the following 3 components:

1. A ‘Head’ position for student support services (*title to be determined*)
   - Options: Director, or Associate Dean (Students)
   - The ‘Head’ would initially be tasked with creating a consultative process to create and implement a detailed, prioritized student support services action plan.
     - The ‘Head’ would be directed to ensure that the new FHS student support services system uses only existing human resource levels.
     - The ‘Head’s’ actions to initially be directed at the priorities established by the Council of Deans (See Appendix A)
       - Centralized Advising/Enrolment Office
       - Admissions and Recruitment
       - Financial Aid and Awards
       - Non-Academic Requirements
     - The ‘Head’s’ actions to subsequently be directed at the remaining issues identified in the various Subcommittee Briefing Documents.
   - Subsequently, the ‘Head’ would be responsible for overseeing an effective, efficient system of FHS student support services.

2. A centralized/consolidated Office for student support services (*name to be determined*)
   - To facilitate implementation, we suggest that a Working Group be struck, Chaired by the ‘Head’ for student support services. The Working Group would determine the required infrastructure, operation, and human resource allocation/reallocation for a Centralized/Consolidated Student Support Services Office.
   - The Working Group would consider both the Subcommittee Briefing Documents and the Council of Deans priority listing.

3. A full time support staff, envisioned initially as a reallocated Office Assistant. This position initially supports the ‘Head’ for the planning and implementation process.

**Recommendation 2**
That the FHS establish a process (i.e., ‘Expert Teams’) supporting the ongoing consultation and collaboration of key College-level stakeholders on student support services issues of mutual interest. The issues for which ‘Expert Teams’ would be formed would include

1. Admissions
2. Registration
3. Academic advising
4. Remediation
5. Wellness services

*Note: The Subcommittee Briefing Notes will be made available to the various expert teams.*
The ‘expert teams’ are also envisioned as an important source of expertise and support that the ‘Head’ can draw upon during the initial consultative planning process. In addition, key University-level personnel will need to be involved directly in the expert team meetings and in the consultative process, as appropriate for each specific issue. These would include, but not be limited to the Vice-Provost (Students), Executive Director Student Academic Success, Executive Director Student Support, Executive Director Enrolment Services, Registrar, Director Services for Students at Bannatyne Campus, Associate Deans, and student advisors.

**Recommendation #3**

That a Faculty of Health Sciences Academic Policy Committee be struck (chaired by the ‘Head’) and tasked with circulating a survey to all constituent Colleges and creating an inventory of existing academic policies within the Colleges. Using a consultative and inclusive process, these academic policies would be subsequently priority ranked for review, revision and reconciliation with other University, Faculty, and College Academic Policies. (See Appendix A – Academic Policies Briefing Document)

**Expected Benefits**

We expect that the proposed approach for addressing FHS student support services will result in improved service effectiveness, improved student satisfaction, and some opportunities for improved efficiency as a result of the following:

1. Dedicated leadership – student support services is ‘Job #1’
2. One-stop-shop – requires little student system knowledge for access
   - Potential for cohabitation of University-level and Faculty-level services to create a seamless service
   - Potential for oversight/triage of College-level services
3. Consultative approach – will incorporate insight and expertise in the process
4. Clear list of tasks/ issues to address – Subcommittee Briefing Documents
5. Clear priority ranking – Council of Deans priority listing
6. Eliminate/minimize service overlap – reconciled University/Faculty/College services
7. Potential for cross training – service coverage
8. Few new resources required – planned within existing human resource levels

**Expected Costs**

This proposal is envisioned as being cost neutral for operations. The Subcommittee recommendations include a requirement to plan within existing student support service resources. Capital costs will be required to develop space and infrastructure for the consolidated/central student services office.
**Major Risks**

Few major risks were identified; these would include:

1. Loss of some College control over common student support services (i.e., immunization)
2. Student perception that some student support services are “generic”
3. Highly personalized College-level services become impersonal
4. Very timely College-level services develop substantial wait lists

**Major Constraints**

Major constraints to implementation of the proposed recommendations include the following:

1. Availability and suitability of space for a consolidated student services office
2. Possible up-front costs associated with naming a new ‘Head’ for student services
3. Staff resistance/resentment of potential job-description or location changes
4. Optics to Colleges if consolidated student services office is located in Medicine
5. Difficulty in planning a 2-campus system that easily transitions to single campus

**Major Assumptions**

Major assumptions include:

1. That the College of Nursing will eventually move to Bannatyne Campus
2. That suitable space can be found for the consolidated student support service office
3. That a suitable ‘Head’ can be found within existing human resources
Implementation Plan

Project Definition

This document serves as the implementation framework to explore and make recommendations on all aspects of the mission, structure, and functions of this new unit as one of the common platforms of the new Faculty.

Deliverables and Timelines

<table>
<thead>
<tr>
<th>Product/Action/Activity</th>
<th>‘Head’, FHS Student Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Future Steps</td>
<td>That a position, job description and internal search be undertaken to find and appoint a head for FHS student support services. Options for this function/position include a Director, or an Associate Dean (Students).</td>
</tr>
<tr>
<td>Timeline</td>
<td>December 2014 – decision made on Director/AD(S). Job description and search process planned</td>
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<tr>
<td></td>
<td>January/February 2015 – ‘Head’ starts in position</td>
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<thead>
<tr>
<th>Product/Action/Activity</th>
<th>Consolidated Student Support Services Office</th>
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<tbody>
<tr>
<td>Recommended Future Steps</td>
<td>That the ‘Head’ form a Working Group to determine the infrastructure, operation, location, and human resource allocation/reallocation for a Consolidated Student Support Services Office. After approval of the plan and recommendations, establish the Office.</td>
</tr>
<tr>
<td>Timeline</td>
<td>January/February 2015 – Working Group formed</td>
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<tr>
<td></td>
<td>March 2015 – Final recommendations sent to appropriate authority body for ratification (i.e., Faculty Council).</td>
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<tr>
<td>Final Product Delivery:</td>
<td>September 2015 – Operational FHS Consolidated Student Support Services Office.</td>
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<thead>
<tr>
<th>Product/Action/Activity</th>
<th>Full-time Support Staff assistant for the ‘Head’</th>
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<tbody>
<tr>
<td>Recommended Future Steps</td>
<td>That an existing support staff person be reallocated from a different area within the University to act as support for the ‘Head’ during the planning and implementation stages. Envisioned as an OA-4 position.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Timed to coincide with the start of the ‘Head’</td>
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<table>
<thead>
<tr>
<th>Product/Action/Activity</th>
<th>Establish ‘Expert Teams’ on select student support service issues</th>
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<tbody>
<tr>
<td>Recommended Future Steps</td>
<td>That the FHS send a request to the Deans of each College asking them to appoint College representatives for a number of ‘expert teams’. As a group, the Deans would also select one person as the organizer for the initial meeting of each group. College representatives would be key faculty and staff performing the associated duties for each of the following areas:</td>
</tr>
<tr>
<td></td>
<td>1. Admissions</td>
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<td></td>
<td>2. Registration</td>
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<td></td>
<td>3. Academic advising</td>
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<td>4. Remediation</td>
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<td></td>
<td>5. Wellness services</td>
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<td>That each Team be tasked with arranging a number of meetings where individual College challenges and opportunities are discussed related to the area of</td>
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responsibility. Each team to be tasked with arranging at least 2 initial meetings prior to April 1, 2015, and then subsequent meetings at least 4 times per year or until needs/systems are changed.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
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<tbody>
<tr>
<td>December 2014 – Request for College representatives sent to Deans</td>
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<tr>
<td>January 2015 – Organizers arrange the initial meeting for each group</td>
<td></td>
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<tr>
<td>April 1, 2015 – all groups have met a minimum of 2 times</td>
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<thead>
<tr>
<th>Product/Action/Activity</th>
<th>Faculty of Health Sciences Academic Policy Committee</th>
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<tbody>
<tr>
<td>Recommended Future Steps</td>
<td>That the FHS strike an Academic Policy Committee and task it with creating an inventory of existing Academic Policies. The Committee, chaired by the ‘Head’, will use a consultative and inclusive process with all Colleges to priority rank each for subsequent review, revision and reconciliation with other University, Faculty, and College Academic Policies.</td>
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<tr>
<th>Timeline</th>
<th>Action</th>
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<tbody>
<tr>
<td>January 2015 – Memo template email sent to all Colleges re: Academic Policies</td>
<td></td>
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<tr>
<td>February 2015 – Policy Inventory completed, prioritized listing created</td>
<td></td>
</tr>
<tr>
<td>February 2017 – All Academic Policies reviewed, revised and reconciled</td>
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**Dual Campus Strategy**

In addition to the 4 implementation phases, special considerations and plans will be made to address and highlight the two-campus approach required, including contingencies for when/if the College of Nursing moves to Bannatyne Campus.
Appendix Briefing Note A: Academic Policies

Objective and Issues:
• Review of Academic Policies within the Colleges of the Faculty of Health Sciences to determine:
  a) Changes that are required to make the policies operational within the new FHS;
  b) Opportunities to make the policies and their functions more efficient;
  c) Ways to increase the effectiveness of policies’ functions.

• Virtually all policies will require simple updating to reflect the new terminology respecting the “College” and “Faculty”.

• The policies should undergo a more comprehensive review, to ensure there is a continuing need for their existence, given more recent over-arching University-wide policies, as well as a review for opportunities to harmonize across the Faculty of Health Sciences.

Background Information:
• Most Colleges have at least one, if not many, policies relating to each specific academic matter within their various programs, including examinations (deferral/ invigilation/ remediation/ release of results); supplemental examinations; attendance; leaves of absence; voluntary/authorized withdrawal; academic standing/progress/promotion; accommodation/accessibility; academic appeals; disciplinary appeals; dean’s honor list; professional suitability; and others. It is important to note that most academic policies exist at the program level within the Colleges; they apply to students/faculty/staff at the program level.

• There are many University-wide policies that have application.

Consultation/Assessment Process Used:
• Face to face meetings were arranged with Dr. Andrew West and Dr. Bruce Martin and Marcia Dzik. Email consultations with Mr. Neil Marnoch and Dr. Emily Etcheverry. Comments incorporated from Dr. Emily Etcheverry.

• Cursory review of University of Manitoba website and College specific policy website references was conducted.

Recommendation to the Students /Student Services Subcommittee:
• That the following process be implemented for review/revision of all Academic Policies:
  Immediate Review:
  That the FHS Dean’s Council request that the Colleges within the Faculty of Health Sciences send the attached memo template to survey and inventory existing academic policies to reflect the new terminology respecting the “College” and “Faculty” as well as any updating required to make sense of the process structure within the policy, given the new Faculty of Health Sciences.

  Comprehensive Review:

  That all Academic Policies1 be reviewed within three (3) years from the date of approval of the Students Subcommittee Implementation plan, by way of the following process:

1 Process could possibly extend to all policies within the Colleges and Faculty of Health Sciences
• A Faculty of Health Sciences Academic Policy Committee to be developed, with appropriate terms of reference, with representatives from each of programs within the Colleges (and consideration to any need for central University resources). Representatives will need to be present from undergraduate professional programs, graduate professional programs, and post-professional graduate programs.

• Each Academic policy within the programs within each College to be a) prioritized for review (with each College determining its own prioritization) and b) reviewed for revision, considering the following principles:
  • Determine whether the policy aligns with University-wide policy;
  • Determine whether the need continues to exist for a College-specific academic policy, given any University-wide policies;
  • Should the need continue to exist, review policy in conjunction with other similar academic policies in other Colleges;
  • Determine if one policy can exist across the Faculty of Health Sciences;
  • If the need remains for College/Program-specific policy, consider other opportunities to harmonize certain concepts across the Faculty of Health Sciences;
  • Follow review process (see attached algorithm).

• In areas where no College-specific policy exists, and the College determines there is a policy deficiency in a key academic area, it may consult with the newly established Policy Committee for advice, which may result in the drafting of a new College policy that is consistent with other Colleges in the Faculty of Health Sciences.

• Because most policies are program specific, any policies that are created or revised should indicated the program(s) to which they apply, for clarity.

**Resources Required:**
• Initial College representatives to be identified, to do updating/immediate review of College academic policies.
• FHS Policy Committee representatives to be identified for membership on the FHS Policy Committee.
• College resources required within various programs to complete comprehensive/intermediate review of academic policies.

**Recommended Timelines:**
• September 2014 to September 2015: Initial review/updating of policies.
• September 2015: Creation of FHS Policy Committee, with terms of reference.
• September 2015 – September 2017: Comprehensive review of all academic policies for harmonization within Faculty of Health Sciences.

**Final Product Delivery:**
• Updated academic policies by September, 2015
• Harmonized academic policies by September, 2017
Faculty of Health Sciences

Academic Policy

Comprehensive Review Process

1. **Policy Review & Priority of Review Determined**
   - Per College Prioritization process

2. **Policy Reviewer Identified**
   - Head of College program

3. **Review/Revise Policy**
   - Policy Reviewer

4. **Stakeholder Consultation**
   - Issues Identified and Resolved
   - Revisions Made
   - Policy Reviewer

5. **Revised Policy (or other recommendations) presented to FHS Policy Committee**
   - Revised
   - Through the Chair,

6. **Revised Draft Policy submitted to:**
   - Office of the University Secretary (for Senate Committee review)
   - College and/or FHS Dean’s Councils, for approval
   - College and/or Faculty Councils, as needed, for approval
Date: XX, 2014
To: College Program Leads [identified by College Dean or designate]
From: Dean, College XX
Re: Review of Academic Policies

As you are aware, we are in the process of transition to a new Faculty of Health Sciences.

The Students Subcommittee has indicated that virtually all academic policies will require simple updating to reflect the new terminology respecting the “College” and “Faculty” as well as any updating required to make sense of the process structure within the policy, given the new Faculty of Health Sciences.

At this time, we are asking you to complete the inventory for your program(s), and to update these academic policies, only with respect to the above-noted updating, with the updates to be complete by September 2015.

Your inventory and subsequent updating should include policies within the following subject areas:

- Academic Records
- Assessment
- Attendance and Absences
- Courses and Curriculum
- Electives
- Transfers
- Withdrawals
- Student Records
- Performance
- Evaluation
- Examinations – Conduct, Deferrals, Invigilation, Results, Supplemental
- Progress and Promotion
- Reappraisal
- Remediation
- Appeals
- Accommodation/Accessibility

It is anticipated that, at a later date, once the new Faculty is established and in place for a period of time, a more comprehensive policy review will be undertaken, to determine consistency and harmonization among the Colleges, the Faculty of Health Sciences and any applicable University-wide policies. More information will be forthcoming as we set up the process for this review, in the future.

Thank you in advance for the time dedicated to this work. Should you have any questions respecting the above, do not hesitate to contact me or the Students Subcommittee Lead, Doug Brothwell.

Copy: Doug Brothwell, Students Subcommittee Lead
Appendix Briefing Note B: Centralized Advising/Enrolment Office

Objective and Issue:
- Infrastructure support for the following Students and Student Support Services Subcommittee objectives and issues:
  - Admission and Recruitment
  - Enrolment Verifications
  - Registration/Admission Non-Academic Requirements
  - Scheduling Timetables
  - Academic Advising
  - Immune Status Program
  - Financial Aid and Awards

Recommendation to the 4S Subcommittee:
- That the Faculty of Health Sciences establishes a Centralized Advising/Enrolment Office tasked with meeting the needs of health science students.
  - The Centralized Advising/Enrolment Office be located on Bannatyne Campus and the College of Nursing will continue to operate status quo until such time as the College of Nursing is relocated to Bannatyne Campus.
  - To explore the advising and enrolment issues of non-nursing Ft. Garry students. This is currently limited to five 1st-year Dental Hygiene students, but is expected to grow substantially with introduction of the Bachelor of Health Sciences program.
- That the Faculty of Health Sciences explore the organization, structure, and governance for student support services on Bannatyne Campus.

Recommended Future Steps:
- That a Working Group be struck to determine the infrastructure, operation, and human resource allocation/reallocation for the Centralized Advising/Enrolment Office.
- That a proposal and implementation plan be developed.
- After approval of the plan and recommendations, establish the Centralized Advising/Enrolment Office.

Resources Required:
- To be determined following reallocation of currently distributed resources.

Recommended Timelines:
- October 2014 – Working Group formed
- November 2014 – Final recommendations sent to appropriate authority body for ratification (i.e., Faculty Council).

Final Product Delivery:
- September 2015 – Operational FHS Centralized Advising/Enrolment Office
Appendix Briefing Note C: Academic Advising

Objective and Issue:
- Faculty of Health Sciences students have access to supports that enhance academic success
- Academic Advising (for students requiring proactive academic help, rather than remediation)

Background Information:
- Academic Advising can be divided into 3 types: (1)
  - Prescriptive Advising
    ▪ Guidance on issues such as course selection and academic policies & procedures which are unaffected by student differences. Students volunteer for this type of assistance.
  - Developmental Advising
    ▪ A counselling or coaching approach to get students to assume responsibility for their learning. It requires individual assessment of abilities, values, etc. Students may volunteer for the assistance, or may be given advice to seek the assistance.
  - Intrusive Advising
    ▪ Intentionally seeks out and follows up with ‘at-risk’ and ‘off-track’ students. Tries to engage students regarding motivation, academic preparation, and life factors.
- Academic Advising is important. The UM Strategic Planning Framework promises: “...opportunities for students to learn, thrive, grow, and be celebrated....”. Academic Advising has been identified as being a key contributor to student retention and success.
- We currently have a complex, disjointed, ad-hoc system. At UM, Academic Advising for UG and Graduate students occurs as a continuum of services across the institution.
  - Locations: Academic Advising occurs in individual faculty offices, College-level Student Services ‘suites’, Associate Dean’s offices, and University-level Services for Students at Ft. Garry (FG) and Bannatyne Campus (BC) offices. Some centrally provided services are not available on BC, effectively making the service unavailable to BC students.
  - Advisors: Academic Advising is provided by a large number of people with varying degrees of training and experience, including support staff, academics, appointed class advisors, Associate Deans, research Supervisors, and designated student advisors.
    ▪ RT, PT and SDH use an academic to act as the “Year Coordinator” for each class, with a different faculty assigned in subsequent years. Dentistry keeps the same Class Advisor for the 4-year duration. No similar system exists in Pharmacy.
      ▪ These individuals also play a key role in identifying academic troubles, by acting as an ‘ear to the ground’ in each College.
- In most Colleges, it is usually an academic staff member that initially identifies students with substantial academic difficulty.
- A risk for “Conflicting Roles” was identified where some advisors (i.e., Associate Deans) may provide Academic Advice one day, and then discipline for the same issue a short while later.

Consultation/Assessment Process Used:
4S Subcommittee representatives were asked by email to provide a representative to a working group on Academic Advising.

A single working group meeting was held to discuss the various existing systems and preferences for the future.

A working draft of this document was subsequently circulated to the working group members, with feedback incorporated into this document.

Recommendation to the 4S Subcommittee:
That the Faculty of Health Sciences:

- Establish a unified academic advising service that integrates all common academic advising duties into a central office, and coordinates distributed academic advising components.
  - Includes a central ‘Faculty Academic Advising Specialist’ and distributed ‘College Academic Advising Specialists’. These individuals to serve as primary AA contacts that determine the appropriate referral for students identified with AA needs within each College by matching students with the best advisor and level for each specific situation.
  - As a general principle, Prescriptive Advising and Developmental Advising may be suitable for provision at a Faculty level, while Intrusive Advising may be best provided at a College level.
  - Standardize a system of student advising for use by all Colleges
  - Provide ongoing ‘academic advising training’ sessions and forums on best AA practices to build ability of faculty and staff for whom academic advising is not a primary role.
  - Cross train staff to allow back-up for persons providing College-level advising
  - Liaise with the University Advising Council, once established.
- Establish a peer-tutor system to support student learning at the College level. (This resource would also be used for student remediation.)
- NOTE: The Office of Legal Counsel has confirmed that conflict of interest is not a concern if individuals responsible for student discipline are also responsible for Academic Advising.

Recommended Future Steps:

- A new ‘Ad-Hoc Committee on Academic Advising’ be formed (to include the Director, Services for Students at Bannatyne Campus, Executive Director Student Academic Success, Academic Deans, and student advisors) to create a detailed plan addressing the above listed issues.
- Committee to liaise with Vice-Provost (Students) regarding the University Advising Council.

Resources Required:

- Office space will be required, ideally with Services for Students at Bannatyne Campus.
- A new ‘Academic Advising Specialist, Faculty of Health Sciences’ position will be required. Could possibly be accommodated by reallocation of existing support services personnel.
Recommended Timelines:

- September 2014 – Ad-Hoc Committee on Academic Advising formed and tasked to develop detailed academic advising recommendations
- November 2014 – Ad-hoc Committee recommendations reviewed and approved by Students and Student Support Services Subcommittee
- December 2014 – Detailed academic advising recommendations completed and sent to appropriate authority body for approval / resourcing.
- April 2015 - Details of new Academic Advising system widely communicated.
- March to September 2015 – Academic Advising training sessions held

Final Product Delivery:

- September 2015 – New Faculty of Health Sciences Academic Advising system operational.
Appendix Briefing Note D: Admission and Recruitment

Objective and Specific Issue:

- Review the current Admission and Recruitment processes within the Colleges of the Faculty of Health Sciences to determine opportunities to improve efficiencies and effectiveness.
- With the transition to a new Faculty of Health Sciences, there are opportunities to integrate our Admissions and Recruitment processes to optimize our resources while providing the best service to prospective students.

Background Information:

- Undergraduate programs:
  Admissions

The Colleges each have some unique admission requirements, but also share similar processes. The items below that are italicized are the responsibility of the Admissions Office in Enrolment Services; the others listed are the responsibility of the Colleges. For some of the items below there is a great deal of collaboration and shared responsibility between the Admissions Office and the Colleges.

Core Admissions Functions:

- Pre-advising for prospective students
- Receipt of applications
- AGPA calculations
- “Other” calculations
- Application vetting and ranking
- Interview/ exam process
  - Logistical set up
  - Recruitment of interviewers/ graders
  - Post interview discussions, scoring and follow up
- Organization and co-ordination of selection committees
- Preparation of offers
- Waitlist management and subsequent offers

General Observations:

- All applications are submitted to the Admissions Office
- The Admissions Office is responsible for the majority of the calculations required
- In the case where interviews/ admission exams are required as part of the admissions process, the College is responsible for significant logistical work
- All offers are prepared by and sent to students by the Admissions Office
- The type and level of detail involved in prospective student advising varies by College; the Admissions Office is also involved in prospective student advising
• The Admissions Office manages wait list activity for the vast majority of the Colleges
• The application deadlines vary by program; however final selections all take place from May-June
• Colleges who have a high involvement in the Admissions process are:
  o College of Medicine
  o College of Dentistry
• Colleges who have a low involvement in the admissions process are:
  o College of Pharmacy
  o School of Dental Hygiene
  o College of Rehabilitation Sciences (Respiratory Therapy)
  o College of Nursing

Recruitment
Each College operates and participates in a variety of recruitment related activities; they also create materials to educate prospective students about the opportunities that exist within the Colleges. The ‘University-wide’ events listed below are those events that are operated by the Student Recruitment Office.
• College based events (events operated by individual Colleges)
• College based presentations to schools
• University-wide events (coordinated by the Student Recruitment Office)
  o Evening of Excellence
  o Info Days
  o Rotary Career Symposium
  o Brandon Career Symposium
  o Discovery Day for International Students
• Other events
  o This could include participation in expos or symposiums operated by other Faculties or departments at the University of Manitoba
• Promotional material
  o This includes the creation of College specific brochures and other promotional materials; in addition the Colleges are expected to provide content for university-wide publications e.g. Viewbook

Other functions
These functions are not considered core admissions or recruitment functions, but should also be considered.
  o Registration and “non-academic” requirement fulfillment e.g. record checks, immunizations, etc…
  o Communication with newly admitted students
  o Management and oversight for tests related to the application and admission process (e.g. DAT)
• All the Colleges of the FHS are assigned the same Admissions Officer. (Figure 1)
• A summary of the undergraduate admissions process for each College was prepared. (Figure 2)
• A summary of the current support staff in the FHS that are involved with Undergraduate Admissions and Recruitment was prepared (Figure 3)

• Graduate programs:
All the Colleges have graduate programs that are administered by both the Faculty of Graduate Studies, and the individual College. Currently the graduate programs within the FHS are responsible for calculating the GPA’s of all their applicants. This is often a complicated process with the numerous international transcripts that are submitted. Many programs do not feel they have the expertise to complete these calculations, even after training is provided by the FGS. FGS later recalculates the GPA’s and verifies the transcripts of all students being offered a position. There is often a variance between the departments GPA calculation and the FGS calculation. The current process results in duplication of efforts, and a high number of staff within the Colleges who spend time trying to complete the calculations for their program.

• A summary of the Graduate Studies Application and Admissions Process is attached (Figure 4)

Consultation/Assessment Process Used:

• Four meetings were held with the working group members listed below. Information and discussions were also shared via phone, email and in person.

FHS Admission/Recruitment Working Group

College of Dentistry: Jean Lyon
College of Medicine: Jessica Ivanko
College of Nursing: Karla Blackwell
College of Pharmacy: Cheryl Lee
College of Rehabilitation Sciences: Lisa Mendez/ Denise Mackey
Enrolment Services: Jeff Adams, Erin Stone, Lisa Kachulak-Babey
Faculty of Graduate Studies: Jaclyn Vadeboncoeur, Gayle Tillie, Maria Colosimo

Recommendation to the Students/ Student Support Services Subcommittee:

1) Admission Materials - A template has been created to help standardize the format of the undergraduate Application Information Bulletin for each program. This will be effective for the 2015-16 Bulletins, which will be posted in the fall of 2014.
The Admissions Office has recently implemented the Apply Yourself (AY) Online Application System which will help streamline the application process.

No changes are required.

2) Student Selection Criteria - The responsibility should remain at the College level and each College should retain their existing Admissions Selection Committee. Each College should have its own criteria to maximize the validity of the admission decision process. No changes are required.

3) Academic Requirements -
Recommendation: The responsibility should remain at the College level.

A review should take place to discuss:

- How are courses deemed to be equivalent in the admissions process? There may be an opportunity to harmonize the equivalency of some required courses.
- What is considered as an acceptable Written English requirement? Some Colleges may have different rules, and we could be more consistent with this requirement.
- What are the current English Language proficiency requirements? There may be an opportunity to harmonize this requirement.

4) Admissions Advising & Recruitment -
Recommendation #1: Create a FHS Centralized Office for Admissions and Recruitment. This would allow cross-over training, knowledge sharing and potential vacation coverage between the Colleges and would provide quality service to students trying to access information. The office staff would provide pre-advising to prospective students and would also staff all the recruitment events on behalf of the FHS. This would reduce the number of staff that are currently required to attend recruitment events, but would enhance the promotion of the new FHS.

Recommendation #2: New recruitment publications and display units should be created and ordered for each College with the new FHS logo.

5) Admission Process
Undergraduate - The Admissions Office will continue to support the Colleges with the established application/admission process. This includes some prospective advising, reviewing applications, calculating GPA's, creating ranking lists, preparing offers and managing waitlists.

Recommendation: There should be a review of the duplication of efforts between the Admissions Office and the Colleges, as in some cases duplication has been identified.
Graduate-

**Recommendation #1:** The Faculty of Graduate Studies should provide a single source of expertise by completing the GPA calculations for all the FHS graduate programs and provide ranking lists where applicable. (the same process the Admissions Office uses for the undergraduate programs) FGS staff have the knowledge to translate the various transcripts and already complete this process on a daily basis. This would provide the most consistent and efficient process to ensure all potential graduate students have their GPA’s calculated in the same manner.

**Recommendation Option #2:** If FGS is unable to provide the support as requested above, the FHS Admissions and Recruitment Office should provide this support to the graduate programs. This would result in a more efficient and accurate process where a few dedicated support staff could be trained to complete these calculations.

**Recommended Future Steps:**

- There should be a review of the duplication of efforts between the Admissions Office and the Colleges.
- There should be a review conducted by the Colleges to see if there is an opportunity to harmonize some course equivalencies and standardize the Written English requirement and English Language Proficiency requirement within the FHS. The Admissions Office could offer support where needed.
- An implementation committee should be formed to move forward with the proposed FHS Admissions and Recruitment Office.
- New recruitment publications and display units should be ordered when the new logo is created.

**Resources Required:**

- Office space that is centrally located and easily accessible to students
- Staff to support the FHS Admissions and Recruitment Office (Re-allocation of existing staff may be possible)
- Funds for purchasing new recruitment publications and display units.

**Recommended Timelines:**

- Fall 2014 – Perform a review of the duplication of efforts between the Admissions Office and the Colleges.
- Fall 2014 – Perform a review of the current practices used to determine course equivalency, the Written English requirement and the English Language Proficiency requirement.
- Fall 2014 – Form a committee to begin planning the FHS Admissions and Recruitment Office.
- Fall 2014 – Order new publications and display units
- Winter 2015 – If changes are required to standardize course equivalency, the Written English requirement and
the English Language Proficiency requirement, the changes should be submitted SCADM and Senate for approval.

Final Product Delivery:

- Winter 2015 – Decision finalized of who will calculate the graduate program GPA’s
- Winter 2015 – Review completed and plan created to reduce duplication between the Admissions Office and the Colleges.
- Fall 2015 – The FHS Admissions and Recruitment Office would be operational
- Fall 2015 – Implement potential changes to standardize course equivalency, the Written English requirement and the English Language Proficiency requirement for Fall 2016 admission.
Appendix Briefing Note E: Enrolment Verifications

Objective and Specific Issue:

- **Objective 1:** Registrar functions are consistent and effective.
- **Enrolment Verifications**

Background Information:

- Students require verifications of their program of study and current enrolment for several different reasons: student loans, employment, housing, study permit applications, etc.
- The Registrar’s Office is the primary provider of enrolment verifications. The RO issues several types of enrolment related letters and completes forms as requested. Among these are: International Student Status letters; Confirmations of Enrolment, non-enrolment, eligibility to graduate and of degree awarded; Registered Educational Savings Plan forms.
- Students are charged a fee for this service – currently $8.50 per document.
- Faculty advising offices also issue letters in relation to academic study and enrolment upon request. The degree to which this service is provided varies from one office to another and may be dependent on workload/staffing or on the specificity required to be included in the letter.
- The Registrar’s Office will, in some circumstances, refer student requests for enrolment and study verifications to the student’s faculty or program. Generally, these referrals would in cases in which the information requested does not reside in the student information system: e.g attendance profile, the nature of clinical rotations and practicums, etc. With the exception of the Faculty of Graduate Studies, faculty offices do not generally charge a fee for this service.
- Enrolment Verification and related letters may be ordered from the Registrar’s Office in person, by mail or by fax. As the RO does not offer in-person service at the Fort Garry Campus only, Bannatyne campus advising offices may be more frequently asked by students to supply this service.
- The Registrar’s Office has submitted a plan to IST to develop online ordering of various types of enrolment verification. This development will extend service to Bannatyne students and reduce demands placed on faculty advising offices.

Recommendation to the 4S Subcommittee:

- No immediate changes is necessary in relation to the provision of enrolment verifications and related documents.
- In the case that information is requested that is not stored in the SIS (nature of practicums, Clinical experiences, attendance profiles, etc), students should continue to requests these from the College advising offices.
- Once the online ordering system is developed and launched, advising offices should refer students to that service so that all verifications issued by the U of M are consistent in terms of content and delivery.
Recommended Future Steps:

- Should a central advising/enrolment office for the Health Sciences be developed, verification or explanation of specific academic activity not provided by the RO letters and forms should be provided through the central office. Until such time as Nursing is relocated at the Bannatyne Campus, the College of Nursing advising office should continue to provide this service for students in the Health Sciences programs and who are studying at the Fort Garry Campus.

Resources Required:

- No additional resources required at this time.

Recommended Timelines:

- It is hoped that an online Enrolment Verification process is available in Fall 2015.
Appendix Briefing Note F: Financial Aid and Awards

Objective and Issue:
- Harmonization of policies and processes regarding financial aid and awards within and between Colleges, and align to Financial Aid and Awards (FAA) policies and processes, including but not limited to assessment of unmet financial need for registrants in the Faculty of Health Sciences.
- Increased presence and scope of activities of FAA staff at Bannatyne Campus.
- Development of curriculum specific to financing education for College registrants with support from FAA.
- Reduce reliance upon for-profit institutions for curricular and extra-curricular financial counselling.
- Identify and address need for enhancing College specific financial aid and awards to address barriers to access and participation in health professional programs.

Background Information:
- Financial Aid and Awards (FAA) is a division of Student Enrolment within Student Affairs under the leadership of the Vice Provost (Students).
- FAA main office is on Ft. Garry Campus, with an additional presence at Bannatyne Campus within Services for Students at Bannatyne Campus.
- FAA scope currently includes: bursaries, scholarships and other financial awards; liaison with government aid programs; emergency financial loans; and foodbank supports.
- Colleges within the Faculty of Health Sciences may administer College-specific financial aid in the form of bursaries, scholarships, and other financial support.
- There is a variety of curricular and extra-curricular information on financing one’s education and personal financial affairs.

Consultation/Assessment Process Used:
- To date there has been limited consultation regarding the stated objectives. There have been preliminary discussions with Mr. Jeff Adams, Executive Director, Enrolment Services.

Recommendations to the Students /Student Services Subcommittee:
- Continue with a process of consultation in order to meet the stated objectives.

Resources Required:
- To be determined, but it is anticipated that human resources will be increased to meet the stated objectives.

Recommended Timelines:
- Harmonized approaches to financial aid and awards by Fall 2015.
- Curriculum development and other College specific financial counselling resources over time, and as determined by individual Colleges.
Appendix Briefing Note G: Immune Status Program

Objective and Issue:
• Determine if the Immune Status (Immunization) program should be harmonized across all Colleges within the Faculty of Health Sciences (FHS).
• As we transition to one Faculty of Health Sciences, it is desirable, where possible, to have consistency in immunization and testing requirements for students in healthcare disciplines within the Colleges, reviewed against national Canadian recommendations.

Background Information:
• The Director, Immunization, Bannatyne Immune Status Program, has continued to expand the services provided to the programs located at the Bannatyne campus. Currently, he attends to the following:
  • Oversee the immunization and testing requirements for students in Dentistry, Dental Hygiene, Medicine (excluding residents – provided through Winnipeg Regional Health Authority Occupational Health), Occupational Therapy, Physical Therapy, Respiratory Therapy, Pharmacy, and the Physician Assistant Program; approximately 1200 students.
  • Review the immunization and testing requirements each year against national Canadian recommendations, and updated after consensus is reached by the programs. Experts are contacted for clarification (e.g. Public Health Agency of Canada; Centers for Disease Control and Prevention).
  • Offer orientation lectures to incoming learners (90 minutes; offered three times this year).
  • Review student records (approximately 375), to determine what is missing.
  • Contact students and ask questions for clarification.
  • Order serology; review and sign serology letters (approximately 700).
  • Train medical student volunteers on administering immunizations and tuberculin skin tests (TSTs) (approximately 70 students).
  • Coordinate schedule and rooms.
  • Administer immunizations and tuberculin skin tests (and catch-up clinics).
  • Coordinate seasonal influenza clinics and offer tetanus/diphtheria (Td) or tetanus/diphtheria/acellular pertussis (Tdap) boosters that become due during a program.
  • Offer various tests and immunizations required for other universities such as third year medical student TSTs, serology, orientation documents, and elective forms.

• Nursing currently requires its learners to obtain their immunizations and tests individually, outside of Nursing.

Consultation/Assessment Process Used:
• Face to face meetings were arranged with Dr. William Libich, Ms. Karen Dempsey, Dr. Bruce Martin and Ms. Marcia Dzik. Consultation with Dr. Ed Kroeger, Assistant Dean, Graduate Studies, Medicine.

Recommendations to the Students /Student Services Subcommittee:
• That the current Bannatyne Immune Status Program be expanded to be “The Faculty of Health Sciences Immunization Program”, with the following specifics:
- Include the Nursing programs and provide the same oversight and services as currently provided to the Bannatyne students.
- Oversee graduate students in the Colleges of the Faculty of Health Sciences that are not currently included.
- Expand student immunizers to include Nursing, Pharmacy and Physician Assistants (in addition to Medicine).
- Oversight of travel services requirements for students.
- Review immunization requirements for all visiting students within the Faculty of Health Sciences and its Colleges.

- At a later date, that the Program be reviewed to determine if other areas of expansion are appropriate, including:
  - Non-occupational immunizations for students (e.g. human papillomavirus, hepatitis A).
  - Post-travel TSTs for students, when indicated.
  - Staff immunizations (e.g. measles/mumps/rubella, Tdap) – i.e. “Immunization Centres” at Bannatyne and Fort Garry campuses.
  - Development of an Access database for record purposes.

**Resources Required:**

- With the above initial expansion (inclusion of Nursing and FHS graduate students), this includes approximately 1000 additional students within the Immune Status Program. This will require approximately an additional .5 EFT to a 1.0 EFT in support (likely half allocated to additional administrative support and half allocated to medical oversight).

**Recommended Timelines:**

- September 2014: Expansion to Faculty of Health Sciences Immunization Program.
- September 2016: Review for potential further expansion.

**Final Product Delivery:**

- Harmonized immunization program with consistent standards provided to all Faculty of Health Sciences students.
Appendix Briefing Note H: Registration/Admission Non-Academic Requirements

Objective:

- To review the registration/non-academic admission requirements for each of the colleges and determine if any of the requirements can be harmonized.

Specific Issue:

- Students are required to submit some or all of the following documents by specific dates and with varying consequences of non-compliance: Criminal record search certificate, including vulnerable sector search; adult and child abuse registry checks; Standard First Aid; Cardiopulmonary Resuscitation (CPR); immunizations; respiratory mask-fit testing; and Winnipeg Regional Health Authority (WRHA) Personal Health Information Act (PHIA) training.

Background Information:

- Students in the colleges are required to meet WRHA requirements and national standards for the professions.
- Each college requires students to meet specific immunization requirements; obtain and submit a Criminal Record Search Certificate, including Vulnerable Sector Search, and Adult and Child Abuse Registry checks; obtain CPR at the Health Care Provider Level; and take WRHA PHIA Training which is currently being done at college orientations.
- All colleges except Nursing participate in the Bannatyne Campus Immunization Program.
- Nursing is exploring its participation in a Faculty of Health Sciences Immunization Program, if such a program is developed.
- The Colleges of Dentistry and Pharmacy do not require respiratory mask-fit testing, which is required by the other colleges.
- The College of Pharmacy requires its students to complete a course in Standard First Aid, which is not required by the other colleges.
- Each college has different submission deadlines, depending on the start dates of clinical practice within the college.
- The Colleges of Dentistry, Rehabilitation Sciences, Medicine, and Pharmacy link the requirements to registration for courses or start dates of clinical rotations, whereas the College of Nursing requirements are linked to admission, with students being provisionally admitted pending receipt of completed requirements by a deadline.
- Consequences of non-compliance are different for each college.
- Initial recommendations regarding each requirement are as follows:
  - **CPR:** That students in all Faculty of Health Sciences colleges be certified at the Health Care Provider Level with annual recertification.
  - **Standard First Aid:** That students be required to take a Standard First Aid course either at time of admission or first registration. As it expires in 3 years, further discussion regarding renewal is required.
o **Immunizations:** That students in all Faculty of Health Sciences colleges meet the same immunization requirements; however, each college may have different deadlines and consequences of non-compliance that meet the needs of the college.

o **Self-Declaration for Criminal Record, and Adult and Child Abuse Registry Listings:** That students in all colleges will be required to complete a self-declaration form with the same principles, but the wording on the forms might be different, according to the requirements of the college.

o **Criminal Record Search Certificate, including Vulnerable Sector Search, and Adult and Child Abuse Registry Checks:** That the colleges will follow the University of Manitoba policy, when approved, regarding frequency of submission of Criminal Record Search Certificate, including Vulnerable Sector Search, and Adult and Child Abuse Registry checks. Students will also be subject to meeting the requirements of clinical practice sites that may require more frequent checks.

o **Respiratory Mask-Fit Testing:** That the Faculty of Health Sciences contact the WRHA regarding funding to cover the cost of respiratory mask-fit testing of all students at the beginning of their program.

o **General Recommendations:**
  - **Faculty level:** That the requirements generally be the same for all students in the Faculty of Health Sciences.
  - **Faculty level:** That, at the time the requirements are due, the student may lose her/his place in the program if there are deficiencies, which may have different meanings for different colleges (e.g., admission revoked, not permitted to register or start classes, or other).
  - **Faculty level:** That the requirements be administered (e.g., documents collected and records kept) by a central office.
  - **College level:** That due dates and consequences of non-compliance be college-specific, and that the colleges manage students with deficiencies and who are non-compliant.
  - That this complex issue be explored further in order to harmonize the requirements.

Consultation/Assessment Process Used:

- Meetings were held on April 22, 2014 and May 12, 2014 with representation from the colleges: Dentistry, Medicine, Rehabilitation Services, Nursing, and Pharmacy.
- Each college submitted their requirements, due dates, and consequences. See Appendix 1.

Recommendations to the 4S Subcommittee:

- That a committee be formed, with representation from each college, to harmonize the requirements and develop Faculty-level policies, and set the due dates and consequences of non-compliance for students in each college.

Recommended Future Steps:
• That a central office in the Faculty of Health Sciences be established with staff to collect the documents, maintain the records, and inform the colleges of deficiencies for follow-up. The College of Nursing would collect and maintain its own records until the College relocates to the Bannatyne Campus.

Resources Required:

• Office space that is centrally located and has easy access for students to seek assistance and drop off documents.
• Support staff to collect the documents, maintain records, and inform college staff; and college staff to manage deficiencies.
• Re-allocation of existing staff may be possible.
• Support staff needs would increase with the relocation of the College of Nursing to the Bannatyne Campus.

Recommended Timelines:

• Establish the office as soon as possible.
• Fall 2014 - Form a committee; harmonize requirements; and write policies and procedures.
• Winter 2015 – Submit to various committees and Senate for approval.
• April 2015 – Approval process completed.
• Fall 2016 – Implement harmonized requirements commencing Fall 2016 admission.

Final Product Delivery:

• As soon as possible: Central office created to collect documents and maintain records on behalf of all colleges except Nursing.
• September 2016 admission: Harmonized requirements, and policies and procedures.
• Upon the College of Nursing’s relocation to Bannatyne Campus: Central office to include College of Nursing in its collection of documents and maintenance of records.
Appendix Briefing Note I: Scheduling/Timetables

Objective and Specific Issue:

- Objective 1: Registrar functions are consistent and effective.
- Scheduling/Timetables

Background Information:

- Class scheduling consists of two broad processes: development of the timetable – what to teach, by whom and when; and classroom assignment. The latter is dependent on the former.
- Individual departments and programs are responsible for development of the timetable. Detailed knowledge about courses, programs and the progress of students is required to develop timetables that meet the needs of students in the program.
- Once developed, the timetable information is entered to the Banner SIS by the faculty/school scheduler.
- The faculty scheduler is also responsible for conveying the room needs for each class: type of room, equipment needed, etc.
- The Registrar’s Office is responsible for classroom assignments, and utilizes information provided by unit schedulers. The RO competes as many room assignments as possible using the classroom scheduling system (Ad Astra). During this process, bottlenecks and infeasibles may be identified resulting in a lack of room assignment. The RO then works with unit schedulers to resolve these and ensure all classes are assigned to a suitable room.
- Additional room assignments and room changes may be required due to timetable changes after room assignments have been completed. Unit schedulers are responsible for these room assignments, with support from the RO.
- Instructional spaces are also used for non-class activity. Each unit is responsible for administering non-class room bookings through Ad Astra. A central request form is provided. The Bannatyne Campus has centralized non-class room bookings to a central FHSc office.

Recommendation to the 4S Subcommittee:

- No immediate change is required.
- The role of the unit scheduler may continue to be provided by staff reporting to the Colleges.

Recommended Future Steps:

- Should a central advising/enrolment office for the Health Sciences be developed, the Faculty should consider centralizing the role of classroom scheduling. Until such time as Nursing is relocated at the Bannatyne Campus, the College of Nursing office should continue to provide this service courses offered at the Fort Garry Campus.
Resources Required:

- No additional resources required at this time.

Recommended Timelines:

- Centralization of the classroom scheduling role should be planned to be in effect for the Fall 2016 class offerings.