BOARD OF GOVERNORS

The material contained in this document is the Agenda for
the next meeting of the Board of Governors.

Tuesday, March 24, 2020
TBD
4:00 p.m.

OPEN
SESSION

Please call regrets to: 474-6165 no later than 9:00 a.m.
the day of the meeting.

OFFICE OF THE UNIVERSITY SECRETARY

Tuesday, March 24, 2020 at 4:00 p.m.

AGENDA	**Presenter**	**Page**	**Est. Time**
1. **ANNOUNCEMENTS**	Chair		4:00 p.m.

FOR ACTION

2. **APPROVAL OF THE AGENDA**	Chair	2	4:00 p.m.
3. **MINUTES (Open Session)**			
3.1 Approval of the Minutes of the February 3, 2020 OPEN Session as circulated or amended	Chair	4	4:00 p.m.
3.2 Business Arising - none	Chair		

4.   **UNANIMOUS CONSENT AGENDA**   Chair   4:05 p.m.

If any member of the Board wants to ask a question, discuss or oppose an item that is marked for the consent agenda, the member can have an item removed from the consent agenda by contacting the Secretary of the Board prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

4.1 *Consent Items from Senate (for approval)*			
4.1.1 *Report of the Senate Committee on Awards [December 17, 2019]*	*President*	*12*	*(consent)*
4.1.2 *Report of the Senate Committee on Awards [January 16, 2020]*	*President*	*27*	*(consent)*
4.1.3 *B.Sc. (Major) in Data Science, Faculty of Science*	*President*	*34*	*(consent)*
4.1.4 *Professorship in Diabetes Research*	*President*	*137*	*(consent)*
4.2 *New Business (for approval)*			
4.2.1 *University Librarian Bylaw Revision*	*J. Leclerc*	*146*	*(consent)*
4.3 *Consent Items from Senate (for information)*			
4.3.1 *Undergraduate Admission Targets, 2020*	*President*	*156*	*(consent)*
4.3.2 *Report of the University Discipline Committee*	*President*	*160*	*(consent)*
4.4. *Consent Items from Executive (for information)*			
4.4.1 *Change to Alumni Election Process*	*President*	*283*	*(consent)*
4.4.2 *Closure of the M.Sc. in Textile Sciences*	*President*	*293*	*(consent)*

5. **FROM FINANCE, ADMINISTRATION, AND HUMAN RESOURCES**			
5.1 Residence Room and Meal Plan Rates	K. Lee	305	

Tuesday, March 24, 2020 at 4:00 p.m.

	AGENDA	Presenter	Page	Est. Time
FOR INFORMATION				
6.	**NEW BUSINESS**			
6.1	Report from the President	President	319	4:10 p.m.
FOR DISCUSSION				
7.	**FROM SENATE**			
7.1	Request to Extend Suspension of Admissions to Bachelor of Human Ecology in Family Social Sciences, including the After Degree	President	327	4:25 p.m.
7.2	Requests to Revise Admission Targets, Bachelor of Commerce (Honours), I.H. Asper School of Business, and Bachelor of Social Work, Faculty of Social Work.	President	343	4:30 p.m.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION

University of Manitoba

Minutes of the
OPEN Session of the Board of Governors
February 3, 2020

Present: J. Lieberman, Chair
            J. Leclerc, Secretary

D. Barnard   K. Clarke   L. Hyde   J. Knysh   K. Lee   C. Loewen
A. Mahon   T. Matthews C. Neumann   K. Osiowy   S. Prentice   J. Sanderson

By Telephone: J. Anderson

Assessors Present: S. Woloschuk

Regrets: S. Bonner-Proulx   J. Linden   M. Hudson (Assessor)   M. McNicholl
            L. Reimer   J. Sanderson   J. Taylor

Absent: D. Hunter

Officials Present: C. Cook   S. Foster   D. Jayas   J. Kearsey
                      L. Zapshala-Kelln

Officials Sending Regrets: J. Ristock

Guests: L. Yarchuk

1.   ANNOUNCEMENTS

The Chair congratulated President Barnard on being awarded the CASE VIII 2020 Leadership Award at the CASE VIII international conference held recently in Seattle. He explained that the Council for Advancement and Support of Education (CASE) is the global association for professionals in advancement, who recognized Dr. Barnard for his outstanding leadership and support of education.

Mr. Lieberman welcomed Dr. Catherine Cook, Vice-President (Indigenous) to her first Board of Governors meeting.

The Chair reminded members of the Board of the annual retreat coming up on March 13 at 5:30 p.m. and March 14 at 8:30 a.m. He said that further details and the agenda will be circulated in the coming weeks. He added that the focus of the Friday evening session would be Indigenous Teachings and Saturday's focus will be faculty bargaining and the presidential transition.

2.	**PRESENTATION**

2.1	Update on the Branding Initiative

Mr. Kearsey introduced Ms. Lori Yarchuk, Associate Vice-President, Marketing Communications. He said Ms. Yarchuk has been at the University of Manitoba for 14 years and received the President's Award for Excellence two years ago. He added that she has been instrumental in the development of the Trailblazer campaign and in the new brand concept as well. He noted that she will be retiring as of May 31 of this year.

Mr. Kearsey stated that work had begun on this new brand expression with multiple consultations in November of 2017. He said there had been many different types of consultations were held and over 7000 inputs were received from diverse groups of people.

Ms. Yarchuk started her presentation with a review of the progress made to date on the branding initiative. She noted that the consultation, research, and discovery phases of the process began many months ago and the themes that arose were developed into a strong brand strategy. She said that this feedback was focused into an actionable creative direction. She added that implementation began with the introduction of the brand in communications, infrastructure, and operations.

Ms. Yarchuk said the visual identity has been well received and a transition to the new logo is now underway. She added that work is also being done around the brand voice and visual expression can be expressed in the University's broader marketing efforts. She explained the idea of "collision" arose from the northern lights, the University's brand essence. She stated that the northern lights are a collision of elements that create an awe-inspiring effect, just as the close and connected community at the University enables a collision of ideas, perspectives, expertise, and experience. Ms. Yarchuk shared a number of sample billboards, print advertising, airport pillars, and a large airport spectacular with the tagline: "What inspires you can change everything".

Regarding the next steps, Ms. Yarchuk said that the sample ads will be made into real ads with actual students and the real themes of the brand. She added that the new brand expression will be prominent in all the University's promotional and recruiting items.

Mr. Kearsey said that Board members will start seeing this theme expressed in the Front and Centre Campaign wrap-up event, which will be followed by convocation, then the transition to the new president, and, before long, a new strategic plan.

In response to a question, Ms. Yarchuk said that the last time a new logo was introduced was 20 years ago and the Trailblazer campaign began approximately five years ago. Dr. Barnard commented that the Trailblazer campaign injected a lot of energy into the collective work of the University over the past number of years, and it helped people to see the value of the University. He noted that a great deal of positive feedback was received on that campaign and

this campaign will likely inspire the same positivity both on and off campus. He thanked and complimented the team on the creativity that went into this work.

A Board member commented on the beauty of the sample advertisements and asked if collaboration, teamwork, and synergy could be highlighted in the promotional materials.

Mr. Kearsey said that the University's website is the primary tool to connect with current and future students, as it is often where they first interact with the University. He added that the University also markets to alumni because, in many cases, they influence future students. He added that the University's Alumni are its greatest ambassadors and advocates so it is important to connect with them.

The Chair expressed his thanks to Ms. Yarchuk on behalf of the Board.

FOR ACTION

2.   **APPROVAL OF THE AGENDA**

It was moved by Ms. Lee and seconded by Mr. Knysh:
THAT the agenda for the February 3, 2020 meeting be approved as circulated.
                                                                                                    CARRIED

3.   **MINUTES (Open) Session**

3.1   Approval of the Minutes of the November 19, 2019 Open Session as circulated or amended

It was moved by Dr. Anderson and seconded by Dr. Reimer:
THAT the minutes of the November 19, 2019 Open session be approved as circulated.
                                                                                                    CARRIED

In response to a question, Mr. Leclerc stated that follow-up to the Enrolment Capacity and Decisions presentation given at the November meeting of the Board would be provided at the March 24 meeting. He explained that the Provost was not able to attend the meeting today and would like to be present for the follow-up discussion.

3.2   Business Arising – none

FOR RECOMMENDATION

4.   **UNANIMOUS CONSENT AGENDA**

The Chair reminded members that this part of the agenda is used to approve routine matters that are not controversial and do not normally generate much discussion and said that if any member of the Board wants to ask a question, discuss, or oppose an item on the consent

agenda; they can request that in advance through the Secretary's Office or ask that it be removed before the Chair calls for a mover and seconder for the motion.

It was moved by Dr. Prentice and seconded by Mr. Osiowy:
THAT the Board of Governors approve five new offers, thirteen revised offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 24, 2019].

THAT the Board of Governors approve two new offers, six amended offers, and the withdrawal of six offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated November 14, 2019].

The Board of Governors received the following for information and/or discussion:

5.2.1   *Proposal to Establish a Professorship in Business Sustainability*
5.3.2   *Academic Schedule for 2020 – 2021*
5.3.3   *Closure of Doctor of Philosophy (Ph.D.) in Cancer Control*

CARRIED

6.   **FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES**

6.1   Information Security Policy and Procedure

Ms. Lee reported that the Finance, Administration, and Human Resources Committee met on January 14 to discuss this new policy and recommends Board of Governors approval.

Ms. Zapshala-Kelln introduced Mr. Patrick McCarthy, Director, IT Security and Compliance, who would answer any detailed questions. She stated that the policy was intended to increase security of information and of the University's information systems.

Mr. McCarthy said that cyber threats are very fast and becoming more frequent. He noted that much of the University's Information Technology is distributed rather than centralized and this policy will help to improve consistency in practice and procedure. He added that the policy is meant to be inclusive so that it will cover the student associations as well as all staff and students. He added that there is a communications specialist in IT who will assist in the communications plan around the policy and procedure.

Mr. McCarthy noted that there may be situations where compliance is not possible because of older systems that cannot be patched. He said that in those cases, the environment would be isolated until it a patch is in place. He added that when a patch is not possible the architecture or infrastructure will be upgraded.

It was moved by Ms. Lee and seconded by Mr. Knysh:

THAT the Board of Governors approve the new Information Security Policy and Procedure effective upon approval of the Board.

CARRIED

6.2   Increase the Spending Rate of the University Investment Trust for Fiscal 2020-2021

Ms. Lee again stated that the Finance, Administration, and Human Resources Committee met on January 14 to discuss this proposed increase and recommends Board of Governors approval.

Ms. Zapshala-Kelln commented that the University Investment Trust (UIT) has been doing well. She introduced Mr. Lance McKinley, Director of Treasury Services, who could answer any specific questions.

Discussion ensued about the University's investment policy with respect to environmental sustainability and ethical investing. Mr. McKinley stated that the University's current investment policy does not stipulate which companies the University can or cannot invest in; however, the University does strive to ensure investments align with good governance, social, and environmental records. He explained that the University selects investment managers that are signatories of the United Nations Principles of Responsible Investing. He added that the University expects these managers to follow these principles when investing and find companies that have favorable environmental, social, and governance records.

In response to a request from members of the Board, Ms. Zapshala-Kelln said that a report and/or presentation could be brought to an upcoming Board meeting for discussion.

It was moved by Ms. Lee and seconded by Mr. Knysh:
THAT the Board of Governors approve increasing the spending rate of the University Investment Trust (endowment fund) from 4.25% to 4.50% for fiscal 2020/2021.

CARRIED

7.   **FROM SENATE**

7.1   Establishment of an Institute for Global Health

Dr. Barnard said that Senate is recommending that the Board formally establish the Institute for Global Public Health, located within the Rady Faculty of Health Sciences. He said that the existing Centre will be established as an Institute, and administrative responsibility will shift from the Department of Community Health Sciences to the Rady Faculty of Health Sciences. He noted that the membership will be restructured to include researchers from across the Faculty and the University.

Dr. Barnard stated that the University's work in Global Public Health is significant and well respected. He added that the Institute will allow this work to continue and grow, contributing to research and knowledge translation, public health education, and program delivery and technical collaboration, here and around the world.

It was moved by Dr. Barnard and seconded by Ms. Hyde

THAT the Board of Governors approve the establishment of the Institute for Global Public Health, for a five-year term, from December 4, 2019 through December 3, 2024 [as recommended by Senate, January 8, 2020].

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CARRIED

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7.2   Proposal to Create Departments of Occupational Therapy, Physical Therapy, and Respiratory Therapy in the College of Rehabilitation Sciences

The Chair asked Dr. Barnard to introduce this recommendation from Senate. Dr. Barnard stated that this proposal seeks to formally establish the departmental structure that has existed within the College for many years, but was not formally approved. He said there were no new resources required, as this is the codification of existing practice.

It was moved by Dr. Barnard and seconded by Ms. Hyde:

THAT the Board of Governors approve the establishment of the Departments of Occupational Therapy, Physical Therapy, and Respiratory Therapy, in the College of Rehabilitation Sciences, Rady Faculty of Health Sciences, effective upon approval [as recommended by Senate, January 8, 2020].

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CARRIED

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8.   **FROM GOVERNANCE & NOMINATING**

8.1   Revision to the Terms of Reference of three Committees

Ms. Hyde stated that, as they currently stand, the terms of reference for the Executive Committee; Finance, Administration, & Human Resources Committee; and Management Resources and Compensation Committee include each of the four vice-presidents as a resource person. She added that because there is now a Vice-President (Indigenous), the list of resource persons in the terms of reference must be amended so that Dr. Cook, and her successors, can attend the meetings of those three committees. Ms. Hyde noted that the Governance & Nominating Committee considered this at its meeting on January 14 and recommends Board approval.

It was moved by Ms. Hyde and seconded by Ms. Loewen:

THAT the Board of Governors approves the revision of terms of reference to include the Vice-President (Indigenous) as a resource person to the Executive Committee; the

Finance, Administration, & Human Resources Committee; and the Management Resources and Compensation Committee.

CARRIED

FOR INFORMATION

9.   **NEW BUSINESS**

9.1   Report from the President

Dr. Barnard highlighted a few items from the written report that was included with the meeting materials. He noted that like many Canadian universities, the University of Manitoba community lost a number of individuals from its community in the tragic downing of Flight PS 752. He said there had been moment of silence shared by many Canadian universities was held on January 15 to recognize the tragedy and to honour the victims. He added that a ceremony was held on January 17 by members of the Rady Faculty of Health Sciences who were colleagues of Dr. Forough Khadem, one of the victims who was an alumna and an accomplished Iranian-Canadian scientist. Dr. Barnard said he was honoured to speak at the ceremony and he listened as others spoke in a personal way about Dr. Khadem's vitality and potential, now lost. He noted that he was profoundly moved by the way her colleagues described her.

Dr. Barnard announced that the Sexual Violence Resource Centre had opened January 27, fulfilling an important recommendation of the report, "Responding to Sexual Violence, Harassment & Discrimination: A Path Forward".

Lastly, Dr. Barnard reported that the University will celebrate the success of the Front and Centre campaign and unveil the final campaign total at an event to be held on April 2, 2020. He noted that much excellent work continues in relation to the campaign, and recognized Mr. Kearsey and his team for their efforts and their success.

FOR DISCUSSION

10.   **FROM SENATE**

10.1   Request for increase to Admission Target, Bachelor of Kinesiology, Faculty of Kinesiology and Recreation Management

Dr. Barnard explained that he received a request from the Faculty of Kinesiology and Recreation Management to increase its admission target in Kinesiology by 35 students, effective for fall 2021. He added that last year he had approved a temporary increase for 2019 and 2020. He explained that the Faculty completed an impact assessment of a permanent increase and has determined it can increase enrolment within existing capacity, with additional laboratory fees offsetting the associated cost increases.

Dr. Barnard stated that, under the policy, the President approves these changes after consulting with Senate and the Board. He added that he has consulted with the Senate and no concerns were raised and asked if Board members had any comments. One Board member commented that some of the required courses, anatomy and physiology, statistics, and psychology are already in high demand and can be difficult for students to get into.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL

It was moved by Ms. Lee and seconded by Mr. Knysh:
THAT the meeting move into Closed and Confidential Session.

CARRIED

_____   _____
Chair   University Secretary

Board of Governors Submission

☒ Approval ☐ Discussion/Advice ☐ Information

AGENDA ITEM:

Report of the Senate Committee on Awards [dated December 17, 2019]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve eleven new offers and seven amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 17, 2019].

CONTEXT AND BACKGROUND:

At its meeting on December 17, 2019, the Senate Committee on Awards approved eleven new offers and seven amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 17, 2019].

RESOURCE REQUIREMENTS:

The awards will be funded from the sources identified in the Report.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

These award decisions are consistent with the policy on *Student Awards*. They were reported to Senate for information on February 5, 2020.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☒	Senate Committee on Awards	December 17, 2019
☒	☐	Senate Executive Committee	January 22, 2020
☒	☐	Senate	February 5, 2020
☐	☐		
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

Report of the Senate Committee on Awards [dated December 17, 2019]

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

> On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

Observations

At its meeting of December 17, 2019, the Senate Committee on Awards approved 11 new offers and 7 revised offers, as set out in Appendix A of the *Report of the Senate Committee on Awards (December 17, 2019).*

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 11 new offers and 7 revised offers, as set out in Appendix A (December 17, 2019). These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

1. NEW OFFERS

Baba Nanak Graduate Fellowship

The Punjabi community in Canada generously established an endowment fund at the University of Manitoba in 2018 with a gift of $30,000. The purpose of the fund is to honour the philosophy of Baba Nanak, the founder of Sikhism, and to attract top graduate students to study in the Master of Human Rights program at the University of Manitoba. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one fellowship to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the first year of study in the Master of Human Rights program offered through the Faculty of Law;

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

(3) has recent extensive volunteer experience.

Candidates will be required to submit an application that includes: (a) a current curriculum vitae, (b) a statement (maximum 250 words) outlining their volunteer work, and (c) a reference letter supporting the student's volunteer experience. A student may only hold this award once.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of the Master of Human Rights program (or designate) to name the selection committee for this award.

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

College of Nursing Undergraduate Student Bursary

Dr. Marion McKay (B.N./'74, M.N./'89, M.A./'98, Ph.D./'05) established an endowment fund at the University of Manitoba with an initial gift of *$xx,xxx* in 2019. Dr. McKay welcomes additional gifts from alumni, reunion groups, faculty, staff, retirees, and organizations to provide sustainable funding for undergraduate nursing students who require financial support while pursuing post-secondary education at the University of Manitoba. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

(1) are enrolled full-time (minimum 60% course load) in any year of study in the undergraduate nursing program offered by the College of Nursing;

(2) have achieved a minimum degree grade point average of 2.5; and

(3) have demonstrated financial need on the standard University of Manitoba general bursary application form.

The selection committee will have the discretion to determine the number and value of bursaries offered each year, based on the available funds.

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

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

Diane Raymond Travel Award in Dietetics

Through a bequest, Diane Raymond established an endowment fund at the University of Manitoba. The purpose of this travel award is to assist undergraduate students in Human Nutritional Sciences at the University of Manitoba with travel costs to attend a conference. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one or more travel awards of equal value to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the Faculty of Agricultural and Food Sciences in the second year of study or higher in the Human Nutritional Sciences program in the Dietetics Preparation option in the Faculty of Agricultural and Food Sciences;

(2) have achieved a minimum degree grade point average of 3.0; and

(3) are attending a dietitian-related conference in Canada.

Preference will be given to students who are presenting dietetics-related research at the Dietitians of Canada Conference.

Applicants will be required to provide a written description (maximum 500 words) of the proposed travel that includes an overview of how the proposed travel will contribute to their scholarly and/or professional development.

The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the annual income from the fund.

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

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

Dr. Roman (Roy) Bilous Bursary

Mrs. Irene Marie Lewis (née Bilous) established an endowment fund at the University of Manitoba to honour her brother, Dr. Roman (Roy) Bilous. The purpose of the fund is to provide financial assistance (through the Dr. Roman (Roy) Bilous Bursary), and to encourage and support students (through the Dr. Roman (Roy) Bilous Scholarship) in the College of Pharmacy at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. Each year, 80% of the available annual income from the fund will be used to offer up to five renewable bursaries of equal value to undergraduate students who:

(1) are enrolled full-time (minimum 60% course load) in any year of the degree program in the College of Pharmacy at the University of Manitoba;

(2) have achieved a minimum grade point average of 2.0; and

(3) have demonstrated financial need on the standard University of Manitoba bursary application.

These bursaries are renewable for up to three additional years for each student, provided the recipient continues to meet the criteria above. The renewable bursaries will be of equal or greater value as the previous bursary, if funding allows. If a student fails to meet the above criteria for renewal, another student who meets the criteria outlined above will be chosen.

The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the available annual income from the fund.

The selection committee will be The College of Pharmacy Professional Program Awards Committee.

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

Gobeil-Graham Bursary

The Gobeil-Graham family established an endowment fund at the University of Manitoba in 2018 with a gift of $25,000. The purpose of the fund is to provide financial support to graduates of Ross L. Gray School (Border Land School Division) who are studying at the University of Manitoba. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

(1) has graduated from Ross L. Gray School in Manitoba;

(2) is enrolled full-time (minimum 60% course load) in University 1 or any faculty, college, or school with a Direct Entry option;

(3) has either:

    (a) as an entering student, met the minimum admission requirements for University 1 or any faculty, college, or school with a Direct Entry option; or

    (b) as a continuing student, achieved a minimum degree grade point average of 2.5; and

(4) has demonstrated financial need on the standard University of Manitoba bursary application form.

If in any given year there is no eligible candidate, the bursary will not be awarded and the annual income will be reinvested into the fund.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.

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

Joan Fleming Anders Bursary in Nutrition

In memory of Joan Fleming Anders (B.Sc.H.Ec./1947), the Anders Family established an endowment fund at the University of Manitoba in 2019. The purpose of the fund is to support undergraduate students pursuing studies in the Nutrition Option of the Bachelor of Science (Human Nutritional Sciences) degree program at the University of Manitoba. An additional gift will be made to ensure that at least one bursary of $1,000 will be awarded in 2020-2021. Beginning in 2021-2022, the available annual income from the fund will be used to offer one or more bursaries valued at a minimum of $1,000 each to undergraduate students who:

(1) are enrolled full-time (minimum 60% course load) in the third or fourth year of study of the Bachelor of Science (Human Nutritional Sciences) degree program in the Faculty of Agricultural and Food Sciences;

(2) have achieved a minimum degree grade point average of 2.5; and

(3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number and value of awards offered each year, as outlined above, based on the annual income from the fund.

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

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

Joan Fleming Anders Scholarship in Nutrition

In memory of Joan Fleming Anders (B.Sc.H.Ec./1947), the Anders Family established an endowment fund at the University of Manitoba with an initial gift of $100,000 in 2019. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the Nutrition Option of the Bachelor of Science (Human Nutritional Sciences) degree program at the University of Manitoba. An additional gift will be made to ensure that two scholarships of $2,000 each will be awarded in 2020-2021. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer two equal scholarships valued at a minimum of $2,000 each to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the third or fourth year of study of the Bachelor of Science (Human Nutritional Sciences) degree program in the Faculty of Agricultural and Food Sciences;

(2) have declared a concentration in the Nutrition Option;

(3) have achieved a minimum degree grade point average of 3.5; and

(4) have demonstrated engagement in community outreach with plans to pursue a career in community nutrition or community health.

In order to demonstrate how they meet criterion (4), applicants will be required to submit a written statement (maximum 250 words) with their application.

Preference will be given to students who have demonstrated exceptional community outreach.

The scholarship may be renewed once for students entering their fourth year of study, provided they continue to meet the criteria above.

In the event that there is only one student who meets all of the numbered criteria, the second scholarship can be awarded to a student who meets criteria (1) through (3). In the event that there are no students who meet all of the numbered criteria, both scholarships can be awarded to students who meet criteria (1) through (3).

Only two Joan Fleming Anders Scholarships can be awarded in any given year. The selection committee will have the discretion to determine the number and value of scholarships offered each year as outlined above, based on the available income from the fund.

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

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

Melanie (Gerl) Friesen Memorial Scholarship

In memory of Melanie Gerl Friesen (B.Mus/B.Ed/'03), an excellent pianist, winner of the Lawrence Genser Performance Competition, and graduate of the Desautels Faculty of Music, an endowment fund was established in 2019 at the University of Manitoba by Charles Horton (B.Mus. [Redlands], M.Mus. [North Carolina], who was Melanie's piano professor during her years at the Desautels Faculty of Music. To honour Melanie's passion for teaching music to young people, this fund was established to recognize the academic achievement of music students pursuing a Bachelor of Music (Music Education) degree at the University of Manitoba with a focus on Early Years education. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more scholarships of equal value to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the third or fourth year of the Bachelor of Music (Music Education) program;

(2) have a major in Early Years Music Education; and

(3) have achieved a minimum degree grade point average of 3.0.

In the event that there are no eligible candidates who meet criterion all of the criteria listed above, the scholarship may go to students who meet criteria (1) and (3), with a major in either Middle Years or Senior Years Music Education.

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

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

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

The Penman-Mondor Bursary

An annually funded bursary has been created at the University of Manitoba in honour of Arlie and Gordon Penman, Thelma and Joseph Mondor, and Lois and Alex Mondor. The purpose of the bursary is to support graduate students studying in either the Faculty of Agricultural and Food Sciences, the Faculty of Engineering, or the Faculty of Nursing. Each year, beginning in 2020-2021, one bursary with a value of $1,000 will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in any program delivered by the Faculty of Agricultural and Food Sciences, the Faculty of Engineering, or the Faculty of Nursing in either:

(a) if a Master's student, the first three years of their degree; or

(b) if a PhD student, the first five years of their degree;

(2) graduated from a Manitoba high school outside the city limits of Brandon and Winnipeg;

(3) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study;

(4) does not have any record of academic or other misconduct on their current academic transcript; and

(5) has demonstrated financial need on the standard University of Manitoba bursary application.

In the event that there are no students who meet all of the numbered criteria, the bursary will be offered to a student who graduated from a Manitoba high school and who meets criteria (1) and (3) through (5). In the event that there are no students who graduated from a Manitoba high school who meet criteria (1) and (3) through (5), the bursary will be offered to a student who meets criteria (1) and (3) through (5).

The Director of Financial Aid and Awards will name the selection committee for this award.

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

R.G. and E.M. Knight Graduate Fellowship

The R.G. and E.M. Knight Family Foundation has established an endowment fund at the University of Manitoba in the amount of $900,000. The purpose of the fund is to recognize the academic achievements of outstanding graduate students who demonstrate research ability or potential and strong communication, interpersonal, or leadership abilities.

Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer two prestigious fellowships.

One fellowship (Award #47338) valued at $20,000 will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the first year of a Ph.D. program;

(2) has achieved the highest admission grade point average (minimum 3.75 admission GPA required) for the University of Manitoba Graduate Fellowship competition; and

(3) is not a recipient of Tri-Agency funding.

This fellowship will be offered in place of the *University of Manitoba Graduate Fellowship* and will be administered in accordance with the *University of Manitoba Graduate Fellowship* program

eligibility criteria, selection and administration. The Ph.D. fellowship is renewable for up to three years provided the student: (a) receives a satisfactory rating on their Faculty of Graduate Studies Annual Progress report; (b) enrolls full-time in the Faculty of Graduate Studies in the subsequent year of the Ph.D. program; and (c) does not receive Tri-Agency funding. If the recipient no longer meets the renewal criteria (a) through (c), a new Ph.D. recipient will be selected to receive the Knight Graduate Fellowship. Only one student may hold the Ph.D. fellowship at any given time.

One fellowship (Award #47339) valued at $17,500 will be offered to a graduate student who:

(1)   is enrolled full-time in the Faculty of Graduate Studies in the first year of a Master's program;

(2)   has achieved the highest admission grade point average (minimum 3.75 admission GPA required) for the University of Manitoba Graduate Fellowship competition; and

(3)   is not a recipient of Tri-Agency funding.

This fellowship will be offered in place of the *University of Manitoba Graduate Fellowship* and will be administered in accordance with the *University of Manitoba Graduate Fellowship Award* program eligibility criteria, selection and administration. The Master's fellowship is renewable for up to one year provided the student: (a) receives a satisfactory rating on their Faculty of Graduate Studies Annual Progress report; (b) enrolls full-time in the Faculty of Graduate Studies in the subsequent year of the Master's program; and (c) does not receive Tri-Agency funding. If the recipient no longer meets the renewal criteria (a) through (c), a new Master's recipient will be selected to receive the Knight Graduate Fellowship. Only one student may hold the Master's fellowship at any given time.

In years where funding is available, additional fellowships may be offered. For the purpose of the Knight Graduate Fellowship, the academic year will be defined as beginning January 1 and ending December 31 (i.e., student admitted at any program entry point that falls within the 2020 calendar year will be considered for the fellowships for 2020-2021 academic session).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this Fellowship.

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

The Koop Family Entrepreneurship and Small Business Scholarship

In honour of their role as founding partners, 365 Technologies has established an annual scholarship for a three-year term to recognize the Koop Family's passion for family business and entrepreneurship. The purpose of the scholarship is to recognize student achievement in the area of entrepreneurship and small business in the I.H. Asper School of Business at the University of Manitoba. Each year, beginning in 2019-2020 and ending in 2021-2022, one scholarship of $2,500 will be offered to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Commerce program in the I.H. Asper School of Business;

(2) has declared a major in Entrepreneurship/Small Business;

(3) has achieved a minimum degree grade point average of 3.0; and

(4) has demonstrated personal initiative or accomplishments in areas of leadership, entrepreneurship and networking through participation in community events, organization of social events, or other groups and activities.

Candidates will be required to provide information indicating how they meet criteria (4) by completing the I.H. Asper School of Business General Award Online Application.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate).

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

2. AMENDMENTS

Crafts Guild of Manitoba Commemorative Bursary

The following amendments were made to the terms of reference for the **Crafts Guild of Manitoba Commemorative Bursary**:

- The preamble was revised to:

  In 2003, sales from looms donated by the Crafts Guild of Manitoba were used to establish a bursary to provide financial assistance to undergraduate students in Textile Sciences at the University of Manitoba. In 2019, the award was transitioned to the School of Art. Each year, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time (minimum 60% course load) in their second year of study or higher in the Bachelor of Fine Arts program in the School of Art;

  (2) is enrolled in the Art Studio program with a focus on craft media;

  (3) has achieved a minimum degree grade point average of 2.5; and

  (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

- The selection committee paragraph was added:

  The Director of the School of Art (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Dr. Roman (Roy) Bilous Scholarship

The following amendments were made to the terms of reference for the **Dr. Roman (Roy) Bilous Scholarship**:

- The preamble was revised to:

  Mrs. Irene Marie Lewis (née Bilous) established an endowment fund at the University of Manitoba to honour her brother, Dr. Roman (Roy) Bilous. The purpose of the fund is to provide financial assistance (through the Dr. Roman (Roy) Bilous Bursary), and to encourage and support students (through the Dr. Roman (Roy) Bilous Scholarship) in the College of Pharmacy

at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year, 20% of the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

(1)   is enrolled full-time (minimum 80% course load) in the degree program in the College of Pharmacy at the University of Manitoba;

(2)   has achieved a minimum degree grade point average of 3.5; and

(3)   has obtained the highest academic standing in the Medicinal Chemistry course (currently numbered PHMD1008 or PHRM 2222) of the professional program offered by the College of Pharmacy.

- The bursary portion of the award was removed and moved to a new separate terms of reference (Dr. Roman (Roy) Bilous Bursary).

- The selection committee paragraph was amended to:

The selection committee will be The College of Pharmacy Professional Program Awards Committee.

- The standard Board of Governors statement was updated.

James Arthur Payne and Vera C. Payne Scholarship

The following amendments were made to the terms of reference for the **James Arthur Payne and Vera C. Payne Scholarship**:

- The preamble was revised to:

An endowment fund of $34,000 was established in 1997 at the University of Manitoba in memory of Mr. James Arthur Payne and Mrs. Vera C. Payne. Mrs. Payne was an alumna of the University of Manitoba, graduating in the 1920s, who taught kindergarten in two city missions operated by the United Church The purpose of this scholarship is to reward the academic achievement of undergraduate students enrolled in the Faculty of Education. Each year, the available annual income from the fund, plus any unspent revenue, will be used to award a minimum of three scholarships of equal value to undergraduate students who:

- The numbered criteria was revised to:

(1) are registered full-time (minimum 80% course load) in the After-Degree Bachelor of Education program offered by the Faculty of Education;

(2) have achieved a minimum degree grade point average of 3.5; and

(3) have achieved high standing among the students admitted to the After-Degree Bachelor of Education program.

- The following paragraph was added:

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

- The selection committee paragraph was added:

The selection committee will be named by the Dean of the Faculty of Education (or designate).

- The standard Board of Governors statement was added.

<div align="center">**Jenny Fraser Memorial Award**</div>

The following amendments were made to the terms of reference for the **Jenny Fraser Memorial Award**:

- The preamble was revised to:

  In memory of Jenny Fraser, a graduate student in the Master of Science in Family Social Sciences program at the time of her death in 2010, family and friends established an endowment fund at the University of Manitoba to offer a scholarship in her name. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The purpose of the award is to encourage the development of professionals who are dedicated to improving the lives of children and youth. Each year, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time in the Faculty of Graduate Studies, in the second year of the Master of Science in the Department of Community Health Sciences;

  (2) has completed at least 50 % of the required course work for the degree;

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

  (4) is pursuing thesis research that pertains to the improvement of the lives of children, youth and their families.

- The paragraph following the numbered criteria was revised to:

  Candidates will be required to submit an application that will consist of (a) current academic transcripts, (b) a description of their thesis proposal, and (c) an academic letter of reference from their graduate supervisor.

- The selection committee paragraph was amended to:

  The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head, Department of Community Health Sciences (or designate) to name the selection committee for this award.

<div align="center">**John Angus Prescott Memorial Book Prize**</div>

The following amendments were made to the terms of reference for the **John Angus Prescott Memorial Prize**:

- The title was re-named the *John Angus Prescott Memorial Prize*.

- The preamble was revised to:

  Through a family gift in memory of John Angus Prescott, an endowment fund was established at the University of Manitoba in 1982. The purpose of this fund is to reward the distinguished achievement of students studying Victorian literature. Each year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:

- The numbered criteria was revised to:

  (1) was enrolled full-time (minimum 80% course load) in the second year of study or higher in any faculty, college, or school at the University of Manitoba in the year in which the award was tenable;

  (2) has achieved a minimum grade point average of 3.5; and

  (3) has, in the opinion of the selection committee, submitted the best essay on an aspect of

Victorian literature.

- The following paragraph was added:

In order to be considered for this prize, candidates will be required to submit a piece of work for consideration to the Associate Head of the Department of English, Theatre, Film & Media.

- The selection committee paragraph was added:

The Head of the Department of English, Theatre, Film & Media (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Mildred I. Lucky Scholarship in Nursing

The following amendments were made to the terms of reference for the **Mildred I. Lucky Scholarship in Nursing**:

- The preamble was revised to:

Ms. Mildred I. Lucky has established an endowment fund at the University of Manitoba to provide a scholarship for nursing students. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- The numbered criteria was revised to:

(1) are enrolled full-time (minimum 80% course load) in the third year of the Bachelor of Nursing Program at the University of Manitoba;

(2) have achieved a minimum degree grade point average of 3.5;

(3) have achieved a passing grade in all courses;

(4) have never failed a clinical course.

- The selection committee paragraph was added:

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

- The standard Board of Governors statement was updated.

Sonia Roffman Isenberg Prize

The following amendments were made to the terms of reference for the **Sonia Roffman Isenberg Prize**:

- The preamble was revised to:

To mark Mrs. Isenberg's seventy-fifth birthday, her daughter, Mrs. Morris Rachlis, established an endowment fund in 1971 at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. The purpose of this prize is to reward the academic achievement of students with a focus on international relations. Each year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:

- The numbered criteria was revised to:

(1) was enrolled full-time (minimum 80% course load) in the Department of Political Studies (Honours) program in the Faculty of Arts in the year in which the award was tenable;

(2) has achieved a minimum grade point average of 3.5; and

(3) has achieved the highest standing in Introduction to International Relations (currently numbered POLS 2504).

- The following tie breaking paragraph was added:

Ties are to be broken using the following criteria, in priority order: (i) the Degree Grade Point Average, calculated to the fourth decimal place; (ii) the higher proportion of A+ and A grades in a total program; (iii) the highest number of credit hours completed in the degree program; (iv) the greater proportion of senior- or advanced-level courses in the total program.

- The selection committee paragraph was added:

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

- The standard Board of Governors statement was added.

Board of Governors Submission

☒ Approval   ☐ Discussion/Advice   ☐ Information

AGENDA ITEM:

Report of the Senate Committee on Awards [dated January 16, 2020]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve three new offers, one amended offer, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 16, 2020].

CONTEXT AND BACKGROUND:

At its meeting on January 16, 2020, the Senate Committee on Awards approved three new offers, one amended offer, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 16, 2020].

RESOURCE REQUIREMENTS:

The awards will be funded from the sources identified in the Report.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

These award decisions are consistent with the policy on *Student Awards*. They were reported to Senate for information on March 4, 2020.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☒	Senate Committee on Awards	January 16, 2020
☒	☐	Senate Executive Committee	February 12, 2020
☒	☐	Senate	March 4, 2020
☐	☐		
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

Report of the Senate Committee on Awards [dated January 16, 2020]

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

> On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

Observations

At its meeting of January 16, 2020, the Senate Committee on Awards approved 3 new offers, 1 revised offer, and the withdrawal of 2 awards as set out in the *Report of the Senate Committee on Awards (January 16, 2020).*

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 3 new offers, 1 revised offer, and the withdrawal of 2 awards as set out in the *Report of the Senate Committee on Awards (January 16, 2020).* These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS
January 16, 2020

1. NEW OFFERS

Drache Scholarship in Art History

In recognition of their commitment to outstanding scholarship in Fine Arts, Arthur Drache and Judy Young Drache have caused a gift of $20,000 to be made to the University of Manitoba in 2019. The purpose of this annual scholarship is to reward the academic achievements of students who are pursuing a Bachelor of Fine Arts degree in Art History (Honours). Each year, beginning in 2020-2021 and ending in 2023-2024, two scholarships of $2,500 each will be offered to undergraduate students who:

(1) are enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Fine Arts degree in Art History (Honours) at the University of Manitoba; and

(2) have achieved a minimum degree grade point average of 3.5.

A student may hold this award more than once.

The Director of the School of Art (or designate) will name the selection committee for this award.

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

Bockstael Construction Ltd. Scholarship for Indigenous Students in Civil Engineering

Bockstael Construction Limited and the Bockstael Family have established an endowment fund at the University of Manitoba with a gift of $25,000 in 2019. The purpose of the fund is to reward the academic achievements of Indigenous students studying Civil Engineering. In years when the available annual income from the fund does not reach $1,000, Bockstael Construction will top up the scholarship value to $1,000. Each year, beginning in 2020-2021, the available annual income from the fund (plus any top-ups) will be used to offer one scholarship with a minimum value of $1,000 to an undergraduate student who:

(1) has self-declared as a First Nations, Métis or Inuit person from Canada;

(2) is enrolled full-time (minimum 80% course load) in the second, third or fourth year of study in the Civil Engineering program in the Faculty of Engineering;

(3) has achieved a minimum degree grade point average of 3.0; and

(4) has an interest in construction and plans to pursue a career in construction.

Applicants will be required to submit a written statement (maximum 250 words) that outlines how they meet criterion (4).

Recipients will be given the opportunity to apply for summer work placements at Bockstael Construction.

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

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

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

Bockstael Construction Ltd. Scholarship for Women in Civil Engineering

Bockstael Construction Limited and the Bockstael Family have established an endowment fund at the University of Manitoba with a gift of $25,000 in 2019. The purpose of the fund is to reward the academic achievements of women studying Civil Engineering. In years when the available annual income from the fund does not reach $1,000, Bockstael Construction will top up the scholarship value to $1,000. Each year, beginning in 2020-2021, the available annual income from the fund (plus any top-ups) will be used to offer one scholarship with a minimum value of $1,000 to an undergraduate student who:

(1) identifies as female;

(2) is enrolled full-time (minimum 80% course load) in the second, third or fourth year of study in the Civil Engineering program in the Faculty of Engineering;

(3) has achieved a minimum degree grade point average of 3.0;

(4) has demonstrated volunteerism and community service; and

(5) has an interest in construction and plans to pursue a career in construction.

Applicants will be required to submit a written statement (maximum 250 words) that outlines how they meet criteria (4) and (5).

Recipients will be given the opportunity to apply for summer work placements at Bockstael Construction.

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

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

(Attachment I)

2. AMENDMENTS

Arts Class of 1969 Scholarship

The following amendments were made to the terms of reference for the **Arts Class of 1969 Scholarship**:

- The preamble was revised to:

  The Arts Class of 1969 established a scholarship fund in 1997 at the University of Manitoba to reward the academic achievement of undergraduate students in the Faculty of Arts. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria was revised to:

  (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher with a declared major in any program offered by the Faculty of Arts;

(2) has completed 30-45 credit hours in the Faculty of Arts or University 1; and

(3) has achieved a minimum degree grade point average of 4.0.

- The selection committee paragraph revised to:

The Dean of the Faculty of Arts will name the selection committee for this award.

- The standard Board of Governors statement was added.

3. WITHDRAWALS

Lily Gilmore Rosenberg Bursary in Management

At the request of the donor

Tradition Law LLP Wealth and Succession Prize

At the request of the donor

University of Manitoba | **Faculty of Engineering**

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December 19, 2019

Dr. Jared Carlberg
Chair, Senate Committee on Awards
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Carlberg,

RE: Bockstael Scholarship for Women

The Faculty of Engineering strongly supports the establishment of the Bockstael Scholarship for Women.

Increasing the gender balance within the Faculty of Engineering is written into the faculty's vision statement and continues to be a top priority for me.

Historically, women have faced barriers to pursue studies and careers in many areas of science, technology, engineering, and math (STEM). These barriers have created historical disadvantages, which have contributed to women being significantly underrepresented in STEM. While we are making progress, we have a long way to go to ensure gender equality in the Faculty of Engineering and the engineering profession.

Scholarships like the Bockstael Scholarship for Women address aspects of this historical disadvantage and encourage, inspire, and support women to pursue engineering.

Sincerely,

J. Beddoes.

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

Board of Governors Submission

☒ Approval   ☐ Discussion/Advice   ☐ Information

AGENDA ITEM:

Proposal for a Bachelor of Science (Major) in Data Science, Including a Co-operative Option

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve a proposal for a Bachelor of Science (Major) in Data Science, including a Co-operative Option [as recommended by Senate, March 4, 2020].

CONTEXT AND BACKGROUND:

- The Faculty of Science is proposing to introduce a Bachelor of Science (Major) in Data Science, including a Co-operative Option.

- The purpose of the program would be to provide knowledge, skills and training in the emerging field of data science, in order to address growing labour market demand for graduates in this area provincially, nationally, and internationally. The program would prepare data scientists with skills to develop computational and mathematical tools, algorithms, and techniques required to analyse large and complex sets of data.

- The four-year, interdisciplinary program would require 120 credit hours of course work, including core courses in data science, computer science, mathematics, and statistics, and a capstone course in the final year (DATA 4010 – Data Science Capstone). Students could choose to complete a Co-operative Option, which would require, in addition to all requirements for the degree, at least three and as many as four 0-credit hour Co-operative Education Work Term courses.

- Projected enrolment for the first intake is 50 students. The maximum seat capacity would be 100 students annually. The Faculty anticipates this target would be met in the fifth year.

RESOURCE REQUIREMENTS:

- Establishment of the program would require the introduction of three (3) data science courses totaling 9 credit hours, as detailed in the proposal. The program would otherwise make use of existing courses offered by the Departments of Computer Science, Mathematics, and Statistics, in the Faculty of Science.

- The total cost of delivering the program would be $1,416,043, in Year 4. Revenue to support the program would be derived from the following sources: (i) tuition and course fees, which would generate $457,159 and $5,670, respectively, assuming an enrolment of 90 students; (ii) operating grant revenue ($437,832); (iii) existing resources in the Faculty (salaries and benefits for existing faculty and staff; $532,525). Figures are for Year 4.

- Revenue would be allocated to (i) salary and benefits for new academic staff ($387,887), including 2.0 FTE tenure-track faculty, 1.33 FTE Sessional Instructors, and 3.28 FTE Teaching Assistants; (ii) salary and benefits for existing academic staff ($513,890), including 1.87 FTE Professors and 1.86 FTE Associate or Assistant Professors or Senior Instructors; (iii) salary and benefits for existing support staff ($18,635) (0.2 FTE); (iv) operating costs, for computers and software ($165,000); (v) administrative overhead ($330,630). Figures are for Year 4.

- The University Library has indicated it can support the new data science (DATA) courses with existing resources.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

- The proposal is consistent with the University's strategic priorities for (i) Inspiring Minds through innovative and quality teaching, including with respect to the goal to increase opportunities for experiential learning, and (ii) Building Community that creates an outstanding learning and working environment, as the interdisciplinary program would support the goal to enhance and support meaningful connections between faculties and units within the University.
- The proposal is consistent with the strategic academic and research plans of the Faculty of Science, including with respect to (i) providing opportunities for experiential and interdisciplinary learning and (ii) turning data from every domain of human inquiry and practice into information and information knowledge.
- The Senate Planning and Priorities Committee identified the proposed Data Science program as an institutional priority, as future generations would require the skill sets that it would provide, to analyse and make use of large volumes of data.

IMPLICATIONS:

The proposed B.Sc.(Maj.) in Data Science would be the only degree in this discipline offered in the province.

ALTERNATIVES:

N/A

CONSULTATION:

This proposal is forwarded to the Board of Governors by Senate following consultation with the Senate Committee on Curriculum and Course Changes, Senate Committee on Instruction and Evaluation, Senate Planning and Priorities Committee, and Senate Executive Committee.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☒	Senate Committee on Instruction and Evaluation	October 17, 2019
☒	☒	Senate Planning and Priorities Committee	November 25, 2019
☒	☒	Senate Committee on Curriculum and Course Changes	December 3, 2019
☒	☒	Senate Executive	February 12, 2020
☒	☒	Senate	March 4, 2020

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

- Proposal from the Faculty Science for a Bachelor of Science (Major) in Data Science, including a Cooperative Option
- Reports of the:
  - Senate Committee on Curriculum and Course Changes
  - Senate Planning and Priorities Committee
  - Senate Committee on Instruction and Evaluation

UNIVERSITY OF MANITOBA

September 9, 2019

Dr. Greg Smith
Chair of SCCCC
Attention: Shannon Coyston, Academic Specialist

Re: Faculty of Science SCCCC submission, September 2019

Dear Dr. Smith;

Please find attached the Faculty of Science's proposed course and program modifications to be considered at the Fall 2019 meetings of the SCCCC. The course deletions, introductions, and modifications presented were approved at the Faculty of Science Executive meeting on September 3, 2019. The program introduction and modifications presented were approved at the Faculty of Science Council meeting on September 6, 2019.

Please contact me if you have any questions or concerns.

Sincerely,

Dr. Stefi Baum
Dean, Faculty of Science

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

UM INTERNAL REQUIREMENTS:

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:

   Undergraduate Programs: Office of the University Secretary (for Senate submission deadlines visit http://umanitoba.ca/admin/governance/meetings/index.html. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.

   Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.

   ALL Programs: as preparation for submission to ALD, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.

2. Along with the information requested in the proposal template, please **append** details on the following:

   a) **ALD /SPPC Financial Support Form** [*available through the Office of the Provost &Vice-President (Academic)*] This form requires the signature of the Financial Planning Office. Please contact Kathleen Sobie, Executive Director, Financial Planning, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.

   b) **Admission and/or transfer criteria** for the proposed program.

   c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
   Undergraduate Programs: for SCCCC Program and Course Change forms, as applicable, visit http://umanitoba.ca/admin/governance/forms/index.html
   Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html

   d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.

   e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.

   f) **Library statement** of support.

   g) Where applicable, a **transition plan** for current students entering the new program.

3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 10, 2017

Revised October 18, 2017.

Institution**: UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:

Faculty of Science

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:

Not a joint program.

Program name: Data Science

Credential awarded: B.Sc. Major

Funding request: None

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: Fall 2020

List any critical issues that may impact the start date of the program: None

<u>UM INTERNAL REQUIREMENT</u>: Name of Person(s) responsible for the Program internally (please include contact information):

Dr. Pak Ching (Ben) Li, Associate Dean Undergraduate Programs

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

The proposed B.Sc. Major in Data Science is **a 4-year, 120 credit hour program,** in the **Faculty of Science** with a **Co-op** option. The objective of this program is to provide knowledge and training in the field of Data Science, an emerging field and one in need of skills to meet labor demands. This program will be interdisciplinary and will be composed of courses from the departments of Computer Science, Mathematics and Statistics. We will also introduce several new courses focused on data science and provide hands on training using real-world data sets.

To the best of our knowledge, this would be the first undergraduate Data Science program in Manitoba.

What is Data Science?
Data science is an emerging discipline that incorporates elements of data engineering, statistics, mathematical modeling, data mining and machine learning to provide insights hidden in complex, structured or unstructured data. A Data Scientist is a well-established career title defined by those who solve complex data analysis problems using computationally and mathematically-rich approaches.

How is Data Science different from Big Data?
Data science refers to a field of study. Big data is a term used to refer to possessing or having access to vast amounts of data, either from one or multiple data sources. Big data is one component of data science, but not all data science involves big data. Big data refers to large data repositories.

Why should the University of Manitoba have a Data Science program?
There is significant evidence suggesting that major advances in the 21st century will involve having an understanding of how we collect, manage and analyze vast amounts of data. Data Science will be an integral component whether the task consists of developing the next generation autonomous vehicle, understanding complex socio-economic problems, or mitigating the next financial crisis. According to Forbes, The Economist and other popular press outlets, the Data Scientist will be one of the "hottest" jobs of the 21st Century. LinkedIn, a critical repository of available skills nationally and internationally, published a 2018 report indicating that the demand for Data Scientists is "off the charts". The same report suggested a shortage of 150,000 skilled data scientists in 2018 [12].

The University of Manitoba has strong programs in Computer Science, Mathematics, and Statistics, and therefore is well positioned to offer Manitobans excellent training in this burgeoning field. Furthermore, there is strong indication of the value of having skilled data scientists for advancing research in numerous disciplines within the Faculty of Science and across the University, from Business to applied sciences, such as Agriculture, Engineering, Health Sciences, and in the Humanities. The unique training offered through the Faculty of Science, will provide the necessary skills in machine learning, data modeling, data visualization, and statistical techniques that will bolster and support the activities across application areas within the University.

The purpose of the Data Science program at the U of M is to allow citizens of Manitoba and students at the University of Manitoba to obtain the necessary education that will enable them to be proficient data scientists, a field that has a critically increasing need for skilled experts. While progress has been made within the individual disciplines of computer science, mathematics and statistics, Data Science as a field of study unites education from all three disciplines to move the field forward, with a common goal of providing knowledge to students to develop tools and methods to enable understanding to be derived from complex data.

How is the Faculty of Science prepared to support Data Science?
The Faculty of Science currently has approximately 1100 majors or honours students in Computer Science, Mathematics, and Statistics, as well as in programs that include either of these three disciplines. The significant need, in industry, government, and academia for technical capabilities in data science is clear (please see **Appendix G – External Support**).

The required capabilities can only be offered through an interdisciplinary program as proposed by the Faculty of Science and indeed we are fortunate to have strong programs that can contribute to its development and execution. We expect many students in the existing mathematical/computational programs will opt to enroll into the Data Science program and in fact we are already fielding many inquiries from students, as well as from industry and government. The Faculty of Science already includes a cohort of **over 22 research active Faculty members, 4 of whom were recently hired to specifically coordinate and advance Data Science** within the Faculty. The recent recruits are cross appointed between Computer Science/Statistics/ and/or Mathematics, and are dedicated to offering courses relevant to this program, including machine learning, data mining, data visualization, regression analysis and data modeling. Additionally, **we have 2 Canada Research Chairs who directly research and teach in the field of Data Science**. Between these members we count over 80 MSc and PhD students in any given year, with a significant number of undergraduates already engaged in Data Science, in an informal manner. We provide this data to inform the reader that Data Science has been part of our core teaching, but only in a fragmented manner, and without giving students the privilege to be comprehensively educated in all the aspects that optimize their education as data scientists. On a whole, as a Faculty, we are very well positioned to deliver the program, and we are aware of the growing interest and need for such skills in our city, province and nationally.

In addition to the above, we would like to anecdotally share the recent events that provide strong indication of the keen interest by students in having access to Data Science training. The Faculty of Science organized a one-day international conference, on November 14th at the University of Manitoba (more details are available here: https://mailchi.mp/umanitoba.ca/data-science-conference). **Within four days of opening registration to the Faculty's Big Data Challenge, 146 students had registered to participate in the competition**. Overall more than 340 registered for the conference. This is significant given that (a) the organization of the conference only begun 3 months prior to it being held; (b) students quickly jumped at the opportunity within such a short span; and (c) we have yet to fully develop our program in Data Science.

Students have been inquiring about the program which suggests there is a need.

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

The Data Science program will be **a 4-year Major Degree** consisting of **120 credit hours**.

B-3 Intended outcomes of the program:

B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Data Science is an increasingly growing area of importance to Manitoba, nationally and internationally (**please see attached letters of reference**). The institution of such a program will enable the University of Manitoba to remain competitive globally, while retaining students from Manitoba within the province and providing them a world-class foundation in this emerging discipline.

This program will provide graduates with the skills and knowledge to work in environments where data plays an important role.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

We live in a digital world where vast amounts of data are being generated and collected at an unprecedented pace in all fields and sectors: economy, public health, social media, insurance, finance, government agencies, life and social sciences. Data science helps in extracting insightful information from these data for making evidence

based decisions in day-to-day problems. This process utilizes statistical methods, applied mathematics, information technology, machine learning, artificial intelligence and domain knowledge as well. There is a high demand for data scientists world-wide, and particularly in Manitoba. Job opportunities for these highly skilled professionals are plentiful. For instance, **a recent search for Data Science on indeed.com, for the City of Winnipeg, resulted in 118 unfilled job positions**. There is an increasing demand for Data Science undergraduates in Manitoba (please see **Appendix G**). Without a formal data science training, the labor shortages that we are currently witnessing both nationally and internationally, in this area will only worsen. The program is designed to develop highly skilled individuals to cover this multi-disciplinary and evolving field. Furthermore, this program is designed to allow our students to remain globally competitive in this emerging field of study.

B-4 Mode of Delivery

B-4.1 Provide the total program length through **one** of the following measures:

> 120 Total credit hours
>
> > Total contact hours
> >
> > Total courses

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

> 120 credit hours can be currently completed In-person
>
> 15+ credit hours can be currently completed Online

There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available. Currently, at least 15 credit hours of the required courses are available with an online option. Furthermore, students can complete an additional 21-42 credit hours online depending on their choice of Faculty of Arts course, and electives. We anticipate that more online offerings will be made available for program and elective requirements.

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

The Faculty of Science is proposing to offer a B.Sc. Major degree in Data Science with a co-op option. Consistent with other B.Sc. Major degrees, the degree requires 120 credit hours, or 4 years of study when a student completes a full course load each year. The Data Science Major is proposed to be an interdisciplinary program, and will include required courses in Data Science, Computer Science, Mathematics, and Statistics. Students will also be given optional course choices, and significant choice in electives to allow them to design a program for their individual interests.

Students will be able to declare the Data Science Major upon completion of a minimum of 24 credit hours, including specific required courses. These courses can be completed as a Faculty of Science student, or as a student in another unit at the University of Manitoba, such as University 1. The courses a student would take include introductory courses in Computer Science, Linear Algebra, Calculus, Discrete Mathematics, and Statistics; additionally, the required Arts requirement, the university "written English" requirement, and electives could be completed. As these are common

courses offered at many post-secondary institutions, students may have the opportunity to complete these requirements elsewhere and transfer to the U of M and declare the Major after their first year.

Year 2 builds on the foundational introductory courses taken in Year 1; it consists of second year Computer Science, Mathematics, and Statistics courses, and the first of the required Data Science courses. Year 2 also includes elective courses. Upon completion of the required Year 1 and 2 courses students may apply for entry to the Co-op option, if they wish.

In Year 3 students will complete a required Data Science course that will build on the knowledge they gained in the Year 2 Data Science courses, and allow them to gain experience with real-world data sets. In their final year, students will complete a capstone project course in Data Science where they will apply the knowledge and skills acquired in earlier coursework to a substantial data science problem.

Years 3 and 4 will also require students to complete advanced level courses in Computer Science, Mathematics, and Statistics. In addition to the specific required courses in Years 3 and 4, students will complete at least one additional course from a list of options in each of Computer Science, Mathematics, and Statistics. This will allow students to choose a course from these areas that is of particular interest to them. Additionally students must complete a number of electives which can include Computer Science, Mathematics, and Statistics courses, but do not need to, and they must include at least some advanced-level Faculty of Science courses.

Many of the required courses in Year 1 of the proposed Data Science Major overlap with courses in Year 1 of the existing Computer Science, Mathematics, and Statistics programs (including Honours programs and Joint Honours programs). This will allow for a student, who when starting their studies, is not sure if they are interested in one of the existing Computer Science, Mathematics, and Statistics programs, or the proposed Data Science program, to take courses in Year 1 and qualify for any number of programs, without falling behind the proposed timeline. Additionally, Year 2 includes courses that are core to specific programs in Computer Science, Mathematics, and Statistics, as do the optional course lists in Years 3 and 4. The proposed Data Science program also provides a number of electives, meaning if a student had chosen one of the existing programs in Computer Science, Mathematics, or Statistics, and decided after Year 2 to move to Data Science they may have some of the Year 2, 3 and 4 required courses and optional courses completed. They also could use some, if not all required or optional courses to fulfill the elective components of the degree.

The program will also offer a Cooperative Option, please see section **B-7** for details.

The calendar entry with specifics is found below. Additionally, a list of the required and optional course titles and descriptions can be found in **Appendix B.**

Data Science Major Program (with co-op option)

>   **Program Information**
>
>   The Faculty of Science will offer an interdisciplinary 4-year Major program in Data Science (see **Appendix D – Co-op Support**). Data Science is an emerging field of study that combines computer science, mathematics and statistics to collect, analyze, visualize and interpret data.
>
>   **Data Science Entry, Continuation, and Graduation requirements**
>
>   **To enter** the Major Degree program in Data Science, a student must have completed at least 24 credit hours with a minimum DGPA of 2.00, and also obtained a minimum grade of "C+" in each of COMP 1020, MATH 1232 (or MATH 1700 or 1710), and STAT 1150.
>
>   **To continue** in the Data Science Major Degree program, students must maintain a minimum DGPA of 2.00.

To graduate with the Bachelor of Science (Major) in Data Science, a student must obtain passing grades on all courses, obtain a minimum DGPA of 2.00, and a minimum grade of C in all required and optional courses that contribute to the Major.

Major Co-op Option

A co-op education option is available. The course and minimum grade requirements for entry and continuation in the Co-op Option are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

Before beginning their first co-op work term, students are required to complete the first and second year requirements of the program.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
DATA SCIENCE MAJOR (Including Co-op Option if selected) 120 CREDIT HOURS			
COMP 1012[1], COMP 1020 (C+), MATH 1220[1], MATH 1230[1], MATH 1232[1] (C+), MATH 1240, STAT 1150 (C+). 6 credit hours from the Faculty of Arts, which should include the required "W" course. 3 credit hours of electives	COMP 2140, MATH 2740, DATA 2010, MATH 2720[1], STAT 2150, STAT 2400	COMP 3380, COMP 4360, MATH 3490, DATA 3010, DATA 4010[2] (6), STAT 3100, STAT 3150, STAT 3450.	
	12 credit hours of electives	3 credit hours from: COMP 2080, COMP 2150, COMP 4510, COMP 4710 3 credit hours from: MATH 2070, MATH 2090, MATH 2080, MATH 2180, MATH 4370 3 credit hours from: STAT 2300, STAT 2800, STAT 3030, STAT 3550, STAT 3690, STAT 4100, STAT 4150, STAT 4250 3 additional credit hours from the Faculty of Science[3] 21 credit hours of electives[3] The above 33 credit hours must include at least 12 credit hours of Faculty of Science courses taken at the 3000 or 4000 level.	
		Co-op Requirements (if selected): SCI 3980, SCI 3990, SCI 4980, and SCI 4990 (if a 4th work term is selected)	
30 Hours	30 Hours	30 Hours	30 Hours

> **NOTES**:
>
> [1]The following substitutions are allowed: COMP 1010 in place of COMP 1012; MATH 1300 in place of MATH 1220; MATH 1500 or MATH 1510 in place of MATH 1230; MATH 1700 (C+) or MATH 1710 (C+) in place of MATH 1232; MATH 2150 in place of MATH 2720.
>
> [2] Must be taken in graduating year.
>
> [3] Courses may be chosen from COMP, MATH, or STAT courses included in the course lists in the program chart provided the courses have not been used toward another program requirement.
>
> (Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

B-6 Will the program be available for part-time study?

Yes.

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

The Cooperative option will follow the same model that is used within the Faculty of Science. Students will be eligible to apply after the completion of the first and second year requirements of the program. They will be provided the opportunity to carry out 3 co-op terms in a relevant data science work placement. Such placements will be those that include a Data Science component, which may involve using Machine Learning techniques, Statistical and Data Modeling approaches, Data Visualization, Software Development, Data Analysis, Mathematical Modeling, or any related techniques. Our support letters speak to the breadth of such opportunities in Winnipeg and many more positions exist (and will open) both within the province and elsewhere. The Faculty of Science Co-op office is fully committed to seeking such placements (see **Appendix D**).

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 50

B-8.2 Maximum seat capacity *(Defined as first-year enrolment capacity)*: 100

B-8.3 Anticipated date of maturity: 09/2025

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

Our enrollments are based on all the external indicators suggesting that interest from this program will be significant. Please see support letters (Appendix G) as well as market analysis below.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Enrollments	50	60	75	90	100
Graduates	0	0	0	20	55

C-1 Describe how this new program aligns with the strategic plans of your institution:

The proposed program aligns and advances the following strategic goals of the Faculty of Science:

We will increase student opportunities for experiential and interdisciplinary learning in the classroom (e.g., by incorporating project-based learning in classes) and out of the classroom (e.g., through co-op and research opportunities), so that students make, see, do, and realize the connection between scientific inquiry, research, discovery, innovation, "soft skills" such as communication, teamwork, project management, and leadership, and the opportunities opened through interdisciplinary collaboration.

AND

We will explore new interdisciplinary general science courses and educational streams that introduce the university student population to science, highlighting achievements, limitations, potential, and importance of science for life in the 21st century.

The proposed program aligns and advances the following strategic goals of the University:

Increase opportunities for community service-learning, cooperative education, undergraduate research, and student exchanges.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

UM Undergraduate Programs:

Decision-Making Body	Date of Approval
Faculty/College/School	Summer 2019
SCCCC	Fall 2019
SPPC	Fall 2019
SCADM (*if applicable*)	_____
SCIE (*if applicable*)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

Decision-Making Body	Date of Approval
APC (*preliminary review*)	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution *(such as regulatory bodies, Apprenticeship Manitoba, etc.)*, please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

Not Applicable.

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program? *Note: this includes any consultation with internal UM units, academic or otherwise.*

We have an external advisory board in the Faculty of Science consisting of members from industry and academia. We have presented the data science program to the board and their feedback in terms of specific needs have been incorporated and taken into account while designing the program. The Faculty of Science also consulted key stakeholders (i.e. research faculty) at the University of Manitoba and recently formed an Executive committee for ensuring the successful delivery of such a program.

The following faculties and departments at the University of Manitoba have provided letters of support for the development of this new program (please see **Appendix C**):

- I.H. Asper School of Business
- Faculty of Agricultural and Food Sciences
- Faculty of Engineering
- Faculty of Arts
- Department of Community Health Sciences

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

Students have been notified through town halls that the Faculty holds at least twice a year. In addition, student representatives on the Faculty of Science Committee on Courses and Programs (COCAP) have been briefed about this program. Furthermore, all units within the Faculty of Science were consulted over a 2-year period, and feedback from unit members was incorporated into the design of our program.

More specifically, the development of the Data Science program involved stakeholders from all seven units within the Faculty of Science. We soon recognized the divergent needs of all members, and were able to group these needs from either an Application or Fundamental stand-point. The application of Data Science principles is far reaching and touches almost every discipline in Science, and will affect many disciplines outside of Science in the future. The units that have more of an applied need, within the Faculty of Science, includes Biological Sciences, Microbiology, Chemistry, and Physics & Astronomy. Cognizant of these needs, the program has incorporated applied elements through the establishment of the new DATA courses (please see program chart above). In particular, the capstone project taken through DATA 4010 will allow students to choose areas of application beyond the disciplines offering the core training (Computer Science, Mathematics, and Statistics). The Fundamentals of Data Science is needed to train individuals with skills required by our local and national agencies

and industries. This resulted in a core group of members from Computer Science, Mathematics and Statistics who themselves either teach or do research in core Data Science disciplines. These members consulted over a 2-year period with their respective units. The Faculty as a whole has been informed through Faculty Council and through informal discussions with members and students.

C-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*
Note: this includes any programs currently offered at UM.

Currently, there are no similar University level programs offered in Manitoba. Red River College (RRC) offers programs in Computer and Information Systems Technology, in Business Information Technology and online programs in Information Technology and Professional Studies. RRC does not offer an advanced degree in Data Science, which offers a training in the fundamentals and applications of data science principles. It also does not offer the breadth of courses in data modeling, machine learning, statistical inferences, as well as the many other courses that are key to a sound training in Data Science.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.

Students in college and universities in the province would be considered for credit transfers as they currently are for any other program in the Faculty of Science. Individual courses are assessed by departments for transferability.

C-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

University of British Columbia, Okanagan, has a 4-year undergraduate degree in Data Science.
McGill University, Montreal, has a 4-year undergraduate degree in Data Science.
Wilfrid Laurier University, Waterloo, has a 4-year undergraduate degree in Data Science.

This would be the first Data Science degree conferring program in the Province, increasing the potential for retention of Manitoba students while possibly drawing out of province students, particularly from the Prairie Provinces.

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

Students in Canadian universities or colleges would be considered for credit transfers as they currently are for any other program in the Faculty of Science. Individual courses are assessed by departments for transferability.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

We provide supporting information on market needs based on (a) support letters from local industry; (b) a survey of existing market knowledge from reputable sources.

(A) Summary of support letters

All industry support letters are available in **Appendix G – External Support**. We have however extracted some of the key elements from these letters. We emphasize the diversity of organizations that have responded, including local and federal government agencies and major well-established corporations as well as emerging high-tech startups within our region. The following extracts give a strong sense for the critical need for trained data scientists.

> *One of the biggest challenges we are currently facing is to attract, train and retain data science talent. Data science requires a range of skills such as domain expertise, statistics, machine learning, operations research, ethics, data visualization, and communication. None of the existing educational programs in Manitoba offer a program to prepare data science professionals. We strongly support expanding Data Science capabilities at the University of Manitoba including the establishment of research and collaboration center Data Science Nexus and the development of new undergraduate and master's programs. These initiatives will help us to address increasing demands in the Manitoba data science employment market and will provide easier access to the talent required for the understanding and adoption of new cutting-edge technology in our industry.*

Vice President, Wawanesa Insurance, Mr. Struck

> *The National Microbiology Laboratory (NML) represents Canada's main infectious disease public health lab with responsibility for reference microbiology and quality assurance, lab-based surveillance for infectious diseases, emergency outbreak preparedness and response, training, and research and development. The NML is spearheading an effort to overhaul Canada's public health system to incorporate genomics technologies across all of its science programs. Genomics is among the biggest of the big data sciences, and the NML will require dedicated data scientists as well as domain experts with data science competencies to realize this effort. Yet qualified personnel with the requisite training and skills in data science are in very short supply, both in Canada and more broadly. Indeed, a 2015 study conducted by Canada's Big Data Consortium estimated Canada's big data talent gap is ~19,000 professionals shy of what is needed, with demands expected to grow with ever increasing open access data sets and increased applicability of big data to new market segments*

Chief, Bioinformatics, National Microbiology Lab, Dr. van Domeselaar

> *As you know, innovation and data science are inextricably linked. As organizations look to do more with less, data scientists will be called on to capitalize on the ever increasing amount of data generated worldwide. Innovation and data science are driving factors in the many different Smart City initiatives that are leading the way for cities and other levels of government to significantly improve service delivery and outcomes for their citizens.*
>
> *…*
>
> *As the innovation capability grows, it will certainly benefit from the availability of data science graduates, as well as cooperative education students at both the graduate and undergraduate*

levels, to work with us on innovative projects across all service areas. These data scientists in training will become valuable employees in all levels of government, non-profit organizations, Winnipeg's innovative technology sector, and beyond.

Chief Innovation Officer (Interim), City of Winnipeg, Mr. Cottick

With the advancements in technology we are seeing an increasing amount of machine learning and artificial intelligence being incorporated into innovative solutions. This means there is a growing demand for people to think about data science into their existing solutions and in the design of new solutions. There is an obvious talent gap in the local market. Companies are competing to acquire the talent to keep their operations running and those who want to start incorporating data capacity into their companies are also struggling. By introducing these programs entrepreneurs will have the talent necessary to enable them to stay competitive and to scale up in Manitoba.

President, North Forge, Ms. Dukes

A critical component to the evolution of data science at Canada Life is the availability of a talented resource pool of data scientists. Data Science Nexus aims to train and supply such individuals to industries such as ours. A source of data science graduates and/or cooperative education data science students will be influential to Canada Life's success in our data science journey.

Manager & Senior Vice-President, CanadaLife, Ms. Guenther and Mr. Turpie

One reason that we were excited to expand our company to the Innovation Hub at the University of Manitoba SmartPark is that it would make it easier to collaborate with faculty at the University of Manitoba. Aside from the direct benefit a Data Science program would have for us at Bold Commerce, we wholly support the initiative to build a program directed at training students to better acquire the skills necessary to succeed in an increasingly data-driven world.

CEO, Bold, Mr. Boisjoli

(B) Nationwide and global trends and needs

1. The Global Datasphere

Worldwide global data generation is increasing at an exponential pace. Consider a single zettabyte, which is equivalent to one trillion gigabytes. In 2010, the global "datasphere", or total amount of digital data, clocked in at a whopping 2 zettabytes [1]. Nine years later, the total amount of digital data in the world has grown by over 2000%, to reach 41 zettabytes. It is projected that the amount of digital data is set to grow to 175 zettabytes by 2025 [2] [3] (Figure 1).
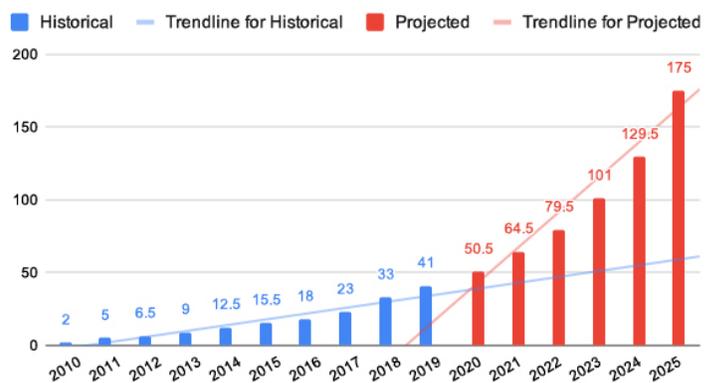
Fig. 1: Volume of data/information created worldwide from 2010 to 2025 (in zetabytes). Chart from Data created worldwide 2010-2025. (n.d.). Retrieved November 6, 2019, from - https://www.statista.com/statistics/871513/worlwide-data-created/.

This phenomenon, known as "data deluge" or "data exhaustion", simultaneously represents both an enormous challenge and fantastic opportunity. Driven by rapid declines in storage costs, the increasing connectivity of the world, advancements in telecommunications and infrastructure, and the proliferation of new technologies which produce ever larger sets of data, the data deluge is a wave calling to be surfed. In short, new data is being generated faster than we can make sense of it, derive value from it, or even use it in the most basic of ways.
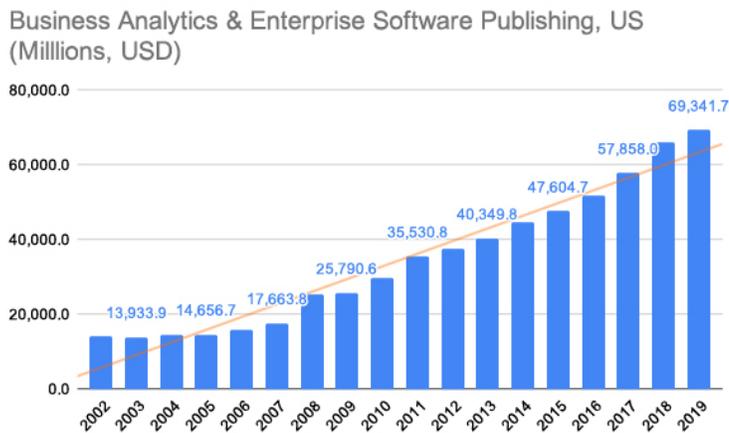
Fig. 2: Business Analytics & Enterprise Software Publishing, US. Chart from IBISWorld Industry Report 51121 c July 2019 | Dan Cook Business Analytics & Enterprise Software Publishing in the US. (n.d.). Retrieved November 6, 2019, from https://clients1-ibis-world-com.uml.idm.oclc.org/reports/us/industry/default.aspx?entid=1989..

Data analysis, business analytics, genomic sequencing, and enterprise software platforms are increasingly being utilized by both the private and public sectors. Advancements in the processes used and technologies available for data science and analysis have contributed to rapid growth in the revenues generated by key players in this industry. Google, Microsoft, SAP, IBM, Oracle, Tableau, Periscope, and many other software companies have invested heavily in developing tools to help make sense of the globe's increasingly massive data sets. Currently, the Business Analytics and Enterprise Software Publishing market generates yearly revenues approaching $70 billion USD [4] (Figure 2). Although many of these key players have consolidated market share in their respective core industries (web search, enterprise software, data visualization, etc.), the data science industry is only moderately consolidated. As such, existing firms and new entrants are investing heavily in developing new tools to assist with data science activities, each seeking vigorously for their share of the market. Market databases and research institutes estimate compound annual growth rates (CAGR) between 29% [4] and 39% (for comparison, a CAGR of 5% - 10% is considered good for large-cap companies).

2. The Value of Data Analysis and Synthesis

A common phrase in technology circles is that "data is the new oil". This may be so, but most data in existence today is either unstructured, or poorly structured. Improved data science and analytics make it easier to achieve organizational goals and improve nearly every functional area of an organization. A recent report from Springboard, a thought leader in the data science space, lists eight key benefits of investing in data science, most of which are immediately apparent [5]:

   i. Empower management to make smarter decisions;
   ii. Improve ability to achieve business goals;
  iii. Improve recruitment;
   iv. Challenge the workforce to embrace data in their day-to-day work;
    v. Refine target audiences;
   vi. Improve ease of testing multiple ideas;
  vii. Identify new revenue opportunities; and
 viii. Reduce the occurrence and volume of major risks and losses.

However, identifying that improved data science and analytics can improve operations and organizational value, is far from half the battle. Businesses in nearly every industry have begun to recognize the value that can be derived from data analytics. It is predicted that nearly 90% of large organizations will have appointed a Chief Data Officer, or CDO, by 2019 [6]. Large organizations have proven to themselves that expertly derived data science, analysis, and synthesis, can help empower senior executives to make smarter, better-informed decisions. For example, IBM has recently invested over $12

billion dollars, opening six new analytics centres and hiring 4,000 new employees to staff them [7]. In healthcare alone, it is estimated that adequate and sophisticated analytics tools for healthcare could yield over $300 billion in savings, in North America, let alone the lives saved along the way [8].

Globally, it is estimated that over 95% of network data is *never accessed* after 90 days of being created [9]. Essentially, our efforts to derive value and insight from large datasets are only beginning to scratch the surface – but data science is quickly moving from the edge to the core of modern business operations.

The Harvard Business School recently established the "Competing on Business Analytics and Big Data Executive Education Program". John A. Deighton, the Baker Foundation Professor of Business Administration at Harvard Business School states that, "used well, it [data science] changes the basis of competition in industry after industry" [10].

3. Barriers to Effective Data Science

Although the power, sophistication, and ease of use that modern data science and data analytics software is substantial, there is a massive, industry-wide skills gap when it comes to data science. A recent LinkedIn study found that US-based businesses alone require over 150,000 data scientist jobs filled – at the same time, it is predicted that by 2020 there will be 2.7 million job postings for data science and analytics roles [11]. As attested by our local industry (see support letters **Appendix G**), staying competitive will demand filling positions across all roles involving Data Science.

4. Business Analytics & Enterprise Software, and IT Consulting Market

The Business Analytics, Enterprise Software, and IT Consulting market is a primary driver of demand for data science education. These markets are in growth stages, with high levels of competition. There are approximately 500,000 competitors in the space, distributing over $260 billion USD in annual wages, in North America alone. Barriers to entry in these spaces are low, along with low capital intensity, but revenue volatility is high [12] [13].

There are very low levels of consolidation in the IT Consulting market, but very few players control the Enterprise Software space, with SAP controlling 22.9% of the market, followed closely by Salesforce.com (15.1%), and IBM (11.7%) [13].

Data Analytics, Data Mining, and Predictive Analytics continue to drive research and development in this industry, all three of which require highly skilled Data Science talent. Between these industries, over 410,000 professionals are employed, with this figure projected to grow at an annualized rate of 11.4% [13]. Within these markets, the fastest-growing roles are Data Scientists and Advanced Analysts, which are projected to see a spike in demand of 28% by 2020, growing to nearly 700,000 openings by 2020, totalling 2,720,000 employed data professionals, in the US alone [14]. **Data Science and Analytics jobs remain open an average of 45 days**. 59% of demand for Data Science and Analytics professionals is generated by the Finance and Insurance, Professional Services, and IT industries. Data Scientists in the US earn an average annual salary of $94,576 USD [14].

Similar trends exist in Canada. On key job search sites, we find significant number of positions as we search for Data Science 1,141 (Workopolis.com), 1,224 (indeed.com), 1,090 (glassdoor.ca), 977 (LinkedIn), as of November 8th 2019.

5. Internal and External Analysis

Strengths	Weaknesses
• Well established programs in Computer Science, Mathematics, Statistics • 22 faculty members, including 2 CRCs in the field of Data Science	• Behind the curve

• Strong links to local industry • Reputable co-op program (enabling students to gain job-ready skills) • Significant funding for Data Science initiatives led by Faculty of Science members • Relatively low tuition in Manitoba compared to U15	
Opportunities	**Threats**
• Incredible growth in demand for Data Science and Analytics skills • Leverage local, national, and international research relationships • Leverage growth in Manitoba tech sector • Leverage growth in machine learning and A.I. (drives demand for improved data science and data visualization)	• Ramp up time • Marketing challenges • Established programs elsewhere

6. References

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[13] IBIS World (2019), Industry at a Glance, https://clients1-ibisworld-com.uml.idm.oclc.org/reports/ca/industry/ataglance.aspx?entid=1415, last accessed November 6th 2019.

[14] Miller, S. and Hughes, D. (2017). The Quant Crunch: How the Demand for Data Science Skills is Disrupting the Job Market, https://www.ibm.com/downloads/cas/3RL3VXGA, last accessed November 6th 2019.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

Not Applicable

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

We are not asking for any funding for this program. Please see budget spreadsheet for details.

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

We are not asking for any funding for this program.

D-3 If new funding is not being requested, how will the program be funded?

The Faculty of Science will use existing resources as well as tuition from students in Data Science, to deliver and manage this program.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

Not Applicable.

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

The Data Science program relies on the similar infrastructure needs as our existing programs in Computer Science, Mathematics and Statistics. In essence, this involves computers as well as software licenses. For the most part, software licenses used in Data Science are open source and are accessible without additional costs, such as tools for R or Tableau. Our budget includes refurbishing existing labs with new computers to handle the requirements of this program. As a result, we have included an approximate cost of $42K in year 1, $50K in year 2, $25K in year 4 and $80K in year 5 for computers and software.

Please refer to library support for introduction of new courses (Appendix E).

D-6 Please describe new and existing staffing resources needed to provide this new program of study. *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

The program consists mainly of existing courses from Computer Science, Mathematics and Statistics. In addition, we have recently hired several data science researchers which will be involved in the delivery of this program. We have not explicitly included the salaries of the data scientists but have used an average of the salaries of all professors and all instructors in the Faculty.

With respect to space in courses, the departments involved will carefully monitor space in courses and respond to demand as necessary. Declared Data Science Major students will be given the same access to Computer Science courses as those who are declared as a Computer Science student.

Our overall FTE for new staff are as follows: 2.0 FTE new Academic staff ($216,560), 1.33 new Sessional Instructors ($50,710), 3.4 FTE Teaching Assistants ($67,282).

From our existing resources, we will allocate FTEs as follows: 4.68 FTE Professors ($257,667), 2.33 FTE Associate/Assistant Professor ($185,563), 0.20 FTE of AESES Support Staff ($16,073).

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

The Faculty of Science has recently (July 2019) hired 4 members focusing on Data Science. We expect the following based on our enrollments as we monitor them over the length of the program.

If we assume an enrollment of 100 new students in Year 5, we anticipate hiring 2 Assistant professors as projected in our budget. These will phase in over the maturity period of the program as indicated below.
Year 1: 1 Assistant professor
Year 2: 1 Assistant professor
Year 3:
Year 4:

We will need to hire the equivalent of 1.3 FTE of new sessional instructors and 2.17 FTE of new TA to put on the data science program.

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

There will not be any effect of this new program on existing capital infrastructure and equipment. The Faculty of Science has all the necessary resources.

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

Not Applicable.

E-1 What are the proposed tuition fees?

The tuition fees will be based on existing Faculty of Science fees and therefore will be very similar to fees for existing programs. We have used a rate of $140.17 per credit hour based upon the 2018-19 fee schedule. This was the fee that was in effect when the proposal was prepared. Fees may change subject to Board of Governors and provincial approvals.

E-2 Please provide a rationale for the tuition fee proposed. (*For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The tuition fees are comparable to existing programs within the Faculty of Science.

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

If the student decides to do the Co-op option, work term fees will apply. Otherwise, there will be no additional fees above and beyond those for existing programs within the Faculty of Science. The work term fees are the same as for all programs in the Faculty of Science. The Co-op fee is $558.25 but this fee has not been incorporated in the financial model.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

The supports available are the same as those for existing programs in the Faculty of Science.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:	*Vice-President/Academic:*
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	*Vice-President/Academic:*
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments *(double-click to engage check box):*

☐   Cover letter

☐   Program of Study Financial Form

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

If you have any questions or require further information, please contact:
Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

Data Science (4-year Major) Program Course List & Descriptions

Required New Courses

DATA 2010 - Tools and Techniques for Data Science
(Lab Required) An introduction to the field of data science with an emphasis on the fundamental tools and techniques that underlie the field of data science. Prerequisites: [MATH 1240 or MATH 1241] and [one of MATH 1300, MATH 1301, or MATH 1220] and [one of MATH 1700, MATH 1701, MATH 1710, or MATH 1232]. Pre- or co-requisites: COMP 2140 and STAT 2150.

DATA 3010 - Data Science with Real World Data Sets
(Lab Required) This course will expose students to real-world data sets in the study of data science. Prerequisite: DATA 2010.

DATA 4010 - Data Science Capstone Project
A project course where students apply the knowledge and skills acquired in earlier coursework to a substantial data science problem. It will enable the development of soft skills, and explicit consideration of important topics including Ethics, Communication, Data Privacy, Data Presentation and Insight Delivery, all of which are key elements for a training in Data Science, beyond the technical content. This course is restricted to Faculty of Science students in the Data Science Major or Major Co-op. Students are expected to take this course in their final year. Prerequisites: DATA 3010 and permission of the instructor.

Required Courses

COMP 1012 – Computer Programming for Scientists and Engineers
(Lab Required) An introduction to computer programming suitable for solving problems in science and engineering. Students will implement algorithms for numerical processing, statistical analysis and matrix operations. Not to be held with COMP 1010, COMP 1011 or COMP 1013. Prerequisite: Mathematics 40S or equivalent. Co-requisite: MATH 1230 or MATH 1500 or MATH 1501 (or equivalent).
OR
COMP 1010 – Introductory Computer Science 1
(Lab Required) An introduction to computer programming using a procedural high level language. May not be held with COMP 1011 or COMP 1012 or COMP 1013. Prerequisite: any grade 12 or 40S Mathematics, or equivalent.

COMP 1020 – Introductory Computer Science 2
(Lab Required) More features of a procedural language, elements of programming. May not be held with COMP 1021. Prerequisite: COMP 1010 or COMP 1011 (C); or COMP 1012 or COMP 1013 (C); or High School Computer Science 40S (75%) and any grade 12 or 40S Mathematics, or equivalent.

MATH 1220 – Linear Algebra 1

(Lab required) This course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. An introduction to vectors, matrices, systems of linear equations and three-dimensional geometry. May not be held with MATH 1210, MATH 1211, MATH 1300, MATH 1301, MATH 1310, or the former MATH 1680. Prerequisite: Pre-calculus Mathematics 40S (70%) or the former Mathematics 40S (300) (70%), or the MSKL 0100 offered Extended Education (B).

OR

MATH 1300 - Vector Geometry and Linear Algebra

(Lab Required) An introduction to vectors, matrices, systems of linear equations and three-dimensional geometry. May not be held for credit with MATH 1210, MATH 1211, MATH 1220, MATH 1310, MATH 1301, or the former MATH 1680. Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of "C" or better in the MSKL 0100 offered by Extended Education. NOTE: A minimum grade of 70% in Applied Mathematics 40S may be used as a prerequisite to this course.

MATH 1230 - Differential Calculus

(Lab required) The course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. Rigorous treatment of limits, continuity, and differentiation (with epsilon-delta proofs), applications in optimization problems, related rates, l'Hopital's rule, curve sketching, Taylor polynomials. Not to be held with MATH 1500, MATH 1501, MATH 1510, MATH 1520, the former MATH 1680, or MATH 1690. Prerequisite: Pre-calculus Mathematics 40S (70%) or the former Mathematics 40S (300) (70%), or the MSKL 0100 offered by Extended Education (B).

OR

MATH 1500 – Introduction to Calculus

(Lab Required) Differentiation and integration of elementary functions, with applications to maxima and minima, rates of change, area, and volume. May not to be held with MATH 1230, MATH 1501, MATH 1510, MATH 1520, the former MATH 1680, or MATH 1690. Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of "C" or better in the MSKL 0100 offered by Extended Education.

OR

MATH 1510 – Applied Calculus 1

(Lab Required) Functions and graphs; limits and continuity; differentiation of functions defined explicitly, implicitly and parametrically; applications of derivatives to velocity and acceleration, related rates, maxima and minima; differentials, indefinite and definite integrals, application of integration to area. Physical applications in this course make it especially suitable for students intending to take programs in engineering. May not be held with MATH 1230, MATH 1500, MATH 1501, MATH 1520, the former MATH 1530, the former MATH 1680, or MATH 1690. Prerequisites: (a grade of 60% in one of Pre-calculus Mathematics 40S, or the former Mathematics 40S (300), or a grade of "C" or better in the MSKL 0100

offered by Extended Education) and (one of Physics 40S (300), PHYS 0900 (P), or PSKL 0100 (P) offered by Extended Education).

MATH 1232 - Integral Calculus
(Lab required) This course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. Integral calculus: theory and techniques of integration, curve sketching (parametric and polar), volume, arc length, surface area and partial derivatives. Sequences and series. Not to be held with MATH 1690, MATH 1700, MATH 1701, MATH 1710. Prerequisite: MATH 1230 (C) or MATH 1500 (B) or MATH 1501 (B) or MATH 1510 (B).
OR
MATH 1700 – Calculus 2
(Lab Required) Theory and techniques of integration, curve sketching, volume, arc length, surface area and partial derivatives. May not be held with MATH 1232, MATH 1690, MATH 1701, MATH 1710. Prerequisite: A grade of "C" or better in one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, MATH 1520, or the former MATH 1680.
OR
MATH 1710 – Applied Calculus 1
(Lab Required) Applications of integration to volumes, centres of mass, moments of inertia, work and fluid pressure; differentiation of trigonometric, inverse trigonometric, exponential, and logarithmic functions; techniques of integration; polar coordinates. Physical applications in this course make it especially suitable for students intending to take programs in engineering. May not be held with MATH 1232, MATH 1690, MATH 1700, MATH 1701. Prerequisite: A grade of "C" or better in one of MATH 1230, MATH 1500, MATH 1501, MATH 1510, MATH 1520, or the former MATH 1680. Prerequisite or concurrent Requirement: PHYS 1050 or PHYS 1051.

MATH 1240 - Elementary Discrete Mathematics
(Lab required) The course is intended for students in mathematically rich disciplines including those planning to enter an Honours or Major program in Mathematics or Statistics. An introduction to Discrete Mathematics. Topics include mathematical induction, modular arithmetic, Boolean algebras, basic sentential logic, elementary set theory and functional notation, partial orders, basic graph theory, basic counting. May not be held with MATH 1241 or MATH 3120. Prerequisite: Pre-calculus Mathematics 40S (60%) or the former Mathematics 40S (300) (60%), or the MSKL 0100 offered by Extended Education (C).

STAT 1150 – Introduction to Statistics and Computing
(Lab required) This course is recommended for students in mathematically rich disciplines, including Statistics, Mathematics, Actuarial Science, Computer Science, and related interdisciplinary programs. Topics to be covered include: summarizing and displaying large datasets, sampling, estimation and significance tests, probability calculations, random variables and probability distributions, introduction to regression and correlation analysis, statistical software. Not to be held with STAT 1000, STAT 1001, STAT 2000, STAT 2001 and STAT 2220. Prerequisite: Minimum of 70% in Pre-calculus Mathematics 40S or a grade of B or better in Mathematical Skills (MSKL 0100) offered by Extended Education or equivalent.

COMP 2140 – Data Structures and Algorithms

(Lab Required) Introduction to the representation and manipulation of data structures. Topics will include lists, stacks, queues, trees, and graphs. May not be held with COMP 2061. Prerequisites: one of COMP 1020, COMP 1021 (C).

MATH 2740 – Mathematics of Data Science

(Lab required) This course introduces some of the mathematical tools used in Data Science. Topics include linear algebra: least squares, singular value decomposition, principal components analysis, and graph theory: centrality, social network theory, clustering. This course can only be used as an elective in an Honours, Major, or Joint Honours program in Mathematics. Prerequisites: [(a "B" or better in MATH 1210 or MATH 1211) or (a "C" or better in one of MATH 1220, MATH 1300, or MATH 1301)] and (a "C" or better in one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710).

MATH 2720 – Multivariable Calculus – *Proposed description for Fall 2020*

Calculus of several variables. For students in one of the following programs: Actuarial Mathematics, Data Science, Statistics (honours or majors), Physics (honours or majors) Geophysics (honours or majors), and Physical Geography. May not be held with the former MATH 2750, the former MATH 2110, MATH 2130, MATH 2150, MATH 2151 or MATH 2721. Prerequisites: (One of MATH 1220, MATH 1300, MATH 1301, or MATH 1310) and (one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, MATH 1710, or the former MATH 1730).

OR

MATH 2150 - Multivariable Calculus

(Lab required) The course is intended for students in mathematically rich disciplines. Parametric curves, arc length and curvature. Functions of several variables. Level curves. Partial derivatives, gradient, divergence and curl. Max/min problems. Double and triple integrals, line and surface integrals of functions and vector fields, and applications. Green's, Stokes, and divergence theorems. May not be held with MATH 2130, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750. Prerequisite: MATH 2080 (C) or MATH 2081 (C) or the former MATH 2202 (C).

MATH 2740 - Mathematical Techniques in Data Science

(Lab required) This course introduces some of the mathematical tools used in Data Science. Topics include linear algebra: least squares, singular value decomposition, principal components analysis, and graph theory: centrality, social network theory, clustering. This course can only be used as an elective in an Honours, Major, or Joint Honours program in Mathematics. Prerequisites: [(a "B" or better in MATH 1210 or MATH 1211) or (a "C" or better in one of MATH 1220, MATH 1300, or MATH 1301)] and (a "C" or better in one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710).

STAT 2150 – Statistics and Computing

(Lab required) This course is recommended for students in mathematically rich disciplines, including Statistics, Mathematics, Actuarial Science, Computer Science, and related interdisciplinary programs. Topics to be covered include: exploratory data analysis and visualization, graphical methods, random number generation, random variables, simple statistical models and computing, Monte Carlo methods,

large sample and simulation-based inference, statistical software packages. Prerequisites: [STAT 1150 (C) or STAT 2000 (B) or STAT 2001 (B)] and [a C or better in one of: MATH 1230, MATH 1500, MATH 1501, MATH 1510, the former MATH 1530, or MATH 1690 (C)].

STAT 2400 – Introduction to Probability 1 – *Proposed description for Fall 2020*
(Lab Required) Basic probability, discrete and continuous random variables, important families of distributions, functions of a random variable, expectation and variance, introduction to joint distributions. This course is not available to students who have previously obtained credit for STAT 3500. Prerequisites: [one of STAT 1150, STAT 2000 (B), or STAT 2001 (B)] and [one of MATH 1232, MATH 1690, MATH 1700 (B), MATH 1701 (B), MATH 1710 (B), or the former MATH 1730 (B)].

COMP 3380 – Databases Concepts and Usages
An introduction to database systems including the relational, hierarchical, network and entity-relationship models with emphasis on the relational model and SQL. Prerequisite: one of COMP 2140 or COMP 2061(C).

COMP 4360 – Machine Learning - *Proposed description for Fall 2020*
Learning strategies; evaluation of learning; learning in symbolic systems; neural networks, genetic algorithms. May not be held with ECE 4450. Prerequisite: COMP 3190 or [STAT 2400, and MATH 2740, and DATA 2010].

MATH 3490 - Optimization - *Proposed description for Fall 2020*
(Lab required) This course introduces the theory and practice of optimization. Both unconstrained and constrained problems are considered, as well as continuous and discrete optimization. Topics include linear programming, unconstrained optimization, constrained nonlinear optimization and integer programming. Applications to Statistics and Data Science will be explored. Prerequisites: [one of MATH 2090, MATH 2091, MATH 2740, the former MATH 2300, the former MATH 2301, the former MATH 2350, or the former MATH 2352] and [one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750].

STAT 3100 – Introduction to Inference - *Proposed to be introduced in Fall 2020*
(Lab Required) Overview of the most common approaches to inference associated with point estimation, confidence intervals and hypothesis testing, including likelihood, least-squares and moment-based methods, as well as large sample approximations. May not be held with the former STAT 3800, or the former STAT 3600. Prerequisites: STAT 2150 and STAT 2400. Pre- or Corequisite: one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750.

STAT 3150 – Statistical Computing - *Proposed to be introduced in Fall 2020*
Programming using statistical software, random number generation, principles of Monte Carlo simulation, simulation-based inference, Monte Carlo integration, and other related topics. Prerequisites: STAT 2150 and STAT 2400.

STAT 3450 Linear Models - *Proposed to be introduced in Fall 2020*
Least-squares approach to simple and multiple regression, one-way analysis of variance, two-way analysis of variance and related topics. May not be held with STAT 3000, the former STAT 3470, or the former STAT 3120. Prerequisites: STAT 2150 and STAT 2400 and [one of MATH 1220, MATH 1300 (B), or MATH 1301 (B)].

Student must choose at least 4 courses from the list of recommended CS, Math and Statistics Electives below, with at least one course from each of the three departments.

Recommended CS Electives
COMP 2080 – Analysis of Algorithms
Methods of analyzing the time and space requirements of algorithms. Average case and worst case analysis. Models of computation. Prerequisites: MATH 1240 (C), MATH 1241 (C) or COMP 2130 (C); and one of COMP 2140, or the former COMP 2061 (C). STAT 1000 or STAT 1001 or STAT 1150 is strongly recommended.

COMP 2150 – Object Orientation
Design and development of object-oriented software. Topics will include inheritance, polymorphism, data abstraction and encapsulation. Examples will be drawn from several programming languages. Prerequisite: COMP 2160; and one of COMP 2140 or COMP 2061(C).

COMP 4510 – Introduction to Parallel Computation
An overview of the architectures of current parallel processors and the techniques used to program them. Not to be held with ECE 4530. Prerequisites: COMP 3370 (C) and COMP 3430 (C).

COMP 4710 – Introduction to Data Mining
Introduction to data mining concepts and their applications. Prerequisite: COMP 3380 or consent of department.

Recommended Math Electives
MATH 2070 – Graph Theory 1
(Lab required) Introduction to graphs, digraphs, and multigraphs. Topics include trees, cycles and circuits, planarity, basic graph algorithms, and applications of graph theory to social and physical sciences. May not be held with MATH 2071 or the former MATH 2400 or COMP 4340. Prerequisites: [MATH 1240 (C) or MATH 1241 (C)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)].

MATH 2080 – Introduction to Analysis
(Lab required) The course is intended for students in mathematically rich disciplines. Fundamental properties of the real number system as a complete ordered field, Archimedean property, existence of square roots, density of rational numbers, uncountability of real numbers. Sequences, subsequences, limit theorems, monotonicity, Bolzano-Weierstrass theorem, Cauchy sequences. Rigorous treatment of limits and continuity of functions of one and several variables. Uniform continuity. Applications. May not

be held with MATH 2081 or the former MATH 2202. Prerequisites: [MATH 1232 (C) or MATH 1690 (C) or MATH 1700 (B) or MATH 1701 (B) or MATH 1710 (B)] and [MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B)] and [MATH 1240 (C) or MATH 1241 (C)].

MATH 2090 – Linear Algebra 2
(Lab required) The course is intended for students in mathematically rich disciplines. Abstract vector spaces, linear transformations, bases and coordinatization, matrix representations, orthogonalization, diagonalization, principal axis theorem. May not be held with MATH 2091 or the former MATH 2300 or the former MATH 2301 or the former MATH 2350 or the former MATH 2352. Prerequisite: MATH 1220 (C) or MATH 1300 (B) or MATH 1301 (B).

MATH 2180 – Real Analysis 1
(Lab required) Introduction to metric spaces including connectedness, compactness and continuity; topics in infinite series of numbers, and sequences and series of functions. May not be held with the former MATH 3230. Prerequisite: MATH 2080 (C) or MATH 2081 (C) or the former MATH 2202 (C).

MATH 4370 – Linear Algebra and Matrix Analysis
Vector and matrix norms, matrix factorizations, eigenvalues and eigenvectors, theory of non-negative matrices. Applications to differential equations, math biology, numerical analysis, digital image processing, data mining, GPS, Markov chains, graph theory, etc will be given in this course. Not to be held with the former MATH 4310. Prerequisite: MATH 2090 (C) or MATH 2091 (C) or the former MATH 2300 (B) or the former MATH 2301 (B) or the former MATH 2350 (C) or the former MATH 2352 (C).

Recommended Statistics Electives

STAT 2300 – Principles of Data Collection - *Proposed to be introduced in Fall 2020*
Introduction to the basic principles and foundational aspects of data collection with a focus on the design and basic analysis of observational and experimental studies. Important issues like randomization, blocking and confounding, sampling, stratification, response bias and nonresponse will be covered. May not be held with the former STAT 3480. Prerequisite: one of STAT 1150, STAT 2000 (B), or STAT 2001 (B).

STAT 2800 – Introduction to Probability 2 - *Proposed to be introduced in Fall 2020*
(Lab Required) Joint and conditional distributions, distributions of functions of random variables, laws of total expectation and variance, moments and generating functions. May not be held with the former STAT 3400 or the former STAT 3500. Prerequisite: STAT 2400. Pre- or Corequisite: one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750.

STAT 3030 - Introduction to Stochastic Processes - *Proposed to be introduced in Fall 2020*
Review of conditional probability and expectations, Markov chains, homogeneous and nonhomogeneous Poisson processes. Optional topics include: reliability theory, queuing theory and

Brownian motion. May not be held with the former STAT 3050. Prerequisites: [one of STAT 2800, the former STAT 3400, or the former STAT 3500] and [one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750].

STAT 3550 - Nonlinear Regression Models - *Proposed to be introduced in Fall 2020*
Nonlinear multiple regression, logistic regression, Poisson regression and generalizations, over/under dispersion, model selection techniques. May not be held with STAT 4000. Prerequisite: One of STAT 3450, the former STAT 3470, or the former STAT 3120. Pre- or corequisites: [one of STAT 3100, the former STAT 3800, or the former STAT 3600] and STAT 3150.

STAT 3690 - Multivariate Analysis - *Proposed to be introduced in Fall 2020*
Multivariate normal distribution, multivariate regression and applications, visualization of multivariate data and dimension reduction, principal component analysis, canonical correlation. May not be held with the former STAT 4690. Prerequisites: [one of STAT 2800, the former STAT 3400, or the former STAT 3500] and [one of STAT 3450, the former STAT 3470, or the former STAT 3120] and [one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750].

STAT 4100 – Statistical Inference - *Proposed description for Fall 2020*
(Lab required) Rigorous treatment of inferential methods associated with point estimation, confidence intervals and hypothesis testing, including large sample techniques. May not be held with the former STAT 4140. Prerequisites: [one of STAT 2800, the former STAT 3400, or the former STAT 3500] and [one of STAT 3100, the former STAT 3800, or the former STAT 3600].

STAT 4150 – Bayesian Analysis and Computing - *Proposed to be introduced in Fall 2020*
 (Lab required) Bayesian modelling, prior and posterior distributions, predictive distributions, credible regions, Bayes factors and model uncertainty, Bayesian computational methods. Prerequisites: [one of STAT 2800, the former STAT 3400, or the former STAT 3500] and [one of STAT 3100, the former STAT 3800, or the former STAT 3600] and STAT 3150.

STAT 4250 – Statistical Learning - *Proposed to be introduced in Fall 2020*
(Lab required) Topics related to the use of Statistics and inferential methods in machine learning, including the lasso and ridge regression, classification and clustering, neural networks, support vector machines, bagging, boosting and ensemble methods. Prerequisites: [one of STAT 3100, the former STAT 3800, or the former STAT 3600] and STAT 3150 and [STAT 3690 or the former STAT 4690].

Co-op Courses if Selected

SCI 3980 - Co-operative Education Work Term 1
Supervised work experience with an approved employer for a minimum of 12 weeks full-time. Restricted to students admitted to the Honours or Major Co-operative Education Option in the Faculty of Science. Completion of co-op pre-employment workshops required. Final work term report required. Prerequisite: Written permission from the Faculty of Science Co-operative Education Office. (Pass/Fail grade only).

Program Information

The Faculty of Science offers an interdisciplinary 4-year Major program in Data Science. Data Science is an emerging field of study that combines computer science, mathematics and statistics to collect, analyze, visualize and interpret data.

Data Science Entry, Continuation, and Graduation requirements

To enter the Major Degree program in Data Science, a student must have completed at least 24 credit hours with a minimum DGPA of 2.00, and also obtained a minimum grade of "C+" in each of COMP 1020, MATH 1232 (or MATH 1700 or 1710), and STAT 1150.

To continue in the Data Science Major Degree program, students must maintain a minimum DGPA of 2.00.

To graduate with the Bachelor of Science (Major) in Data Science, a student must obtain passing grades on all courses, obtain a minimum DGPA of 2.00, and a minimum grade of C in all required and optional courses that contribute to the Major.

Major Cooperative Option

A co-operative education option is available. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.

The course and minimum grade requirements for entry and continuation in the Co-operative Option are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

Before beginning their first co-op work term, students are required to complete the first and second year requirements of the program.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
DATA SCIENCE MAJOR (Including Co-operative Option if selected) 120 CREDIT HOURS			
COMP 1012[1], COMP 1020 (C+) MATH 1220[1], MATH 1230[1], MATH 1232[1] (C+), MATH 1240 STAT 1150 (C+) 6 credit hours from the Faculty of Arts, which	COMP 2140 MATH 2720[1], MATH 2740 DATA 2010 STAT 2150, STAT 2400 12 credit hours of electives	COMP 3380, COMP 4360 MATH 3490 DATA 3010, DATA 4010[2] (6) STAT 3100, STAT 3150, STAT 3450 3 credit hours from: COMP 2080, COMP 2150, COMP 4510, COMP 4710	

should include the required "W" course 3 credit hours of electives		3 credit hours from: MATH 2070, MATH 2080, MATH 2090, MATH 2180, MATH 4370 3 credit hours from: STAT 2300, STAT 2800, STAT 3030, STAT 3550, STAT 3690, STAT 4100, STAT 4150, STAT 4250 3 additional credit hours from the Faculty of Science[3] 21 credit hours of electives[3] The above 33 credit hours must include at least 12 credit hours of Faculty of Science courses taken at the 3000 or 4000 level	
		Co-op Requirements (if selected): SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)	
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

[1] The following substitutions are allowed: COMP 1010 in place of COMP 1012; MATH 1300 in place of MATH 1220; MATH 1500 or MATH 1510 in place of MATH 1230; MATH 1700 (C+) or MATH 1710 (C+) in place of MATH 1232; MATH 2150 in place of MATH 2720.

[2] Should be taken in graduating year.

[3] Courses may be chosen from COMP, MATH, or STAT courses included in the course lists in the program chart provided the courses have not been used toward another program requirement.

(Letters in brackets indicate minimum prerequisite standing for further study. The number 6 in brackets indicates a 6 credit hour course.)

ADVANCED LEARNING DIVISION
Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.

2. When proposing a new program expansion *Current Fiscal* should be entered in the first column.

3. If a program reaches maturity prior to *Fiscal Year 4,* remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.

4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.

5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.

6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview	
Institution:	University of Manitoba
Program Name:	Data Science
Contact Information:	Ben Pak Ching Li, Associate Dean, Faculty of Science, University of Manitoba, Ben.Li@umanitoba.ca
Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATON										
Contribution from Institution		$ 243,730	$ 243,730	$ 292,328	$ 48,598	$ 365,135	$ 72,806	$ 437,832	$ 72,697	$ 437,832
Tuition		$ 210,255	$ 210,255	$ 268,706	$ 58,451	$ 357,715	$ 89,009	$ 457,159	$ 99,445	$ 457,159
Student Fees		$ 3,150	$ 3,150	$ 3,780	$ 630	$ 4,725	$ 945	$ 5,670	$ 945	$ 5,670
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contribution from Unit (Existing Resources)		$ 151,541	$ 151,541	$ 274,193	$ 122,652	$ 401,138	$ 126,945	$ 532,525	$ 131,388	$ 532,525
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
Total Revenue (A)	$ -	$ 608,676	$ 608,676	$ 839,007	$ 230,331	$ 1,128,712	$ 289,705	$ 1,433,187	$ 304,475	$ 1,433,187

	Institution:	University of Manitoba
	Program Name:	Data Science
	Contact Information:	Ben Pak Ching Li, Associate Dean, Faculty of Science, University of Manitoba, Ben.Li@umanitoba.ca
	Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATON										
New Academic Salaries - Direct		$ 142,463	$ 142,463	$ 330,691	$ 188,228	$ 360,648	$ 29,957	$ 387,887	$ 27,239	$ 387,887
Existing Academic Salaries - Direct		$ 134,733	$ 134,733	$ 256,796	$ 122,064	$ 383,132	$ 126,336	$ 513,890	$ 130,758	$ 513,890
New Professional/Support Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Existing Professional/Support Salaries - Direct		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Operating Expenses		$ 165,000	$ 165,000	$ 25,000	$ (140,000)	$ 95,000	$ 70,000	$ 165,000	$ 70,000	$ 165,000
Student Support		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Indirect Salary Expenses		$ 16,808	$ 16,808	$ 17,396	$ 588	$ 18,005	$ 609	$ 18,635	$ 630	$ 18,635
Administrative Overhead		$ 156,301	$ 156,301	$ 197,801	$ 41,501	$ 260,928	$ 63,127	$ 330,630	$ 69,701	$ 330,630
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
Total Expenditures (B)	$ -	$ 615,305	$ 615,305	$ 827,685	$ 212,380	$ 1,117,714	$ 290,029	$ 1,416,043	$ 298,328	$ 1,416,043

Institution:	University of Manitoba
Program Name:	Data Science
Contact Information:	Ben Pak Ching Li, Associate Dean, Faculty of Science, University of Manitoba, Ben.Li@umanitoba.ca
Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
CAPITAL INFORMATON										
Major Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Vehicles		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Renovations		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Furniture		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
		$ -		$ -		$ -		$ -		$ -
Total Capital (C)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Revenue less Expenditures and Capital (A-(B+C))	$ -	$ (6,629)	$ (6,629)	$ 11,322	$ 17,951	$ 10,998	$ (325)	$ 17,144	$ 6,146	$ 17,144
Funding Request		$ -		$ -		$ -		$ -		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)

New Program Approval - Financial Form

FACULTY / SCHOOL Science
PROGRAM Data Science

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	2.07	5.30	6.03	6.62	6.73
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	2	5	6	7	7

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	$ 142,463	$ 330,691	$ 360,648	$ 387,887	$ 401,463
Existing Academic Salaries (incl bpl) (Appendix A)	134,733	256,796	383,132	513,890	531,876
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Operating Expenses (Appendix B)	165,000	25,000	95,000	165,000	95,000
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	$ 442,196	$ 612,488	$ 838,781	$ 1,066,777	$ 1,028,340

Indirect Program Costs

	Year 1	Year 2	Year 3	Year 4	Year 5
New Indirect Salary Expenses (incl bpl) (Appendix A)	$ -	$ -	$ -	$ -	$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	16,808	17,396	18,005	18,635	19,288
Tax on Grant and Tuition Revenue	63,571	77,766	99,150	121,458	137,919
Administrative Overhead	11,442	14,579	19,346	24,644	29,077
Subtotal Indirect Program Costs	$ 91,821	$ 109,741	$ 136,500	$ 164,738	$ 186,284

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Program Costs (Direct & Indirect)	$ 534,017	$ 722,228	$ 975,281	$ 1,231,515	$ 1,214,623

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	50	60	75	90	100
Expected Enrolment (credit hours)	1,500	1,800	2,250	2,700	3,000

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)	$ 243,730	$ 292,328	$ 365,135	$ 437,832	$ 486,236
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	114,416	145,788	193,455	246,440	290,772
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	3,150	3,780	4,725	5,670	6,300
• Other Compulsory Student Fees	14,551	17,461	21,827	26,192	29,102
Other revenue	-	-	-	-	-
Total Program Revenue	$ 375,847	$ 459,358	$ 585,141	$ 716,134	$ 812,410

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	$ 134,733	$ 256,796	$ 383,132	$ 513,890	$ 531,876
Professional and Support Salaries (Appendix A)	-	-	-	-	-
Indirect Salaries (Appendix A)	16,808	17,396	18,005	18,635	19,288
Current/prior years surplus (carryover)					
From Other Sources:					
Subtotal Existing Resources	$ 151,541	$ 274,193	$ 401,138	$ 532,525	$ 551,164

6. Program shortfall (surplus) (Program Costs -Program Revenue - Existing Resources)	$	6,629	$	(11,322)	$	(10,998)	$	(17,144)	$	(148,950)
Internal Funds Requested through Strategic Allocation										
Funds Requested of the Provincial Government										
Balance (should be zero)	$	6,629	$	(11,322)	$	(10,998)	$	(17,144)	$	(148,950)

Trevor Schultz

Digitally signed by Trevor Schultz
DN: cn=Trevor Schultz, o=Dean's Office Science, ou=Faculty of Science, email=Trevor.Schultz@umanitoba.ca, c=CA
Date: 2019.09.16 08:45:38 -05'00'

September 16, 2019

Submitted by Faculty/School Budget Officer (signature)   Date

Reviewed by Graduate Studies Business Manager   Date

(For graduate program submissions only)

Chester
Wojciechowski

September 16/19

Reviewed by University Budget Officer (signature)   Date

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	1.00	95,000	2.00	195,325	2.00	202,161	2.00	209,237	2.00	216,560
Lecturer/Instructor/Sessionals	0.17	5,764	1.00	34,787	1.17	41,769	1.33	48,996	1.33	50,710
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	0.91	17,955	2.30	45,463	2.86	56,610	3.28	65,007	3.40	67,282
Subtotal New Academic Salaries	**2.07**	**118,720**	**5.30**	**275,576**	**6.03**	**300,540**	**6.62**	**323,239**	**6.73**	**334,553**
Benefits and Pay Levy		23,744		55,115		60,108		64,648		66,911
Total New Academic Salaries (including BPL)	**2.07**	**$ 142,463**	**5.30**	**$ 330,691**	**6.03**	**$ 360,648**	**6.62**	**$ 387,887**	**6.73**	**$ 401,463**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total New Professional and Support Staff (incl. BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Indirect Staff (Within your faculty/school)										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	$ -	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total New Indirect Staff (including BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Total New Staff		**$ 142,463**		**$ 330,691**		**$ 360,648**		**$ 387,887**		**$ 401,463**

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

EXISTING (Within your faculty/school)	Year 1 FTE	Year 1 Total Salary	Year 2 FTE	Year 2 Total Salary	Year 3 FTE	Year 3 Total Salary	Year 4 FTE	Year 4 Total Salary	Year 5 FTE	Year 5 Total Salary
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Professor	0.52	65,272	0.97	124,405	1.42	185,608	1.87	248,953	1.87	257,667
Assoc/Asst Professor or Senior Instructor	0.52	47,006	0.96	89,592	1.41	133,669	1.86	179,288	1.86	185,563
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	**1.03**	**112,277**	**1.93**	**213,997**	**2.83**	**319,277**	**3.73**	**428,242**	**3.73**	**443,230**
Benefits and Pay Levy		22,455		42,799		63,855		85,648		88,646
Total Existing Academic Salaries (including BPL)	**1.03**	**$ 134,733**	**1.93**	**$ 256,796**	**2.83**	**$ 383,132**	**3.73**	**$ 513,890**	**3.73**	**$ 531,876**
Professional and Support Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Benefits and Pay Levy		-		-		-		-		-
Total Existing Professional and Support Staff (incl. BPL)	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Indirect Staff										
EMAPS	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
AESES	0.20	14,007	0.20	14,497	0.20	15,004	0.20	15,529	0.20	16,073
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	**0.20**	**14,007**	**0.20**	**14,497**	**0.20**	**15,004**	**0.20**	**15,529**	**0.20**	**16,073**
Benefits and Pay Levy		2,801		2,899		3,001		3,106		3,215
Total Existing Indirect Staff (including BPL)	**0.20**	**$ 16,808**	**0.20**	**$ 17,396**	**0.20**	**$ 18,005**	**0.20**	**$ 18,635**	**0.20**	**$ 19,288**
Total Existing Staff		**$ 151,541**		**$ 274,193**		**$ 401,138**		**$ 532,525**		**$ 551,164**
GRAND TOTAL		**$ 294,004**		**$ 604,884**		**$ 761,786**		**$ 920,413**		**$ 952,627**

Appendix B - Operating Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	$ -	$ -	$ -	$ -	$ -
701BGT	Hospitality - Budget	$ -	$ -	$ -	$ -	$ -
704BGT	Printing and Duplicating - Budget	$ -	$ -	$ -	$ -	$ -
706BGT	Consumable Materials/Supplies Budget (includes computers)	$ 140,000	$ -	$ 70,000	$ 140,000	$ 70,000
708BGT	Telecommunications - Budget	$ -	$ -	$ -	$ -	$ -
710BGT	Other Expenses (Nonconsumble) Budget	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
713BGT	Insurance - Budget	$ -	$ -	$ -	$ -	$ -
716BGT	Externally Contracted Serv - Budget	$ -	$ -	$ -	$ -	$ -
718BGT	Professional Fees - Budget	$ -	$ -	$ -	$ -	$ -
740BGT	Repairs and Maintenance - Budget	$ -	$ -	$ -	$ -	$ -
	Subtotal Direct Operating	**$ 165,000**	**$ 25,000**	**$ 95,000**	**$ 165,000**	**$ 95,000**

Appendix C - Student Support

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Graduate / Undergraduate Support Expense		Year 1		Year 2		Year 3		Year 4		Year 5	
7700	Scholarships	$	-	$	-	$	-	$	-	$	-
7710	Bursaries	$	-	$	-	$	-	$	-	$	-
7720	Awards										
	Subtotal Operating	$	-	$	-	$	-	$	-	$	-

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Capital Item	Year 1			Year 2			Year 3			Year 4			Year 5		
	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total
Major Equipment	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -
Vehicles	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -
Renovations	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -
Furniture	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -	-	$ -	$ -
Other (*list*)			-			-			-			-			-
...															
Subtotal Operating		$	-		$	-		$	-		$	-		$	-

Fee Increase   6.5%

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	50	60	75	90	100
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	1,500	1,800	2,250	2,700	3,000
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	$ 140	$ 149	$ 159	$ 169	$ 180
Undergraduate	210,255	268,706	357,715	457,159	540,972
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	$ -	$ -	$ -	$ -	$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	$ 210,255	$ 268,706	$ 357,715	$ 457,159	$ 540,972
• Continuing Fee - (enter annual continuing fee in yr 2)		$ -	$ -	$ -	$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)	3,150	3,780	4,725	5,670	6,300
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate)					

….. (add as required)…									
….. (add as required)…									
Total Program/Course Specific Fees	$	3,150	$	3,780	$	4,725	$	5,670	$	6,300

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	$	213,405	$	272,486	$	362,440	$	462,829	$	547,272

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)	114,416	145,788	193,455	246,440	290,772
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	3,150	3,780	4,725	5,670	6,300
• Other Compulsory Student Fees (enter amount)	14,551	17,461	21,827	26,192	29,102
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	$ 132,117	$ 167,029	$ 220,007	$ 278,302	$ 326,174

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	**Travel and Conferences**	$ -	$ -	$ -	$ -	$ -
7001	Travel Academic					
7002	Travel Administration					
7003	Relocation					
7004	Staff Recruitment					
7005	Field Trips					
7006	Team Travel					
7007	Local Travel					
7009	Student Recruitment					
7010	Student Travel					
7130	Airfare					
7131	Accommodation					
7132	Meals (Per Diem-No receipts)					
7133	Meals (with receipts)					
7134	Mileage (Km's)					
7135	Parking					
7136	Car Rental					
7137	Conference Registration					
7138	Taxis					
7139	Misc Travel/Incidentals					
7676	Hospitality					
704BGT	**Printing and Duplicating - Budget**	$ -	$ -	$ -	$ -	$ -
7040	Printing					
7041	Copying					
706BGT	**Consumable Materials/Supplies Budgt**	$ 140,000	$ -	$ 70,000	$ 140,000	$ 70,000
7060	Office Supplies					
7061	Lab Supplies					
7062	Audio Visual Supplies					
7063	Agricultural Supplies					
7064	Safety Supplies					
7065	Sports and Athletic Supplies					
7066	Books and Subscriptions					
7067	Other Supplies					
7068	Computing Supplies	140,000		70,000	140,000	70,000
7069	Maintenance and Cleaning Supplies					
7070	Dental Supplies					
7071	Equipment Foreign Operations					
7072	Supplies Foreign Operations					
708BGT	**Telecommunications - Budget**	$ -	$ -	$ -	$ -	$ -
7080	IST Telecommunications					
7082	Physical Plant Postage					
7085	Departmental Communications					
710BGT	**Other Expenses (Nonconsumble) Budgt**	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
7100	Affiliated Personnel Costs					
7101	Professional Development					
7102	Professional Memberships					

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
7103	Conferences/Events Hosted by U of M					
7104	Other Services					
7106	Bad Debts					
7107	Advertising and Promotion					
7108	Licenses and Permits					
7109	Software Maintenance	25,000	25,000	25,000	25,000	25,000
7110	Staff Benefits					
7111	Other Non-Consumable Expenses					
7114	Internal Financing Expense					
7116	Internal Services Expense					
718BGT	**Professional and External Services**	$ -	$ -	$ -	$ -	$ -
7160	Externally Contracted Services					
7180	Professional Fees					
7185	Investment Management Expenses					
740BGT	**Repairs and Maintenance**	$ -	$ -	$ -	$ -	$ -
7400	Equipment Repairs & Maintenance					
7401	Building Repairs & Maintenance					
7402	Equipment Rental					
7403	Grounds Maintenance					

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Libraries

Faculty	Science
Department	Computer Science
Course #	DATA 2010
Course Name	Tools and Techniques for Data Science

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Grace Romund
Science Liaison Librarian

Tania Gottschalk
Sciences and Technology Library, Acting Head

Kristen Kruse
Kristen Kruse
Acting Coordinator, Collections Management

Lisa Hanson O'Hara
Acting University Librarian

December 14, 2018
Date

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty	Science
Department	Computer Science
Course #	DATA 3010
Course Name	Data Science 2

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Grace Romund
Science Liaison Librarian

Tania Gottschalk
Sciences and Technology Library, Acting Head

Kristen Kruse

Kristen Kruse
Acting Coordinator, Collections Management

Lisa Hanson O'Hara
Acting University Librarian

December 14, 2018

Date

University of Manitoba Libraries
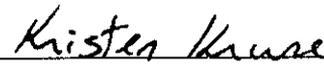
Statement for Undergraduate Curriculum Change

Faculty	Science
Department	Computer Science
Course #	DATA 4010
Course Name	Capstone Project

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Grace Romund
Science Liaison Librarian

Tania Gottschalk
Sciences and Technology Library, Acting Head

Kristen Kruse
Acting Coordinator, Collections Management

Lisa Hanson O'Hara
Acting University Librarian

December 14, 2018

Date

	UNIVERSITY	**STATEMENT OF SUPPORT: PART A - REQUEST**

UNIVERSITY
OF MANITOBA

STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form. Send a copy, together with Part B and any supporting documents, to unit(s) from which a statement of support is sought. Submit the completed form (Sections A through E) to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/ Certificate Course and Curriculum Changes.*

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION B – NATURE OF REQUEST FOR SUPPORT

☑ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☑ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s)

Request for assessment of course intended to satisfy:

☐ W requirement   ☐ M requirement   ☐ RIC list

Request that response be provided by (indicate date): 01-Apr-2019

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The Faculty of Science is introducing a data science major program. As a result, new data science courses (DATA 2010, DATA 3010, DATA 4010) will be created which may require CS to teach/co-teach these courses. In addition, existing CS courses will be required in the program which will create additional demand for these courses. Finally, the course COMP 4360 will need a prerequisite modification to accommodate this program.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Mathematics, Statistics, Computer Science

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for asessement for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department: Computer Science (074)

SECTION H – RESPONSE TO REQUEST

CS provides support as requested, and in general supports the Data Science program.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2019 or Spring 2020).

CS will soon submit pre-requisite change for COMP 4360 as modified above.

SECTION J – SIGNATURES

Department Approval:

| James Young | | Digitally signed by James E Young |
| Type Name | Signature | Date |

Faculty/College/School Approval:

Pourang Irani

| Type Name | Signature | Date |

Aug 27 2019

STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form. Send a copy, together with Part B and any supporting documents, to unit(s) from which a statement of support is sought. Submit the completed form (Sections A through E) to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/ Certificate Course and Curriculum Changes.*

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION B – NATURE OF REQUEST FOR SUPPORT

☑ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☑ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s)

Request for assessment of course intended to satisfy:

☐ W requirement   ☐ M requirement   ☐ RIC list

Request that response be provided by (indicate date): 16-Aug-2019

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The Faculty of Science is introducing a data science major program. As a result, new data science courses (DATA 2010, DATA 3010, DATA 4010) will be created which may require the Department of Mathematics to teach/co-teach these courses. In addition, existing Mathematics courses will be required in the program which will create additional demand for these courses.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Mathematics, Statistics, Computer Science

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for asessement for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department: Mathematics (136)

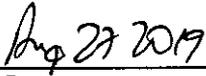## SECTION H – RESPONSE TO REQUEST

The Department of Mathematics supports this request.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2019 or Spring 2020).

MATH 2720 appears in the proposed program chart. Currently MATH 2720 is restricted to students in one of the following programs: Actuarial Mathematics, Statistics, Physics, Geophysics, and Physical Geography. The Department of Mathematics is currently in the process of adding the proposed program to that list, aiming tor Senate Approval in Fall 2019.

SECTION J – SIGNATURES

Department Approval:

Derek Krepski	Derek Krepski Digitally signed by Derek Krepski Date: 2019.08.16 13.22:28 -05'00'	
Type Name	Signature	Date

Faculty/College/School Approval:

Pourang Irani		Aug 27 2019
Type Name	Signature	Date

STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form. Send a copy, together with Part B and any supporting documents, to unit(s) from which a statement of support is sought. Submit the completed form (Sections A through E) to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/ Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION B – NATURE OF REQUEST FOR SUPPORT

[✓] possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

[✓] possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

[✓] possible impact on demand (increased or decreased) for a specific course(s)

Request for assessment of course intended to satisfy:

[ ] W requirement   [ ] M requirement   [ ] RIC list

Request that response be provided by (indicate date): May 22, 2019

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The Faculty of Science is introducing a data science major program. As a result, new data science courses (DATA 2010, DATA 3010, DATA 4010) will be created which may require the Department of Statistics to teach/co-teach these courses. In addition, existing Statistics courses will be required in the program which will create additional demand for these courses.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Mathematics, Statistics, Computer Science

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for asessement for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department: ~~Computer Science (074)~~   Statistics.

SECTION H – RESPONSE TO REQUEST

The Department of Statistics supports the request for creating a Data Science program within the Faculty of Science. As part of a major curriculum revision to Statistics programs, considerable effort was made to ensure that the newly created STAT 3100, STAT 3150 and STAT 3450 will be useful to Statistics as well as Data Science majors. We expect to be able to handle the increased demand for existing Statistics courses (esp. STAT 1150, STAT 2150 and STAT 2400) and participate in the teaching of the DATA courses.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2019 or Spring 2020).

We see the DATA courses as being interesting electives to the students in our programs, but do not feel like program changes are required at this time. It may be that some (or all) DATA courses could be added to our list of recognized options at some point in the future. This is still under study at this point.

SECTION J – SIGNATURES

Department Approval:

Alexandre Leblanc	Alexandre Leblanc	Digitally signed by Alexandre Leblanc Date: 2019.05.27 12.37:29 -05'00'
Type Name	Signature	Date

Faculty/College/School Approval:

Pourang Irani		27 20/9
Type Name	Signature	Date

STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form. Send a copy, together with Part B and any supporting documents, to unit(s) from which a statement of support is sought. Submit the completed form (Sections A through E) to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/ Certificate Course and Curriculum Changes.*

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION B – NATURE OF REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☐ possible impact on demand (increased or decreased) for a specific course(s)

Request for assessment of course intended to satisfy:

☐ W requirement   ☐ M requirement   ☐ RIC list

Request that response be provided by (indicate date): 30-Apr-2019

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The Faculty of Science is creating a Data Science Major Program with a cooperative option.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Computer Science, Mathematics, Statistics, USB, Science Coop.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for asessement for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department: Science, Faculty of (02)

SECTION H – RESPONSE TO REQUEST

The Science Co-op Program enthusiastically supports a cooperative option for the proposed Data Science Major Program. The addition of a co-op option will provide the opportunity for Data Science undergraduate students to acquire relevant work experience related to their degree of study and offer tools for students to achieve success in their career development. As well, extending co-op provides an equality of opportunity for the Data Science undergraduate students.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2019 or Spring 2020).

There would be no impact on Science Co-op.

SECTION J – SIGNATURES

Department Approval:

Geoffrey Anderson		
Type Name	Signature	Date

Digitally signed by Geoffrey Anderson
DN: cn=Geoffrey Anderson, o=University of Manitoba, ou=Science Co-op
Program, email=Geoffrey.Anderson@umanitoba.ca, c=CA
Date: 2019 04 08 15:21:34 -05'00'

Faculty/College/School Approval:

Pourang Irani		Aug 27 2019
Type Name	Signature	Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A - REQUEST

Complete Sections A through D of this form. Send a copy, together with Part B and any supporting documents, to unit(s) from which a statement of support is sought. Submit the completed form (Sections A through E) to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/ Certificate Course and Curriculum Changes.*

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION B – NATURE OF REQUEST FOR SUPPORT

☑ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☑ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s)

Request for assessment of course intended to satisfy:

☐ W requirement   ☐ M requirement   ☐ RIC list

Request that response be provided by (indicate date): 30-Apr-2019

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support.

The Faculty of Science is introducing a data science major program. As a result, students may take COMP 1013, COMP 1021, MATH 1301, MATH 1501, MATH 1701 to partially satisfy entrance requirements into the Data Science Program.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

Mathematics, Statistics, Computer Science,USB

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units (including responses to requests for asessement for the W requirement, M requirement, or RIC list, if appropriate) to your faculty/college/school submission to SCCCC.

STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes.* The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Science

Department: Choose one

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Université de Saint-Boniface

Department: sciences, Faculte des (USB)

SECTION H – RESPONSE TO REQUEST

The Université de Saint-Boniface supports the introduction of the data science major program.
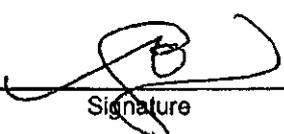
SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2019 or Spring 2020).

There is no impact for the Université de Saint-Boniface.

SECTION J – SIGNATURES

Department Approval: _____

Nicolas Bouffard
_____
Type Name

Signature

Date

Faculty/College/School Approval:

Alexandre Brassard
_____
Type Name

Signature

Date

Office of the Associate Dean
(Acting Academic)

248 - 66 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
Phone (204) 474 6700
Fax (204) 474 7525

UM | Faculty of Agricultural
and Food Sciences

November 1, 2019

Dr. Todd Mondor
Deputy Provost (Academic Planning and Programs)
University of Manitoba

RE: *Letter of support for Faculty of Science's Data Science program*

Dear Dr. Mondor:

I am writing to support the Data Science program that the Faculty of Science is proposing to offer. Many disciplines, including agriculture, are heavily relying on data analytics skills to make significant advances. This is evident from the recent success of Manitoba based companies such as Farmers Edge, FarmLink and 151 Research Inc. Digital Agriculture is considered to be the next frontier in food production and this sector will require a workforce adept in data science. The proposed program will produce graduates with strong skills in data analytics, a critical need for many Manitoban businesses in agricultural production, processing and management.

Furthermore, the data science program will generate trainees that can immediately assist companies to maintain a competitive edge. Additionally, the program will benefit students and faculty members within our Faculty. Our students will be able to register in some of the proposed courses, which will help them develop interdisciplinary skills needed to advance data analytics. Faculty members will be able to depend on students in our co-op program or upon graduation to work as research associates within our labs.

I offer my strong support for the skills students will be able to develop through the Data Science offering as well as from the tools they will use, including R, SAS, as well as machine learning techniques required to be competitive employees in a burgeoning field. Please feel free to contact me should you have any further questions.

Sincerely,

Jitendra Paliwal, Ph.D., P. Eng., FEC
Associate Dean (Graduate Programs) and Acting Associate Dean (Academic)
Professor, Biosystems Engineering

umanitoba.ca/afs

Gady Jacoby
Dean and CPA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone (204) 474-9209
Fax (204) 474-7545
www.umanitoba.ca/asper

University of Manitoba

Asper School of Business
Faculty of Management

MEMORANDUM

Date: October 10, 2019

To: Dr. Stefi Baum, Dean, Faculty of Science

From: Dr. Gady Jacoby, Dean and CPA Manitoba Chair in Business Leadership

Subject: A Letter of Support for the Proposed New Data Science Program

I am pleased to support the Data Science program proposed by the Faculty of Science. This program will address the shortage in Manitoba of university graduates with strong skills in big data management and analytics. In recent years, many companies have increasingly relied on big data to drive business decisions. This did not skip our Province, and local businesses from a wide range of industries have experienced a large growth in the demand for specialized skills in areas such as machine learning, data modeling, data privacy, and data visualization (all of which will be taught in the proposed program). At the same time, data scientists are now among the highest paid professionals. The proposed new program will help train skilled work-ready graduates that will help local companies maintain their competitive edge. The proposed program will also help Manitoba companies (including small businesses) who could benefit from hiring Data Science co-op students.

Developing a strong Data Science area at the Faculty of Science will directly benefit students and faculty members at the Asper School of business. For our students, courses in the proposed program will strengthen their toolkit by interfacing their Business knowledge with elements of Data Science. Our faculty will gain from the potential interdisciplinary collaboration with Science faculty members on Business research utilizing big data in areas such as Marketing, Financne, Human Resource Management, Supply Chain Management, Management Information Systems, and Actuarial Science. Asper School faculty using big data in their research will also gain from potential research assistantship provided by Data Science students. Finally, graduate programs at Asper (MSc, PhD, MBA and MFin) continuously seek to recruit skilled and talented students. I see Data Science students a desirable target group for our graduate student recruitment efforts.

I wholeheartedly support the proposed applied and skills-based Data Science program that provides students with tools required to gain employment and succeed, help advance Data Science related research, and feed graduate programs with skilled candidates.

ASPER SCHOOL OF BUSINESS

Max Rady College of Medicine
Dept. of Community Health Sciences
S113-750 Bannatyne Avenue
Winnipeg, Manitoba R3W 0W3
Phone: (204) 789-3573
Fax: (204) 789-3905
Email: lisa.lix@umanitoba.ca

UNIVERSITY | Rady Faculty of
ᴏꜰ **MANITOBA** | Health Sciences

October 31, 2019

University of Manitoba Senate
Office of the University Secretary
312 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Re: Support for Faculty of Science Data Science Undergraduate Program

Dear Senate Members:

I am writing to express my support for the creation of an undergraduate Data Science Program within the Faculty of Science at the University of Manitoba. I am a Professor of Biostatistics in the Department of Community Health Sciences, a Canada Research Chair (Tier 1) in Methods for Electronic Health Data Quality, Director of the Data Science Platform in the George & Fay Yee Centre for Healthcare Innovation, and co-lead of an NSERC-funded CREATE (Collaborative Research and Training Experience) program entitled Visual and Automated Disease Analytics (VADA) Program. There is a critical need within Manitoba for a workforce that is adept at managing, evaluating, analysing, visualizing, and interpreting large and complex data. My own research, involvement in the development and delivery of graduate training at the University of Manitoba, and interactions with government have highlighted the gaps in data science training that exist within the province.

With respect to VADA Program, which is led by faculty at both the University of Manitoba and University of Victoria, our intent is to meet the need for analytics specialists who have knowledge of disease etiologies, transmission patterns, and advanced analytic techniques in areas such as data mining and predictive analytics. The VADA Program trains both MSc and PhD students with diverse backgrounds in the health sciences, computational sciences, and health informatics. In the three years that the program has run it has become clear to me how beneficial it would be for students to be exposed to data science theories and methods during their undergraduate programs and to have the option to develop skills in machine learning, data modeling, and data visualization at the undergraduate level, rather than only having that option at the graduate level.

With respect to the Data Science Platform that I lead in the George & Fay Centre for Healthcare Innovation, there is similarly a need for trainees and new hires to have exposure at the undergraduate level to a wide range of Big Data environments, so that they are able to meet the demands within the health research and healthcare sectors. Our staff and faculty, who have backgrounds in statistics, biostatistics, and computer science, collaborate with clinicians, researchers, and decision makers to generate and apply patient-oriented research in the health system and health policy environments. We use large electronic health databases and advanced analytic methods to gain insights into the health of populations and their use of healthcare resources. Working with such large data sets requires an established level of comfort with

complex data. Our scientists regularly recruit undergraduate Co-op students and other trainees to work on research projects; we currently assist these trainees to develop their data science skills. It would be optimal for students and trainees to instead arrive with a strong foundational skill set established during an undergraduate program.

The creation of an undergraduate Data Science Program at the University of Manitoba would produce a pipeline of students well situated to move into positions within government agencies/organizations and industry after their undergraduate training, or continue their education at the graduate level, especially within interdisciplinary training programs like the VADA Program. Advanced analytic skills are in high demand in both the public and private health sectors and are key to being able to respond to a variety to a variety of scenarios, including the detection, management, and prevention of outbreaks associated with infectious diseases, the measurement and prediction of healthcare use, and the prediction of health outcomes for patients with complex chronic conditions.

I look forward to a positive response from Senate regarding support for an undergraduate Data Science Program in the Faculty of Science at the University of Manitoba.

Sincerely,
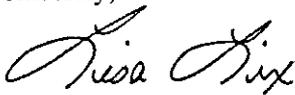
Lisa M. Lix, PhD P.Stat.
Professor & Acting Associate Department Head
Tier 1 Canada Research Chair in Methods for Electronic Health Data Quality
Director, Data Science Platform, George & Fay Yee Centre for Healthcare Innovation

E2 - 483 EITC Building
Winnipeg, MB
Canada R3T 2N2
Telephone 204-474-7863
Fax 204-474-7926
science.co-op@umanitoba.ca

UNIVERSITY
of MANITOBA | Science Co-op Program

October 25, 2019

Pourang Irani
Professor, Department of Computer Science Canada Research Chair (Tier 2)
Acting Associate Dean Faculty of Science
E2-580 EITC
University of Manitoba
Winnipeg, Manitoba, Canada R3T 2N2

Dear Pourang,

Co-operative education (co-op) is a form of work-integrated learning which integrates students' classroom-based learning with relevant degree-related work experience. Students participating in co-op have the opportunity to apply their classroom learning in a "real-word" environment. Students develop valuable skills to guide them through their academic education and to prepare for their career after graduation. Currently, the Faculty of Science offers a co-op option in nine undergraduate degree programs.

It is with pleasure to write this letter supporting the establishment of a co-op option for undergraduate students as part of the proposed Data Science degree program. The addition of a co-op option will provide Data Science undergraduate students with relevant work experience related to their degree of study. As well, extending co-op provides an equity of opportunity to ensure all eligible Science undergraduate students have the opportunity to participate in Science Co-op.

To graduate with the Co-op designation on their degree parchment, Data Science co-op students will complete a minimum of three 4-month work terms. Each work term will be full-time, paid and a minimum duration of 12 weeks. This allows Data Science co-op to meet the approval criteria of the Public Service Commission of Canada, the accreditation requirements of Co-operative Education and Work-Integrated Learning (CEWIL) Canada; as well as meeting the Government of Manitoba definition of co-op and the eligibility requirements of the Manitoba Co-operative Education Tax Credit for employers who hire co-op students. Science Co-op will deliver Data Science co-op students the same pre-employment curriculum and services currently provided to other Science Co-op students. Data Science

co-op students will be assigned a Co-op Coordinator; who will support the students during their job search and co-op work terms.

There is a demand for Data Science co-op students, which translates into interest from employers and available employment opportunities for students. The Data Science degree program is a cross-disciplinary fusion of mathematics, statistics and computer science; key competencies in demand by employers. Currently, Science Co-op has more available job opportunities in these disciplines than available students. Reviewing Summer 2019 co-op work term postings, there were approximately 25 local co-op positions which would be classified as "data science". Key competencies required in these positions include database knowledge, data mining, data visualization, machine learning, artificial intelligence and data analytics. No active marketing was undertaken to develop these opportunities as employers directly approached Science Co-op. With active marketing, Science Co-op will be able to develop opportunities in areas such big data, bioinformatics, data analytics, data modelling; machine learning and statistics to support the Data Science co-op option. The goal is to develop 100 data science positions within the next five years.

There is strong support for co-op and work-integrated learning from government. As one of the largest co-op employers in Canada, the federal government has a formal bridging mechanism in which co-op students may be bridged into temporary or permanent positions after graduation. As well, the 2019 federal budget included an investment of nearly $800 million over five years to support the creation of up to 84,000 new work placements per year by 2023-24; with the goal to create a work-integrated learning placement for every student who wants one. This co-op/WIL funding is administered by various national sector councils, which include: BioTalent Canada representing Canada's bio-economy and the Information and Communications Technology Council (ICTC) which supports the development of Canada's digital economy.

Provincial governments also recognize the value of co-op through various incentive programs. Manitoba, Nova Scotia, Ontario and Quebec offer tax credits to employers who hire co-op students. As well, Manitoba offers a Co-op Graduate Hiring Incentive to employers who hire graduates from recognized co-op programs. British Columbia supports STEM co-op student hiring through various funding programs such as the Tech Co-op Grant through Innovate BC. These various federal and provincial government programs provide the financial support for employers to hire Data Science co-op students for local and national opportunities.

With the renewed support of co-op and work-integrated learning by the federal government and support from various provincial governments, it is an ideal time for students currently participating in Science Co-op; as well as to expand to new degree programs or to current programs in the Faculty not currently offering co-op. This expansion will provide the opportunity for more Science undergraduate students to participate in a program highly respected and in demand by employers and recognized for producing enriching experiences and employable graduates.

Sincerely,
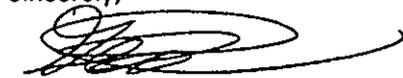
Geoffrey D. Anderson
Director, Science Co-op Program
University of Manitoba Faculty of Science
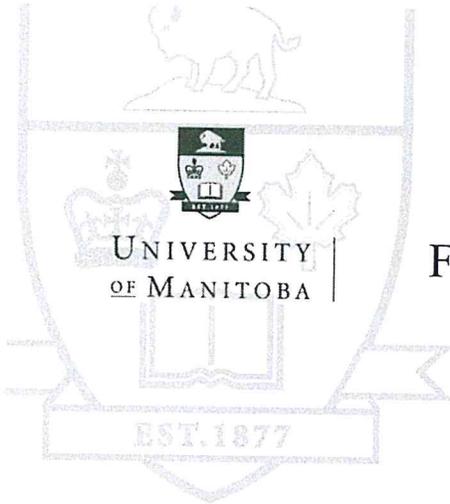
Dr. Jason P. Leboe-McGowan
Associate Dean (Academic Affairs)
Faculty of Arts
308 Fletcher Argue Building
Winnipeg, Manitoba, Canada
R3T 2N2
Telephone: (204) 272-1558
Fax: (204) 474-8403

Email:
Jason.Leboe-McGowan@umanitoba.ca

Faculty of Arts

November 19, 2019

Dr. Pourang Irani
Associate Dean (Undergraduate)
Faculty of Science

Dear Dr. Irani,

The Faculty of Arts Dean's Office has reviewed the Faculty of Science's proposal to establish a 4-year, Bachelor of Science degree program in Data Science. In our view, the creation of this program represents an excellent opportunity for University of Manitoba students to acquire knowledge and skills that are currently in very high demand. Moreover, we expect that the need for training this area to increase significantly for the foreseeable future. Consequently, on behalf of the Faculty of Arts, please accept this letter as formal support for the proposed Data Science program.

Sincerely,

Jason Leboe-McGowan
Associate Dean (Academic Affairs)
Faculty of Arts

1

November 19, 2019

Dr. Pourang Irani
Acting Associate Dean
Faculty of Science

Dear Dr. Irani

On behalf of the Faculty of Engineering I am providing this letter in support of your faculty's initiative to introduce the new undergraduate Data Science program. I reviewed the synopsis you provided. We do not see any conflict or overlap between this program and our existing engineering programs. In fact we strongly believe that this program will complement the existing programs and be a worthwhile addition to the opportunities the University of Manitoba makes available to students.

Many disciplines, including engineering, are heavily relying on data analytics skills to make significant advances. The proposed program, as you stated in your synopsis, will produce graduates with strong skills in data science, a critical need for many provincial, national and international businesses. The graduates from this program will have the much needed qualifications to assist companies to maintain a competitive edge. They will have the foundations to develop tools and methods to enable understanding to be derived from complex data.

On the interaction between faculties front, many members of our faculty are involved in different aspects of Data Science, from an end-user perspective for more advanced research. Training students in the skills related to Data Science (Machine Learning, Data Modeling, Data Privacy and Data Visualization) would support some of the activities in our Faculty. Potential for hiring such students either as co-op students or research associates, is enormous. The students will further develop interdisciplinary skills needed to advance data analytics.

We offer our strong support for this initiative and the skills students will be able to develop through your new undergraduate Data Science program offering.

Yours sincerely,
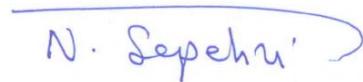
N. Sepehri

Nariman Sepehri, PhD, PEng, FCAE, FCSME, FASME
Professor (Mechanical Engineering)
Associate Dean (Undergraduate Programs)
University of Manitoba, Winnipeg, Manitoba, Canada R3T-5V6
Office: (204) 474-6834   Lab: (204) 474-7214   Fax: (204) 275-7507
Email: nariman.sepehri@umanitoba.ca

MEMO

REGISTRAR'S OFFICE
Room 400 UMSU University Centre
PH: 474-9425

**University
of Manitoba**

Date: October 30, 2019

Memo To: Pourang Irani, Acting Associate Dean, Faculty of Science

From: Neil Marnoch, Registrar

Re: **Proposed BSc Major Program in Data Science**

Pourang,

I have reviewed the Faculty of Science proposal to introduce a BSc Major Program in Data Science. It is difficult to provide specific commentary on the instructional space capacity needed to accommodate this program and the new Data Science courses. In general, the university has classroom capacity for additional courses and increased sections or seat capacity within existing courses. Such increases will require careful timetabling that is completed in a coordinated and balanced manner. The size of individual classes, the timetable and the type of classrooms required will determine the fit of our current classroom inventory and the needs of this program.

I am concerned, however, about the added pressure on registration and the ability for students in the program to obtain space in the required courses. Several of the courses specified in the Data Science program are regularly full and/or and have waitlists. As you have indicated, the Faculty is currently taking steps to address this unmet demand through various approaches.

Neil Marnoch
Registrar

338 Machray Hall
Winnipeg, Manitoba
Canada, R3T 2N2
Telephone (204) 474-6274
Fax (204) 474-7621
Saman_Muthukumarana@UManitoba.CA

Department of Statistics

October 27, 2019

Re: Letter of Support for Bachelor and Master in Data Science Programs

I'm writing in support of new Bachelor and Master in Data Science programs proposed by the Faculty of Science. These programs are extremely valuable and necessary for the advancement of Data Science in Manitoba and the University of Manitoba to stay competitive in this emerging field.

Over the past few years, the Faculty of Science has been working hard at expanding the capabilities in Data Science including establishment of a Data Science Centre, named as Data Science Nexus. As highlighted by our local industry and government collaborators in their support letters (attached at the end of this letter), these programs are crucial for filling the gaps in Data Science training and producing trainees who are highly skilled in data analytic and computational competencies necessary in their domains.

It is widely recognized that Data Science is a new field that is shaping and reshaping our world today. Multiple universities have begun to respond to this by creating undergraduate and graduate programs in Data Science. In most of the universities in other provinces in Canada, there are at least one of these types of programs or similar programs are being developed through various existing units or through new institutions[1-6]. In the U.S. and around the world, Data Science programs at undergraduate and graduate levels are becoming the norm.

Demand for Data Scientists is being accelerating in recent years and there are several evidence based predictions by professional agencies and organizations that Data Scientist will be the most demanding job in next decade[7-13]. More specifically, a recent study conducted by Canada's Big Data Consortium also estimated Canada's big

data talent gap is at least 19,000 professionals. The Data Science Nexus also aims to promote and facilitate collaborative interdisciplinary research and education in data science, to train the next generation of data scientists, and to inspire these new data scientists to employ their talent and aspirations to solving our world's problems. By developing these programs/curricula at both the undergraduate and graduate levels and creating new knowledge through interdisciplinary research, we will be able to train data scientists at various levels of expertise that will support both local and global industries in transforming data into useful knowledge for optimal decision-making.

Under Data Science Nexus, we have number of activities that are forthcoming. Nexus 2019: Art of the Possible; International Data Science Conference will take place on November 14, 2019 at UMSU University Centre, University of Manitoba, Fort Garry Campus. The conference features three keynote talks, 15 invited talks, a panel discussion and a networking reception. The sessions focus on the latest innovations in machine learning/AI, data and statistical sciences that address solutions to some of the most pressing challenges in agriculture, Business, eCommerce, finance, gambling and gaming, health and insurance. We have already attracted large number of registered participants beyond our expectations. The conference will also feature a pre-conference workshop on "Tools for Bayesian data science and probabilistic exploration" which has already reached the workshop capacity. Student challenge event presented by number of local industry partners have attracted more than 50 teams again beyond our expectations. We also have a workshop with North Forge Technology; Forge 2019-Applying Art of the Possible to the Finance services; bringing together businesses, entrepreneurs, and researchers. This workshop is also in high demand by local industries and researchers. We are currently running a Nexus Data Science workshop series which has also attracted participants from local industries, government unites and other academic units. Given these increasing trends and demands, the proposed undergraduate and graduate Data Science programs are crucial for Nexus in collaborating and building partnerships with local, national and international industrial partners as some they have already indicated in their support letters.

I strongly believe that establishing these undergraduate and masters Data Science programs at University of Manitoba will foster collaboration between our researchers and external units and successfully address Data Science talent gaps and produce

2

individuals who are highly skilled in this emerging field. The proposed programs will also establish the University of Manitoba as a leader in Data Science not only in Manitoba, but nationally and internationally.

Sincerely,

Saman Muthukumarana, Ph.D.
Director, Data Science Nexus
Associate Professor & Associate Head (Graduate)
Department of Statistics

References and Support Letters

1. http://www.sfu.ca/students/calendar/2020/spring/programs/data-science/major/bachelor-of-science.html

2. https://masterdatascience.ubc.ca/

3. https://you.ubc.ca/ubc_programs/data-science/

4. https://www.mcmastercce.ca/foundations-of-analytics/data-science

5. https://uwaterloo.ca/data-science/

6. https://graduate.carleton.ca/cu-programs/data-science-collaborative-masters/

7. https://www.ryerson.ca/graduate/programs/data-science-analytics/

8. https://www.pwc.com/us/en/library/data-science-and-analytics.html

9. https://www.forbes.com/sites/louiscolumbus/2017/05/13/ibm-predicts-demand-for-da #5e47c3667e3b

10. https://www.amstat.org/ASA/News/New-Report-Highlights-Growing-Demand-for-Data-S(aspx

11. https://data-flair.training/blogs/data-science-job-trends/

12. https://www.equities.com/why-data-science-will-be-the-most-promising-career-in-

13. https://www.careercast.com/jobs-rated/best-jobs-of-2019

3

NORTH FORGE

DARE TO DO

NORTH FORGE
TECHNOLOGY
EXCHANGE

October 22, 2019

Attention: University of Manitoba: Faculty of Science

We are pleased to provide a letter of support for the proposed **Data Science Undergraduate Program, and Data Science Master's Program.**

With the advancements in technology we are seeing an increasing amount of machine learning and artificial intelligence being incorporated into innovative solutions. This means there is a growing demand for people to think about data science into their existing solutions and in the design of new solutions. There is an obvious talent gap in the local market. Companies are competing to acquire the talent to keep their operations running and those who want to start incorporating data capacity into their companies are also struggling. By introducing these programs entrepreneurs will have the talent necessary to enable them to stay competitive and to scale up in Manitoba.

The depth of the program speaks nicely to the diverse needs of the innovation within Manitoba and enables those most likely to succeed to gain the skills, so Manitoba has the talent it needs in a timely fashion.

We commend the University of Manitoba: Faculty of Science for leading this important initiative and look forward to supporting the program as appropriate and relevant.

Sincerely,

Teresa Dukes
President

Fisheries and Oceans **Pêches et Océans**
Canada **Canada**

501 University Crescent   501 croissant University
Winnipeg, MB   Winnipeg, MB
R3T 2N6   R3T 2N6

October 15, 2019

Data Science NEXUS
Faculty of Science
University of Manitoba

Re: Letter of support for a Data Science Undergraduate and Master of Science programs

To Whom It May Concern:

Ensuring the continued productivity of Canada's freshwater fisheries has never been more important considering the past, present, and future environmental stressors affecting Canada's aquatic resources. From the conservation of species at risk, to the assessment and management of development impacts, to the control of aquatic invasive species, Fisheries and Oceans Canada is committed to advancing freshwater ecosystem science while ensuring that Canada remains a global leader in fisheries management and conservation. Through sound science, forward-looking policy, and operational and service excellence, Fisheries and Oceans Canada employees work collaboratively toward economically prosperous fisheries and sustainable aquatic ecosystems.

Recognizing the ecological, social, and economic value of Canada's freshwater resources, it is critical that Canada retain the capacity to train undergraduate and graduate students for successful careers in government, academia, industry, and NGOs. Increased training capacity in the scientific, professional, and managerial aspects of freshwater fisheries has clear downstream benefit to all organizations involved in the science and management of aquatic resources in Canada. Moreover, given the increasing role of technology to meet current research and management challenges (e.g., managing and analysing large fisheries and habitat data sets), trainees entering the Canadian workforce must be familiar with the use and application of such database tools and data analyses, and will be in a better position to apply them when provided collaborative training opportunities within academia and government. Fisheries and Oceans Canada is looking forward to opportunities to collaborate with Dr. Saman Muthukumarana (Statistics, University of Manitoba) and colleagues in the frame of Data Science NEXUS, the new Data Science Research Centre at the University of Manitoba. NEXUS will make a significant contribution to the development of highly qualified personnel in Canada (honours students, graduate students) to meet future demand within the freshwater fisheries sector.

DFO is supportive of Data Science NEXUS' activities and will be seeking to enter into a collaborative agreement to increase expertise and capacity of future graduates in focal areas ranging from statistical modelling to analyzing remote sensing data, and will allow Canada to better respond to the current and future challenges for marine and freshwater fish and fisheries management. One fundamental strength of the proposed project is that it allows trainees to define career streams early

Canada

in graduate training, thus, allowing for greater familiarity with key problems, questions, techniques, and competencies required within government, academia, industry, and NGOs. Moreover, the project recognizes the value of interdisciplinary training (e.g., bridging the biological, statistical, and mathematical sciences), and also includes often overlooked topics such as training in modeling and statistical analysis in fisheries research and management, and career development.

In summary, DFO is strongly supportive of the Data Science NEXUS' Data Science Undergraduate program and the Data Science Masters program and is looking forward to entering into a collaborative agreement between Dr. Muthukumarana and the Riverine Ecology Lab to obtain valuable tools for fisheries management and habitat protection and to increase the training capacity of highly qualified personnel in freshwater fisheries in Canada. If you have questions, please contact me at (204) 983-5230 or Sen.Wang@dfo-mpo.gc.ca.

Sincerely,

Sen Wang
Regional Director of Science
Central and Arctic Region
Fisheries and Oceans Canada

Canada

Data Science Nexus

Letter of Support, October 2019

canada *life* ™

Keri Guenther FCIA, FSA | George Turpie FCIA, FSA
Canada Life | 60 Osborne Street N. | Winnipeg, MB

Saman Muthukumarana, Ph.D.
Director | Data Science Nexus
Department of Statistics | 371 Machray Hall
University of Manitoba | Winnipeg MB

Dear Mr. Muthukumarana,

On behalf Canada Life, please accept this letter as an expression of support for Data Science Nexus and its accompanying programs, the **Data Science Undergraduate Program** and the **Data Science Master's Program.**

We recognize the value of data science to the insurance industry. Building and fostering the evolution of data science with applications to insurance is a strategic focus for our organization. As one of Manitoba's top employers, we see the creation of the Data Science Nexus programs as an influential step in advancing the field of data science in Manitoba. We support the program's mission to promote and facilitate research and education in data science, to train future data scientists, and to support local and global industries in transforming data into useful, actionable insights.

A critical component to the evolution of data science at Canada Life is the availability of a talented resource pool of data scientists. Data Science Nexus aims to train and supply such individuals to industries such as ours. A source of data science graduates and/or cooperative education data science students will be influential to Canada Life's success in our data science journey.

As a beneficiary of the advancement of data science in Manitoba, Canada Life is a supporter of Data Science Nexus and its accompanying programs.

Sincerely,

Keri Guenther, FCIA, FSA
University of Manitoba | BCom. Actuarial Science
Manager | Pricing & Analytics | Group Customer | Canada Life

George Turpie, FCIA, FSA
Senior Vice-President | Pricing & Analytics | Group Customer | Canada Life

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Page 117 of 418

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To the Board,

This letter is to support the creation of a Data Science program, both undergraduate and graduate levels, at the University of Manitoba. We here at Bold Commerce are continually striving to improve our performance by leveraging data to improve our decision-making. As such, we have been actively expanding our Data and Research team whenever we can acquire qualified individuals with strong Data Science skills. Bold Commerce highly values the creation of jobs within the province, and given our clear need for Data Scientists, it would be ideal for us if University of Manitoba graduates were able to fill these roles.

Given our ongoing collaboration with the University of Manitoba Data Science Nexus program and several faculty involved in its creation, we find that there is enormous potential for growing the capabilities of our company through research partnerships with the U of M. One reason that we were excited to expand our company to the Innovation Hub at the University of Manitoba SmartPark is that it would make it easier to collaborate with faculty at the University of Manitoba. Aside from the direct benefit a Data Science program would have for us at Bold Commerce, we wholly support the initiative to build a program directed at training students to better acquire the skills necessary to succeed in an increasingly data-driven world.

Many other companies are also growing their Data Science capabilities. We are not alone in our search for people that possess the skills necessary to accomplish this, and a training program tailored specifically to equip students with the tools to succeed in this field is a necessity. Several companies, such as IBM, are forecasting a continued interest in Data Scientists (https://tinyurl.com/yy94uogh). Many Canadian universities are already capitalizing on growing interest to acquire Data Science skills, thus the University of Manitoba is primed to continue in this tradition and perhaps take charge to become one of the leaders in educating future Data Scientists of Canada[1].

Sincerely,

Yvan Boisjoli
Chief Executive Officer
Bold Commerce, Inc.

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[1]Some example programs include: the Data Science certificate program at the University of Toronto (https://tinyurl.com/yygruuzy), undergraduate program in Data Science at the University of Waterloo (https://tinyurl.com/y6jfcr4z), and the Masters program in Data Science at the University of British Columbia (https://tinyurl.com/yxwgda2s).

Public Health   **Agence de la santé**
Agency of Canada   **publique du Canada**

National Microbiology Laboratory
1015 Arlington Street
Winnipeg, Manitoba
R3E 3R2

Wednesday, October 23, 2019

Saman Muthukumarana, Ph.D.
Director, Data Science Nexus
Associate Professor & Associate Head (Graduate)
Department of Statistics
371 Machray Hall
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

Re: Proposed Data Science Undergraduate and Graduate Programs

Dear Dr. Muthukumarana,

We are writing in support of your proposals to establish a Data Science Undergraduate Program and a Data Science Master's Program in the Faculty of Science, University of Manitoba.

The National Microbiology Laboratory (NML) represents Canada's main infectious disease public health lab with responsibility for reference microbiology and quality assurance, lab-based surveillance for infectious diseases, emergency outbreak preparedness and response, training, and research and development. The NML is spearheading an effort to overhaul Canada's public health system to incorporate genomics technologies across all of its science programs. Genomics is among the biggest of the big data sciences, and the NML will require dedicated data scientists as well as domain experts with data science competencies to realize this effort. Yet qualified personnel with the requisite training and skills in data science are in very short supply, both in Canada and more broadly. Indeed, a 2015 study conducted by Canada's Big Data Consortium estimated Canada's big data talent gap is ~19,000 professionals shy of what is needed, with demands expected to grow with ever increasing open access data sets and increased applicability of big data to new market segments[1].

The Genomics and Bioinformatics Labs at the NML are very active in training University of Manitoba students, via undergraduate co-op programs and the Federal Student Work Experience Program. We also supervise graduate students in the University of Manitoba's Department of Computer Science and the Department of Medical Microbiology and Infectious Diseases. Many of these students go on to take up positions at the NML. Your proposal to create undergraduate and graduate programs in data science will address a crucial workforce skills gap at the NML by providing them with the knowledge and skills required to remain on the leading edge of the genomics science and technologies that we rely on to protect Canadians from infectious disease.

We expect that data science will become part of the core curriculum for tomorrow's health professionals. In anticipation of this eventuality we helped to establish and actively participate in the Visual and Automated Disease Analytics (VADA) Program: a graduate training program funded by the National Sciences and Engineering Research Council of Canada (NSERC) as part of its Collaborative Research and Training Experience (CREATE) Program. The VADA program, offered through the University of Manitoba and the

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[1] https://www.ryerson.ca/content/dam/provost/PDFs/Big_Data_Talent_Gap.pdf

Canada

University of Victoria, aims to train the next generation of health, health informatics, and computational science graduate students to translate complex health data into insights that improve the health of populations and support health professional decision making. (Note that VADA is not a degree program; it is a training program for graduate students already enrolled in an existing degree program.) Your proposed undergraduate and graduate degree programs will complement and strengthen the VADA program as we strive to train the next generation of highly qualified personnel to apply big data analytics to protect and promote the health of Canadians.

Given our current and growing need for big data analytics, we strongly support your proposals to establish these training programs. In addition, we would be pleased to participate in the training of these individuals through guest lectures, undergraduate co-op programs, and graduate student supervision. We wish you the best of luck in establishing these important and valuable training programs.

Sincerely,

Dr. Gary Van Domselaar, Ph.D.
Chief, Bioinformatics
National Microbiology Laboratory
Public Health Agency of Canada
gary.vandomselaar@canada.ca
Telephone 204-784-5994

Adjunct Professor
Department of Medical Microbiology and Infectious Diseases
Basic Medical Sciences Building
745 Bannatyne Avenue
University of Manitoba
Winnipeg, Manitoba
R3E 0J9

Dr. Morag Graham, Ph.D.
Chief, Genomics
National Microbiology Laboratory
Public Health Agency of Canada
morag.graham@canada.ca
Telephone 204-784-7085

Adjunct Professor
Department of Medical Microbiology and Infectious Diseases
University of Manitoba
Basic Medical Sciences Building
745 Bannatyne Avenue
University of Manitoba
Winnipeg, Manitoba
R3E 0J9

Canada I✦I

Wawanesa Insurance

The Data Analytics team at Wawanesa over the last four years has grown from two to twenty-five individuals with diverse professional backgrounds including actuarial science, computer science, electrical engineering, geophysics, machine learning, operations research, software development, and statistics. The main goal of our team is to transform data into value in the form of improved revenue, reduced costs and improved customer experience. We utilize internal and external, both structured and unstructured data, and use approaches ranging from traditional statistical analysis to machine learning in our day-to-day work.

One of the biggest challenges we are currently facing is to attract, train and retain data science talent. Data science requires a range of skills such as domain expertise, statistics, math, machine learning, operations research, ethics, data visualization, and communication. None of the existing educational programs in Manitoba offer a program to prepare data science professionals. We strongly support expanding Data Science capabilities at the University of Manitoba including the establishment of research and collaboration center Data Science Nexus and the development of new undergraduate and master's programs. These initiatives will help us to address increasing demands in the Manitoba data science employment market and will provide easier access to the talent required for the understanding and adoption of new cutting-edge technology in our industry.

Mark S. Struck, FCAS, FCIA, MAAA
Vice President, Data Management & Analytics

To Whom It May Concern:

I am writing to express my support for university Co-op programs and the students they attract.

I am a senior technician with the Pulse Breeding Program at the Agriculture & Agri-Food Canada Research and Development Centre in Lacombe, Alberta. For many years now, Co-op students have been a mainstay of our labour force and have enabled us continue our work in the face of shrinking budgets and restrictions on hiring full-time personnel.

Here are a few reasons why Co-op students are so important to Crop Research at Lacombe:

- They are generally more adventurous and therefore willing to try a variety of jobs and are willing to travel to unfamiliar locales for work experience.
- They tend to be of higher quality, meaning that they require less supervision and are eager to take on responsibility.
- With available work terms of 4, 8 or 12 months, we can hire students to work year-round rather than during just the summer months.
- Co-op students are easier to hire. In our overly-bureaucratic system, hiring Co-op students is still a fairly straightforward process.

In short, I would happily hire nothing but Co-op students, but there are unfortunately not enough to meet the demand here at the Lacombe Research and Development Centre.

It is my understanding that Science Co-op is expanding to include undergraduate students as part of the new Data Science Program. The expansion of Science Co-op into the Data Science field will certainly open up more opportunities for co-op students to come to Lacombe. Having co-op students who possess knowledge of big data and have well-developed analytical capabilities will be a valuable resource, as these students will be able to support our research initiatives.

I fully support any initiative that encourages the development of Co-op programs and their students. I wish the University of Manitoba Science Co-op Program success as it expands and look forward to extending more employment opportunities to their co-op students.

Sincerely

Don Beauchesne
Pulse Breeding Technician | Technicien de l'amélioration des légumineuses à grain
Cultivar Development and Genetic Enhancement Team
Agriculture and Agri-Food Canada | Agriculture et Agroalimentaire Canada
6000 C & E Trail
Lacombe, Alberta   T4L 1W1
don.beauchesne@canada.ca
Telephone 403-782-8595
Mobile 403-304-8455
Facsimile | Télécopieur 403-782-8878
Government of Canada | Gouvernement du Canada

Agriculture and   Agriculture et
Agri-Food Canada   Agroalimentaire Canada

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

To whom it may concern:

The Department of Forest and Wood Science (Faculty of AgriSciences) at Stellenbosch University is an ardent supporter of co-operative education. Since 2006, the Department has regularly hired co-op students from Canada to participate in various research projects throughout South Africa. 2018 marked the first time a University of Manitoba co-op student, from Science Co-op, was hired. The co-op student completed a 12-month work term with us from May 2018 to May 2019.

It is my understanding Science Co-op is expanding to include undergraduate students as part of the new Data Science Program. As a co-op employer and educator, Stellenbosch strongly supports this expansion. Co-operative education is a powerful and robust experiential learning tool, which integrates students' classroom-based learning with relevant work experience; as well as enriching and furthering their personal development. It has always been our philosophy to feel privileged in bringing Canadian co-op students to South Africa. Our goal is to make their experience one of learning, discovery and achieving.

We are looking forward to having more University of Manitoba Science Co-op students come to Stellenbosch. The expansion of Science Co-op into the Data Science field will certainly open up more opportunities for co-op students to come to Stellenbosch. As one of South Africa's leading research institutions, having co-op students who possess knowledge of big data and have well developed analytical capabilities will be a valuable resource for us as these students will be able to support our research initiatives. I am confident in the continued growth of the successful partnership between the Department of Forest and Wood Science and the University of Manitoba Science Co-op Program as we work together to develop globally engaged citizens.

Kind regards,

25 October 2019

Prof. Dr. Pierre Ackerman
Professor – Forest Engineering
Department of Forest and Wood Science

HORIZON *three*

Joel Semeniuk
Founder & CEO
HORIZONthree
4 Fieldberry Way,
East St. Paul, MB

October 19, 2017,

Dr. Stefi Baum
Dean, Faculty of Science
239 Machray Hall
University of Manitoba
Winnipeg, MB, R3T 2N2

Dear Dr. Baum,

Data is the foundation of the emerging Fourth Industrial Evolution that promises to change every aspect of modern society. More data has been produced in the last two years than in the entire history of humanity combined. Today, vast amounts of data are being generated and collected at an unprecedented pace and in all sectors of the economy; from basic sciences to public health, from social media to consumer behaviour, from insurance to finance, in private enterprises and government agencies – and yet digital transformation has only just begun. Data Science is required to take these vast sets of complex data and convert them into meaningful information to help leaders make informed decisions.

I have learned that the Faculty of Science at the University of Manitoba will be launching a 4-year Major Undergraduate Program in Data Science to train students in the discipline of Data Science. As a entrepreneur specializing in global innovation and change management, I strongly support the development of this program. Manitoba companies are ready to innovate on the world stage and are experiencing a bottleneck created by a lack of talent required to analyse, interpret and unleash their potential. Winnipeg has a dire need for more professional data scientists, who can use their analytical skills to solve problems in other academic disciplines such as agriculture, genetics, health, and finance, or who can join industrial partners and learn to solve industry-specific data analytics problems.

Data is the new oil powering the future economy. Data Science is the discipline required to help convert this raw material its many use and forms. Developing and offering this 4-year Undergraduate Program in Data Science is essential for local companies to manage their existing and future data and for Winnipeg to stay competitive in the emerging cyber-physical age. The Undergraduate Program in Data Science is a necessity and will help power the Manitoba economy in the immediate and foreseeable future.

Kind regards,
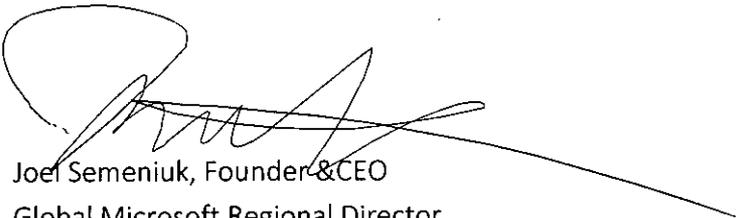
Joel Semeniuk, Founder & CEO
Global Microsoft Regional Director
Venture Partner, Fresco Capital
Mentor, Laudato Si, The Vatican, Rome

HORIZON*three*

ICTAM

BUILDING CONNECTIONS

Information and Communication Technologies Association of Manitoba
435 Ellice Ave. Winnipeg, Manitoba, R3B 1Y6 | 204.943-7133 | www.ictam.ca

April 8th, 2019

Dr. Stefi Baum
Dean, Faculty of Science
239 Machray Hall
University of Manitoba
Winnipeg, MB, R3T 2N2

Dear Dr. Baum,

Data Science is a new emerging discipline that incorporates elements of computer science, mathematics, statistics, AI, machine learning, data mining & data visualization, as well as data modelling and predictive analysis. In our digital world, vast amounts of data are being generated and collected at an unprecedented pace and in all sectors of the economy; from basic sciences to public health, from social media to consumer behaviour, from insurance to finance, in private enterprises and government agencies. Data Science can take these vast sets of complex data and convert them into meaningful information to help leaders make informed decisions. Data Science has been coined the 'new oil', as it has the potential to disrupt our present society and affect every aspect of our life. It will change how people live.

The Information and Communication Technologies Association of Manitoba (ICTAM), is a member-driven organization that represents the ICT sector in our province. Our constituents have cited the shortage of Data Scientists as a major gap in our local talent pipeline. For this reason, I am excited to see the Faculty of Science at the University of Manitoba will be launching a 4-year Major Undergraduate Program in Data Science to educate students in this increasingly important discipline. On behalf of our over 150 members, I strongly support this program.

Local companies have collected huge amounts of data and, currently, don't have the skilled personnel to analyze and interpret it. Our industry is in need for more professional data scientists. These individuals will use their analytical skills to solve problems not only in our own sector but also in other academic disciplines such as agriculture, genetics, health, and finance. I can assure you there are exceptional opportunities for students to gain employment in the sector. In addition, they will be able to participate in research initiatives with industrial partners while learning to solve industry-specific data analytics problems.

It is widely recognized that Data Science is a new discipline that is shaping and reshaping our world today. It impacts every sector of the economy, and we must be active drivers of this changing world. Developing and offering this 4-year Undergraduate Program in Data Science is essential for local companies to manage their existing and future data. The Undergraduate Program in Data Science is a necessity and fills a real need in the Manitoba economy.

Sincerely

Kathy Knight, CEO
ICTAM

Letter of Support
Data Science Centre

UNIVERSITY OF MANITOBA

April 12, 2019

DecisionWorks Consulting Inc.
26 Chase Drive
East St Paul, MB
R2E 0H6

Attention:

Dr Stefi Baum
Dean, Faculty of Science
239 Machray Hall
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Baum,

This letter of support identifies our desire to support the University of Manitoba and their initiative to build a data science centre at the U of M. The specific areas of interest for us to participate in this initiative would be:

1. To provide specific input to the structuring of data science coursework in alignment with industry needs.

2. To be a partner in the rollout of the co-op option as well as major project work (e.g. capstone projects), providing opportunities for students to engage in industrial applications of data science, decision science and applied AI.

3. To provide coordination of industry-specific input as a way of enhancing the focus of industry perspectives as effectively and efficiently as possible for the U of M.

4. To launch an interim "certificate" program in partnership with the U of M to capture interest between now and 2020 when the official program is scheduled to launch as well as generate revenue to offset course development costs.

5. To participate in the delivery of certificate and actual program courses wherever deemed appropriate with a particular interest in graduate programs in data science and management.

Activities that led to the proposed collaboration:

Prior to being introduced to the U of M's desire to build a data science centre, we (DecisionWorks) were planning to launch a non-accredited Data Science Academy of our own. The intent of this Academy was largely to address the gap between what graduates were receiving by way of specific education in data science and what we were seeing as being required skills in order to be productive in application. Once we became aware of the U of M plans, it immediately became obvious to us that the potential for a win / win scenario existed where we could achieve common objectives by partnering rather than competing. This letter of

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support is intended to state our desired intention to partner with the U of M in achieving those win / win objectives.

Why Decisionworks?

DecisionWorks Consulting Inc. (www.decisionworks.ca) is a collaborative decision-making, digital transformation, process optimization and predictive analytics driven consultancy. We believe in the alignment of strategy, process and systems to achieve optimal business outcomes. Further, we have developed a repeatable methodology for consensus-based decision-making as part of the journey towards achieving those optimal business outcomes and see data science, machine learning and applied AI as a key component to enhance our services within this domain, i.e. data-driven influence of consensus-based decisions.

Decisionworks has been active in the data science community for several years now and is increasingly engaging in the delivery of data science / applied AI solutions for our clients. Currently we have active data science / AI client projects in finance, insurance, transportation, logistics and HR. We anticipate an ever-increasing expansion of clients in this and related industries as awareness of the value of these types of projects becomes more commonplace.

Decisionworks is the primary industrial support partner of the growing data science meetup group in Winnipeg and provides leadership and coordination of monthly events, hackathons and related special interest groups. Current meeting sizes vary from 60 to well over 100 attendees, making this an ideal group to draw future students from.

The founder and CEO of Decisionworks is a U of M alumni having graduated with an MBA from the Asper School in 2009. Several members of the Decisionworks team are also U of M graduates in Science, Engineering and Management.

Importance of solving this problem:

The data science market is exploding in terms of demand. Recognition by the market of the inherent value of data, data analysis and predictive analytics is generating demand for skills in planning, designing, implementing and enhancing these types of solutions into core business processes. Moreover, research into advanced methods for data-driven decision-making, natural language processing, robotics integration and AI is highly respected and has long-term value to applications in industry. In contrast to this demand, supply of skills development in these domains within Winnipeg and across Manitoba is limited and where available, focused on specific skill development as opposed to overall and balanced capability that would come out of undergraduate and graduate degree programs.

Efforts to date:

To date, Decisionworks and U of M representatives have conducted one informal and one formal meeting to discuss the potential of a partnership between our two organizations. Additionally, Decisionworks has received (under non-disclosure) current course outlines for the data science undergraduate program and is providing initial commentary to those outlines in this letter of support.

Decision
WORKS

Business opportunity and benefits:

Decisionworks envisions at least two primary business opportunities within the context of a partnership between us and the U of M. These include:

1. Designing and coordinating a certificate program in conjunction with the U of M that could be launched as early as Sept 2019 as a way to capture interest in the data science program in the interim between now and when the program is fully accredited and ready for release.

2. Acting as an industrial partner with the U of M in major project work (i.e. capstone projects) and / or provisioning co-op opportunities for students enrolled in the co-op program.

Investment in the partnership:

DecisionWorks, as the industrial partner in this engagement, is prepared to invest in-kind resource efforts to participate in course design, coordinate industrial input from other industrial partners, and facilitate or co-facilitate meetings.

Furthermore, Decisionworks is prepared to offer financial assistance to market and acquire students into a certificate program and provide qualified instructors for certificate courses, graduate management programs as well as lab instructors as deemed appropriate throughout the partnership. While Decisionworks anticipates participation of these resources would be on a fee-for-course basis, consideration for highly attractive instructor rates would be considered a further investment on our part.

Expected collaboration:

The expected collaboration from this project will come in three forms; monthly working sessions to move course development forward and coordinate industrial input, input to quarterly reviews with steering committees and / or other senior stakeholders within the U of M community and co-submissions of course and lab materials throughout the project.

I trust this letter sufficiently addresses our support for this partnership, our commitment to providing in-kind resources, our plan to work collaboratively with the U of M, and our intention to create business opportunities for both the U of M and Decisionworks in the delivery of certificate programs in the interim between now and when the formal data science courseware is accredited and launched.

Sincerely,

Grant Barkman
CEO and President
DecisionWorks Consulting Inc.

Decision
WORKS

December 3, 2019

Report of the Senate Committee on Curriculum and Course Changes on a proposal for a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option, Faculty of Science

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."

2. At its meetings on October 8, October 10, and December 3, 2019, the SCCCC considered a proposal from the Faculty of Science to establish a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option.

Observations:

1. The proposed Bachelor of Science (Major) in Data Science degree would be a four-year, interdisciplinary program that would require students to complete 120 credit hours of course work, including core courses in data science, computer science, mathematics, and statistics, and a capstone course in the final year (DATA 4010 – Data Science Capstone). Students would have the option to complete a Co-operative Option, which would require that they complete, in addition to all requirements for the degree, at least three and as many as four zero credit hour Co-operative Education Work Term courses.

2. The purpose of the program would be to provide knowledge, skills, and training in the emerging field of data science, in order to address growing labour market demand for graduates in this area provincially, nationally, and internationally. Specifically, it would prepare data scientists with skills to develop computational and mathematical tools, algorithms, and techniques required to analyse large and complex sets of data.
    The proposed program would be the only degree in data science offered in the province.

3. Establishment of the program would require the introduction of three (3) Data Science courses (DATA 2010 – Tools and Techniques for Data Science, DATA 3010 – Data Science with Real World Data Sets, DATA 4010 – Data Science Capstone) totalling 9 credit hours, as described in the proposal. Otherwise, the program would make use of existing courses offered by the Departments of Computer Science, Mathematics, and Statistics, in the Faculty of Science.

4. To enter the program, students would be required to complete at least 24 credit hours with a minimum Degree Grade Point Average of 2.00 and a minimum grade of "C+" in COMP 1020 – Introductory Computer Science 2, MATH 1232 – Integral Calculus (or MATH 1700 – Calculus 2 or MATH 1710 – Applied Calculus 2) and STAT 1150 – Introduction to Statistics and Computing. Students would need to maintain a minimum Degree Grade Point Average of 2.0 to continue in the program.
    The entrance and continuation requirements for the Co-operative Option would be the same as those described above, with the exception that a minimum Degree Grade Point Average of 2.50 would be required to enter and continue in the Co-operative Option.

5. To graduate from the program, students would be required to obtain a minimum Degree Grade Point Average of 2.0, with passing grades in all courses, and a minimum grade of "C" in all required and optional courses that contribute to the Major.

6. Projected enrolment for the first intake is 50 students. The maximum seat capacity would be 100 students. The Faculty anticipates this target would be met in the fifth year.

    The SCCCC was provided with copies of correspondence from seven current and prospective students who were interested in pursuing careers in data science and who had contacted the Faculty to enquire about the availability of undergraduate, graduate, or continuing education programs in the field. The correspondence from students is not included in the attachments to this Report.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option, in the Faculty of Science.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee on a proposal for a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option, Faculty of Science

---

Preamble:

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.

2. At its meetings on September 30 and November 25, 2019, the SPPC considered a proposal from the Faculty of Science to establish a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option.

Observations:

1. The proposed Bachelor of Science (Major) in Data Science degree would be a four-year program that would require students to complete 120 credit hours of course work. Students would have the option to complete a Co-operative Education Option, which would require that they complete, in addition to all requirements for the degree, at least three zero-credit hour Co-operative Education Work Term courses.

2. The purpose of the interdisciplinary program would be to provide knowledge, skills, and training in the emerging field of data science, in order to address growing labour market demand for graduates in this area, in the province, nationally, and internationally. It would be the only degree in this discipline offered in the province.

3. Establishment of the program would require the introduction of three (3) Data Science courses (DATA 2010 – Tools and Techniques for Data Science, DATA 3010 – Data Science with Real World Data Sets, DATA 4010 – Data Science Capstone) totalling 9 credit hours, as described in the proposal. Otherwise, the program would make use of existing courses offered by the Departments of Computer Science, Mathematics, and Statistics, in the Faculty of Science.

4. In response to the SPPC's recommendation that the program include a core course on ethics and data science, the Faculty said the topic would be covered in several courses in the program, including the three new DATA courses. The course description for DATA 4010, in particular, was revised to specify that it would cover topics in ethics, communication, data privacy, data presentation, and insight delivery.

5. Projected enrolment for the first intake is 50 students. The maximum seat capacity would be 100 students. The Faculty anticipates this target would be met by Year 5.

6. The total cost of delivering the program would be $1,416,043, in Year 4. Revenue to support the program would be derived from the following sources (as of Year 4):

    -   tuition and course fees, which would generate $457,159 and $5,670, respectively, assuming an enrolment of 90 students;

    -   operating grant revenue ($437,832);

    -   existing resources in the Faculty (salaries and benefits for existing faculty and staff; $532,525).

7. Revenues identified in observation 6 would be allocated to the items indicated below (figures are for Year 4):

    -   salary and benefits for new academic staff ($387,887), including 2.0 FTE tenure-track faculty, 1.33 FTE Sessional Instructors, and 3.28 FTE Teaching Assistants;

    -   salary and benefits for existing academic staff ($513,890), including 1.87 FTE Professors and 1.86 FTE Associate or Assistant Professors or Senior Instructors;

    -   salary and benefits for existing support staff ($18,635) (0.2 FTE);

    -   operating costs, for computers and software ($165,000); and

    -   administrative overhead ($330,630).

8. Resources would be required, on an ongoing basis, to upgrade and renew computers and software required for the Data Science program. The budget describes anticipated annual expenditures of $165,000 (Year 1), $25,000 (Year 2), $95,000 (Year 3), and $165,000 (Year 4). The program would also rely on existing infrastructure, including computers and software, used in Computer Science, Mathematics, and Statistics programs in the Faculty. Licenses for most software required for the program are open source and available at no cost.

9. The University Library indicated it can support the new DATA courses with existing resources.

10. The SPPC asked the Faculty for evidence of sufficient demand to meet the enrolment target identified in the proposal, given that program delivery would rely heavily on tuition revenue and given the budgetary assumption of incremental enrolment of 100 students by the fifth year. The Faculty responded that it was confident that the enrolment target was conservative. It pointed to strong overall enrolment in its Major and Honours programs in Computer Science, Mathematics, and Statistics and strong labour market demand for graduates who would have skill sets drawing on all three of these disciplines. The Faculty anticipates that many students who would otherwise pursue degrees in one of these other areas will opt to enroll in the proposed B.Sc.(Maj.) in Data Science. If the target for incremental enrolment of 100 student was not met, the Faculty indicated it would adjust the number of new academic hires accordingly.

    The SPPC did receive copies of correspondence from seven current and prospective students who were interested in pursuing careers in data science and who had contacted the Faculty to enquire about the availability of undergraduate, graduate, or continuing education programs in the field.

11. At its meeting on November 25, 2019, and on the basis of the SPPC's criteria for assigning priority to new programs / initiatives,[1] the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Science (Major) in Data Science. The proposal is consistent with the strategic academic and research plans of the Faculty of Science, including with respect to (i) providing opportunities for experiential and interdisciplinary learning and (ii) turning data from every domain of human inquiry and practice into information and information knowledge. The proposed program was also identified as an institutional priority, as future generations would require the skill sets that it would provide, to analyse and make use of the large volume

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[1] http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

of data that is generated and collected in so many domains now, including every time individuals connect to the internet.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Science (Major) in Data Science, including a Co-operative Education Option, in the Faculty of Science. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Bachelor of Science (Major) in Data Science, Academic Regulations, Faculty of Science

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.

2. At its meeting on October 17, 2019 SCIE considered a proposal from the Faculty of Science regarding the academic regulations for its proposed Bachelor of Science (Major) in Data Science, with Co-operative Education option.

Observations:

1. Entrance to the proposed B.Sc.(Maj.) in Data Science would require completion of at least 24 credit hours with a minimum Degree Grade Point Average of 2.00, and a minimum grade of "C+" in each of COMP 1020, MATH 1232 (or MATH 1700 or 1710), and STAT 1150.

2. Continuation in the program would require that a student maintain a minimum Degree Grade Point Average of 2.00.

3. Graduation requirements would include a passing grade in all courses, obtaining a minimum Degree Grade Point Average of 2.00, and a minimum grade of "C" in all required and optional courses that contribute to the Major.

4. For the Co-operative Education Option, the entrance and minimum grade requirements would be the same as the Major, however, the entrance and continuation Degree Grade Point Average would be a minimum of 2.50.

5. Before beginning their first work term, students in the Co-operative Education Option would be required to complete their first and second year program requirements.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

> *THAT Senate approve the academic regulations of the proposed Bachelor of Science (Major) in Data Science, with Co-operative Education option.*

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Board of Governors Submission

☒ Approval ☐ Discussion/Advice ☐ Information

AGENDA ITEM:

Proposal to Establish a Professorship in Diabetes Research

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the establishment of an endowed research Professorship in Diabetes Research [as recommended by Senate, March 4, 2020].

CONTEXT AND BACKGROUND:

The establishment of Professorships at the University is governed by the policy on *Chairs and Professorships*. The policy states that:

- Chairs and Professorships are established to advance the University's academic goals and objectives. (Section 2.3)
- A Professorship normally must, at its establishment, be partially funded from sources outside of the University's operating budget. The funding for a Professorship normally must be sufficient to cover at least 20 percent of the salary and benefits of the incumbent and an appropriate level of unrestricted research/scholarly support. (Section 2.4(b))
- For… Professorships, funds may be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts. (Section 2.5)

The Rady Faculty of Health Sciences is proposing to establish an endowed Professorship in Diabetes Research. The appointment would be held in the Department of Internal Medicine, Max Rady College of Medicine. The appointment would be at the level of Assistant Professor, Associate Professor, or Professor, consistent with the policy on *Chairs and Professorships*. The term of the appointment would be for five years, with renewal for additional terms conditional upon available funds and subject to performance, as outlined in the proposal.

RESOURCE REQUIREMENTS:

The Professorship will be supported by an endowment fund in excess of $1 million. The Professorship in Diabetes Research fund (formerly the Diabetes Foundation of Manitoba / John A. Moorhouse Fellowship fund) was established with contributions from Dr. John A. Moorhouse (in 1984) and the Diabetes Foundation of Manitoba (in 2008, 2009, and 2010). Donor representatives for Dr. Moorhouse support the proposal to repurpose for the fund. The Foundation no longer exists.

Annual income from the endowment will fund at least 20 percent of the salary plus research support.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

The purpose and objectives of the Professorship in Diabetes Research would be to provide leadership, scholarship, and mentorship in the area of diabetes care. Establishment of the Professorship would allow the Department to:

- promote translational, clinical, and epidemiological research in areas relevant to diabetes care;

- recruit an early to mid-career endocrinologist with demonstrated expertise in diabetes related research;
- establish and sustain intramural and extramural collaborations, to promote research at the University;
- enhance the University's competitiveness in national and international peer-reviewed competitions for funding for research relevant to diabetes care;
- provide mentorship and opportunities for trainees and new researchers who will pursue careers focused on areas relevant to diabetes;
- pursue research that will lead to improved health for individuals with diabetes and will ensure that high quality care is available for these individuals in Manitoba.

ALTERNATIVES:

N/A

CONSULTATION:

In accordance with the University policy on *Chairs and Professorships*, this proposal has been endorsed by the Provost and Vice-President (Academic) and by the Senate Committee on University Research. The proposal was approved by Senate at its meeting on March 4, 2020.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☒	Provost and Vice-President (Academic)	December 16, 2019
☒	☒	Senate Committee on University Research	January 23, 2020
☒	☒	Senate Executive	February 12, 2020
☒	☒	Senate	March 4, 2020
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

- Proposal for an endowed research Professorship in Diabetes Research, Max Rady College of Medicine, Rady Faculty of Health Sciences

Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Diabetes Research

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html

2. At its meeting on January 23, 2020, SCUR received for review, a proposal to establish a Professorship in Diabetes Research.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

Observations:

1. The Rady Faculty of Health Sciences has proposed a Professorship in Diabetes Research.

2. The purpose of the Professorship is to "support a Clinician-Scientist for research in endocrinology" and to "provide leadership, scholarship, and mentorship in the area of diabetes research".

3. The Chair will be funded through the former Diabetes Foundation of Manitoba / John A. Moorhouse Fellowship, which will transition to the Professorship in Diabetes Research in the Endocrine Section of the Department of Internal Medicine.

Recommendation:

The Senate Committee on University Research recommends THAT: the Professorship in Diabetes Research be approved by Senate.

Respectfully submitted,
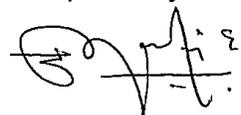
Digvir Jayas, Chair
Senate Committee on University Research.

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: December 16, 2019

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

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Diabetes Research

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Professorship in Diabetes Research. This Professorship aligns with the priorities of the College, the Faculty, and the University and will support research in the area of diabetes, with a focus on finding a cure and improving the healthcare of those suffering from diabetes and diseases related to diabetes.

The policy on Chairs and Professorships specifies that:

(1)   Professorships are established to advance the University's academic goals and objectives;

(2)   Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;

(3)   Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;

(4)   The establishment of a Professorship normally shall not be tied to the appointment of a particular person;

(5)   Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and

(6)   The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies the above requirements. Funding will be derived from an endowment from the Diabetes Foundation of Manitoba, which exceeds $1,000,000.

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

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

PROPOSAL TO ESTABLISH A
PROFESSORSHIP IN DIABETES RESEARCH
AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY:

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

TYPE OF APPOINTMENT: Professorship

AREA/NAME OF PROFESSORSHIP: Professorship in Diabetes Research (name subject to change should donor(s) request name recognition).

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

To support a Clinician-Scientist in the Endocrine Section, Department of Internal Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba, for research in endocrinology, and in particular diabetes research; with the goal to finding a cure and improving the healthcare of those suffering from diabetes and diseases related to diabetes.

The Professorship in Diabetes Research will provide leadership, scholarship, and mentorship in the area of diabetes care. Establishment of the Professorship will allow the Department of Internal Medicine, Max Rady College of Medicine to:

- promote translational, clinical, and epidemiologic research in areas relevant to diabetes care;
- recruit an early to mid-career Endocrinologist with demonstrated expertise in diabetes related research;
- establish and sustain intramural and extramural collaborations, to promote research at the University;
- enhance the University's competitiveness in national and international peer-reviewed competitions for funding for research relevant to diabetes care;
- provide mentorship and opportunities for trainees and new researchers who will pursue careers focused on areas relevant to diabetes;
- pursue research that will lead to improved health for individuals with diabetes and will ensure that high quality care is available for these individuals in Manitoba.

RELATIONSHIP TO THE PROPOSING UNIT

The Department of Internal Medicine in the Max Rady College of Medicine, Rady Faculty of Health Sciences houses the academic and research activity relating to adult endocrinology, diabetes and metabolism care.

The Department of Internal Medicine values research and the contribution it can make to our students, patients, community and the University – to the point where the Department has contributed more than $10 million over the past 15 years to various endowed Chairs and

Professorships. The area of focus for the Professorship in Diabetes Research complements our existing chairs and professorships and continues to build on our strong research focus specifically in the area of endocrinology, diabetes and metabolism research.

THE METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:

The Diabetes Foundation of Manitoba was established in 1984 by Dr John A. Moorhouse to further research in the field of Diabetes. The University of Manitoba received $475,000 on September 3, 2008, from the Diabetes Foundation of Manitoba to establish the Diabetes Foundation of Manitoba/ John A. Moorhouse Fellowship. A further $50,000 was received in September, 2009 and $150,000 was received in September, 2010.

At present the Diabetes Foundation of Manitoba no longer exists, Dr. Moorhouse has since passed, and the value of the endowment exceeds the $1,000,0000 required to establish a Professorship. The University of Manitoba in discussions with Dr. Moorhouse's surviving relatives has been approved to transition the endowment from a Fellowship to a Professorship in Diabetes Research in the Endocrine Section of the Department of Internal Medicine (Dr. Moorhouse's home Department when he was a faculty member of the University of Manitoba).

The Professorship will fund at least 20% of the salary plus research support.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, individuals appointed to the Professorship shall have the following qualifications:

- Canadian Citizen or permanent resident;
- M.D. (Royal College certified in Internal Medicine and Endocrinology);
- Holding a current academic appointment at the rank of Assistant, Associate or Full Professor;
- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic and clinical community at the local, national and/or international level;
- History of mentoring junior colleagues and investigators;
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- The term of the appointment will be for five years.
- The renewal of the appointment for additional terms, conditional upon available funds, will occur in the final year of the term subject to a successful review of the incumbent's performance within the context of the Department of Internal Medicine's Research Review policy; the process of review will be initiated and coordinated by the Head of the Department of Internal Medicine.

2

- The initial term of the appointment will be for five years, with no limit predetermined for the Professorship;
- The incumbent will provide an annual progress report in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of teaching and research activities to the Dean of the Max Rady College of Medicine and the Head of the Department of Internal Medicine. In turn, the Dean shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- Consistent with the Department of Internal Medicine policies, the incumbent will participate in a research review by the department's Research and Faculty Development Committee, chaired by the Department's Associate Head – Research in year two.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities
The Professorship holder is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication
1. **Publications** – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. **Presentations** – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding
1. **Operating** – There is evidence that the Professorship holder plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. **Student Funding** – The Professorship holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision
The Professorship holder is expected to be involved in successful supervision of research trainees.

OTHER PROVISIONS:

1) The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.
2) The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
3) The incumbent will acknowledge that she or he holds the Professorship at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.

4) The incumbent may have a cross appointment to an applicable Department for the purpose of graduate training. The incumbent will participate in an appropriate amount of teaching activity, including for undergraduate and post-graduate trainees and graduate students, where appropriate.

4

Board of Governors Submission

☒ Approval ☐ Discussion/Advice ☐ Information

AGENDA ITEM:

Revisions to the University Librarian Bylaw

RECOMMENDED RESOLUTION:

THAT the Board of Governors approves the revisions to the University Librarian Bylaw, effective upon approval of the Board.

CONTEXT AND BACKGROUND:

As part of the regular review of governing documents, the University Librarian Bylaw was provided to the Provost and Vice-President (Academic) for review. Several minor changes were recommended, and have been incorporated into the revised Bylaw.

RESOURCE REQUIREMENTS:

None

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

None

ALTERNATIVES:

The alternative would be for the current version to remain in effect.

CONSULTATION:

The revisions were considered by the University Librarian, the Provost and Vice-President (Academic), and the University Secretary.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Title	Date
☑	☐	*Janice Retzel*	*Provost and VP (Academic)*	09/03/20
☐	☐			
☐	☐			
☐	☐			
☐	☐			

SUBMISSION PREPARED BY: Sandi Utsunomiya, Office of the University Secretary

ATTACHMENTS:

Clean and blackline copies of the revised University Librarian Bylaw

UNIVERSITY OF MANITOBA
BYLAW

Bylaw:	**UNIVERSITY LIBRARIAN**
Effective Date:	January 1, 2008
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	*The University of Manitoba Act,* Section 16(1)
Responsible Executive Officer:	Provost and Vice-President (Academic)
Delegate: (If applicable)	
Contact:	Provost and Vice-President (Academic)
Application:	Faculty/ School Council

Part I
Reason for Bylaw

1.1   To identify the authorities vested in the senior academic and administrative officer of the Libraries, along with a statement of duties and reporting lines.

Part II
Bylaw Content

2.1   **Office**

There shall be a University Librarian who shall be the Senior Academic and Administrative Officer of the Libraries.

2.2   **Reporting**

The University Librarian shall be responsible to the President in the administration of the Libraries.

2.3   **Powers and Duties**

The University Librarian shall:

(a)   exercise general supervision and direction over the Libraries, including its staff;

(b)   be the channel of official communication to and from the University Libraries;

(c)   have access to all records of the Libraries;

(d)   recommend to the President the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Libraries;

(e)   deal appropriately with every complaint pertaining to the Libraries lodged with the University Librarian by any person;

(f)   recommend to the President, or to such person or persons as the President may designate, or to the Senate, or to both, any project which the University Librarian thinks advantageous to the Libraries;

(g)   present to the President, or to such person or persons as the President may designate, at the end of each academic year a written report on the work and the state and needs of the Libraries;

(h)   prepare an annual budget for the Libraries with such assistance from the members of the staff or committees as the University Librarian may call for, and submit the budget to the President, or to such person or persons as the President may designate;

(i)   do such other things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the University Librarian by the appropriate authority.

2.4   **Delegation**

The University Librarian may delegate any of the powers, duties and functions of the University Librarian as the University Librarian sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

**Part III
Accountability**

3.1   The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) that a formal review of this Bylaw is required.

3.2   The Provost and Vice-President (Academic) is responsible for the implementation, administration and review of this Bylaw.

3.3   Faculty and School Council are responsible for complying with this Bylaw.

Part IV
Authority to Approve Procedures

4.1   The Approving Body may approve Procedures, if applicable, which are secondary to and comply with this Bylaw.

Part V
Review

5.1   Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Bylaw is .

5.2   In the interim, this Bylaw may be revised or repealed if:

(a)   the Approving Body or the Approving Body deems it necessary or desirable to do so;

(b)   the Bylaw is no longer legislatively or statutorily compliant; and/or

(c)   the Bylaw is now in conflict with another Governing Document.

5.3   If this Bylaw is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:

(a)   comply with the revised Bylaw; or

(b)   are in turn repealed.

Part VI
Effect on Previous Statements

6.1   This Bylaw supersedes all of the following:

(a)   all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(b)   all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1   This Bylaw should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

UNIVERSITY OF MANITOBA
BYLAW

Bylaw:	**UNIVERSITY LIBRARIAN**
Effective Date:	January 1, 2008
Revised Date:	
Review Date:	~~January 1, 2018~~
Approving Body:	Board of Governors
Authority:	*The University of Manitoba Act,* Section 16(1)
Responsible Executive Officer:	Provost and Vice-President (Academic) ~~and Provost~~
Delegate: (If applicable)	
Contact:	Provost and Vice-President (Academic) ~~and Provost~~
Application:	Faculty/ School Council

Part I
Reason for Bylaw

1.1   To identify the authorities vested in the senior academic and administrative officer of the Libraries, along with a statement of duties and reporting lines.

Part II
Bylaw Content

2.1   Office

There shall be a University Librarian who shall be the Senior Academic and Administrative Officer of the Libraries.

2.2   Reporting

The University Librarian shall be responsible to the President in the administration of the Libraries.

2.3   Powers and Duties

The University Librarian shall:

(a) exercise general supervision and direction over the Libraries, including its staff;

(b) be the channel of official communication to and from the University Libraries;

(c) have access to all records of the Libraries;

(d) recommend to the President the appointment, promotion, tenure, change of service, discipline, retirement, and dismissal, of the members of the staff of the Libraries;

(e) deal appropriately with every complaint pertaining to the Libraries lodged with the University Librarian by any person;

(f) recommend to the President, or to such person or persons as the President may designate, or to the Senate, or to both, any project which the University Librarian thinks advantageous to the Libraries;

(g) present to the President, or to such person or persons as the President may designate, at the end of each academic year a written report on the work and the state and needs of the Libraries;

(h) prepare an annual budget for the Libraries with such assistance from the members of the staff or committees as the University Librarian may call for, and submit the budget to the President, or to such person, or persons, as the President may designate;

(i) do such other things, exercise such other powers, and perform such other duties and services as may from time to time be properly prescribed or requested of the University Librarian by the appropriate authority.

2.4 Delegation

The University Librarian may delegate any of the powers, duties and functions of the University Librarian as the University Librarian sees fit and prescribe conditions governing the exercise of any delegated power, duty and function, including the power of sub-delegation.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Provost and Vice-President (Academic) and Provost that a formal review of this Bylaw is required.

3.2 The Provost and Vice-President (Academic) and Provost is responsible for the implementation, administration and review of this Bylaw.

3.3   Faculty and School Council are responsible for complying with this Bylaw.

**Part IV
Authority to Approve Procedures**

4.1   The Approving Body may approve Procedures, if applicable, which are secondary to and comply with this Bylaw.

**Part V
Review**

5.1   Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Bylaw is ~~January 1, 2018~~.

5.2   In the interim, this Bylaw may be revised or repealed if:

(a)   the Approving Body or the Approving Body deems it necessary or desirable to do so;

(b)   the Bylaw is no longer legislatively or statutorily compliant; and/or

(c)   the Bylaw is now in conflict with another Governing Document.

5.3   If this Bylaw is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:

(a)   comply with the revised Bylaw; or

(b)   are in turn repealed.

**Part VI
Effect on Previous Statements**

6.1   This Bylaw supersedes all of the following:

(a)   all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(b)   all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1   This Bylaw should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

Board of Governors Submission

☐ Approval ☐ Discussion/Advice ☒ Information

AGENDA ITEM:

Undergraduate Admission Targets, Fall 2020

RECOMMENDED RESOLUTION:

For information.

CONTEXT AND BACKGROUND:

- Section 2.4 of the *Admission Targets* policy specifies that the President has the authority to approve changes to, or the introduction of, Admission Targets following consultation and discussion with the applicable Unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

- At its meeting on February 5, 2029, Senate received, for information, undergraduate admission targets for 2020 - 2021.

- One change from the previous year is an increase to the target for the Bachelor of Kinesiology degree, from 65 to 100 students. Senate (December 4, 2019) and the Board of Governors (February 3, 2020) were previously consulted about the increase, which was approved by the President on February 5, 2020.

- As a result of the transition to the Pharm.D. program there was no intake into Pharmacy in 2019. There will be an intake of 55 students in 2020, which is consistent with the pre-2019 target.

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

The establishment and regular review of enrolment targets for programs in each faculty, college, and school will facilitate strategic enrolment management planning at the University.

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

The proposed admission targets were provided to Senate Executive (January 22, 2020) and Senate (February 5, 2020), for information and discussion.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☐	Senate Executive Committee	January 22, 2020
☒	☐	Senate	February 5, 2020
☐	☐		
☐	☐		
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

Undergraduate Admission Targets – Fall 2020

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

University of Manitoba

MEMORANDUM

TO: Jeff Leclerc, University Secretary

FROM: Laurie Schnarr, Vice-Provost (Students)

DATE: January 13, 2020

Re: Undergraduate Admission Targets – Fall 2020

Attached please find the proposed undergraduate admission targets effective Fall 2020.

I would like to highlight two changes that have been made to the admission targets from last year:

1. The target for the Bachelor of Kinesiology degree program is increasing from 65 to 100; and

2. As a result of the transition to the PharmD program there was no intake into Pharmacy in 2019. There will be an intake of 55 students in 2020, which is consistent with the pre-2019 target.

Please forward this document to the members of Senate and the Board of Governors for their information.

LMS:md

cc: Todd Mondor, Deputy Provost
Jeff Adams, Executive Director, Enrolment Services

Program	Effective for fall 2019 intake	Effective for fall 2020 intake
Faculty of Agricultural & Food Sciences		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
Faculty of Architecture		
Environmental Design	100	100
Faculty of Arts*		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
Asper School of Business*		
Management (Degree)	420	420
Faculty of Education		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Faculty of Engineering		
Engineering*	364	364
Engineering - Internationally Educated Engineers	25	25
CHR Environment, Earth & Resources*		
Environment, Earth & Resources (Degree)	135	135
School of Art		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
Faculty of Health Sciences		
Health Studies (Degree)	40	40
Health Sciences (Degree)	40	40
College of Dentistry		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
School of Dental Hygiene		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
College of Rehabilitation Sciences		
Respiratory Therapy (Degree)	16	16
College of Medicine		
Medicine	110	110
Family Social Sciences	80	80
College of Nursing		
Nursing (Degree)	240	240
College of Pharmacy		
Pharmacy (Degree)	55 - See note 1	55
Faculty of Kinesiology & Rec Management		
B Kin (AT)	24	24
B Kin*	65	100 - See note 2
B P E*	35	35
B RM & CD*	40	40
Faculty of Law		
Law (Degree)	106	106
Marcel Desautels Faculty of Music		
Music*	60	60
Music - Jazz Studies*	15	15
Faculty of Science*		
Science (Degree)	Target under consideration - See note 3	Target under consideration - See note 3
Faculty of Social Work		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option
Notes:
1. There was no intake into Pharmacy in 2019 as part of the transition to the PharmD program.
2. The target change for the B.Kin is in the final approval stages.
3. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.

Board of Governors Submission

☐ Approval ☐ Discussion/Advice ☒ Information

AGENDA ITEM:

Annual Report of the University Discipline Committee (September 1, 2018 to August 31, 2019)

RECOMMENDED RESOLUTION:

For information only.

CONTEXT AND BACKGROUND:

- The annual report of the University Discipline Committee for the period September 1, 2018 to August 31, 2019 is attached. Part 1 concerns incidents of student academic misconduct and Part 2 describes disciplinary matters involving student non-academic misconduct. The Board of Governors has jurisdiction over the discipline of students.

- The overall numbers of incidents in 2018-2019 (891) increased over the previous year (741) and involved 3.0 percent of the student body versus 2.5 percent the previous year.

- There were 706 reported incidents of academic misconduct involving 644 students and 185 reported incidents of non-academic misconduct involving 145 students.

- A Disciplinary Authority consulted with Elders at Migizii Agamik, which resulted in a Talking Circle involving a student, course instructor, Department Head and others. The goal was to allow the student to participate in a culturally appropriate process for the circumstances of the case.

- A Disciplinary Authority saw a notable increase in the overall number of incidents of Non-Academic Misconduct due to an increased number of incidents of vaping and/or smoking.

- Several Disciplinary Authorities saw an increase in the number of incidents of plagiarism reported. Reasons provided included the training of and working closely with instructors to evaluate and report academic misconduct and an increase in the number of students using a paid for service online website, in which students can ask an exact question from an assignment, lab report or exam and receive a response.

- A Disciplinary Authority saw a decrease in the number of incidents of plagiarism that was attributed to providing more explicit explanations of assignments and what constitutes a breach of academic integrity; more explicit introductions to good citation practices; discussing the seriousness of plagiarism early in a course and working with the Academic Learning Centre to develop an in class feedback loop regarding poor citation practices.

- The number of credit card fraud cases decreased, from 47 incidents in 2017-2018 to 5 incidents in the current year. A Disciplinary Authority suggested that this may be due to improved payment authentication processes, external to the University.

- A Disciplinary Authority noted a trend, beginning in 2016-2017, involving students submitting academic work (essays) which was not their own, with the suspicion that the students hired someone to produce the academic work (contract cheating). The Disciplinary Authority noted several similarities in the incidents including a marked difference in the quality of writing in the essay when compared to other work in the course as well as unusual metadata attached to the essays in question. It was noted in previous reports that incidents of this nature should be taken seriously and warrant further observation. There were 40 incidents involving four courses in 2016-2017, 19 incidents in 2017-2018 and 13 incidents in the current year.

- The report is shared broadly in order to provide information to assist disciplinary authorities in making decisions on disciplinary matters.

CONSULTATION:

Senate received the Annual Report, for information, at its meeting on February 5, 2020.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☐	Senate Executive Committee	January 22, 2020
☒	☐	Senate	February 5, 2020
☐	☐		
☐	☐		
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

Annual Report of the University Discipline Committee (September 1, 2018 to August 31, 2019)

University of Manitoba | Office of the President

December 11, 2019

To: Mr. Jeff Leclerc, University Secretary

From: Dr. David T. Barnard, President and Vice-Chancellor

SUBJECT: Annual Report of the University Discipline Committee

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Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2018 to August 31, 2019, which was submitted by Dr. Brenda Hann, Chair.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Hann has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Hann to attend the meeting at which the Report will be considered.

/hc

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UNIVERSITY
OF MANITOBA | Office of the University Secretary

December 2, 2019

Dr. David T. Barnard
President and Vice-Chancellor
University of Manitoba
Room 200, Administration Building

Dear Dr. Barnard:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2018 to August 31, 2019.

The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me by all disciplinary authorities. I wish to thank all those offices who responded quickly to my request for submissions.

The UDC has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Misconduct" and the second addressing disciplinary matters which involve "Non-Academic Misconduct".   Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided four graphs which offer a visual overview of disciplinary matters. The first set of graphs, graph 1 and graph 2, include the updated categories and include incidents from September 1, 2016 to August 31, 2019. The second set of graphs, graph 3 and graph 4, span the five-year period from September 2011 to August 2016 and include the categories used prior to September 1, 2016.

I would make the following observations concerning the report's contents:

1) The overall number of incidents increased this year in relation to last year, with the percentage increasing to 3.0% of the student body, from 2.5% last year. There were 891 incidents reported this year, an increase from 741 in 2017-2018.

2) There were 706 incidents of Academic Misconduct reported, involving 644 students.

3) There were 185 incidents of Non-Academic Misconduct reported, involving 145 students.

Disciplinary Authorities were contacted for more information where a significant change was observed, or an item of University wide interest was observed, as noted below.

- A Disciplinary Authority consulted with Elders at Migizii Agamik, which resulted in a Talking Circle involving a student, course instructor, Department Head and others. The goal was to allow the student to participate in a culturally appropriate process for the circumstances of the case.

- A Disciplinary Authority saw a notable increase in the overall number of incidents of Non-Academic Misconduct due to an increased number of incidents of vaping and/or smoking.

- Several Disciplinary Authorities saw an increase in the number of incidents of plagiarism reported. The reasons provided by Disciplinary Authorities included the training of and working closely with instructors to evaluate and report academic misconduct and an increase in the number of students using a paid for service online website, in which students can ask an exact question from an assignment, lab report or exam and receive a response.

- A Disciplinary Authority saw a decrease in the number of incidents of plagiarism. The Disciplinary Authority attributed the decrease in plagiarism to providing more explicit explanations of assignments and what constitutes a breach of academic integrity; more explicit introductions to good citation practices; discussing the seriousness of plagiarism early in a course and working with the Academic Learning Centre to develop an in class feedback loop regarding poor citation practices.

- There was a decrease in the number of credit card fraud cases, which decreased from 47 incidents in 2017-2018 to 5 incidents in the current year. A Disciplinary Authority suggested that this may be due to improved payment authentication processes, external to the University.

- A Disciplinary Authority noted a trend in their unit, beginning in 2016-2017, which involved students submitting academic work (essays) which was not their own, with the suspicion that the students hired someone to produce the academic work (contract cheating). The Disciplinary Authority noted several similarities in the incidents including a marked difference in the quality of writing in the essay when compared to other work in the course as well as unusual metadata attached to the essays in question. It was noted in previous reports that incidents of this nature should be taken seriously and warrant further observation. There were 40 incidents involving four courses in 2016-2017, 19 incidents in 2017-2018 and 13 incidents in the current year.

Total Number of Recorded Discipline Incidents in Relation to Total Number of Students

Year	Total # of incidents reported	Total # of students at the University of Manitoba	Percentage
2014-2015	785	29,657	2.6%
2015-2016	779	29,929	2.6%
2016-2017	681	29,987	2.3%

2017-2018	741	29,498	2.5%
2018-2019	891	29,620	3.0%
Average	775	29,738	2.6%

I would respectfully request that this letter and the accompanying Annual Report be circulated to those individuals who have occasion to be concerned with disciplinary matters. The sharing of the information concerned in the report will enable continued improvement on consistency in disciplinary matters.

It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,

Dr. Brenda Hann, Chair
University Discipline Committee

Graph 1

Part 1 - Academic Misconduct
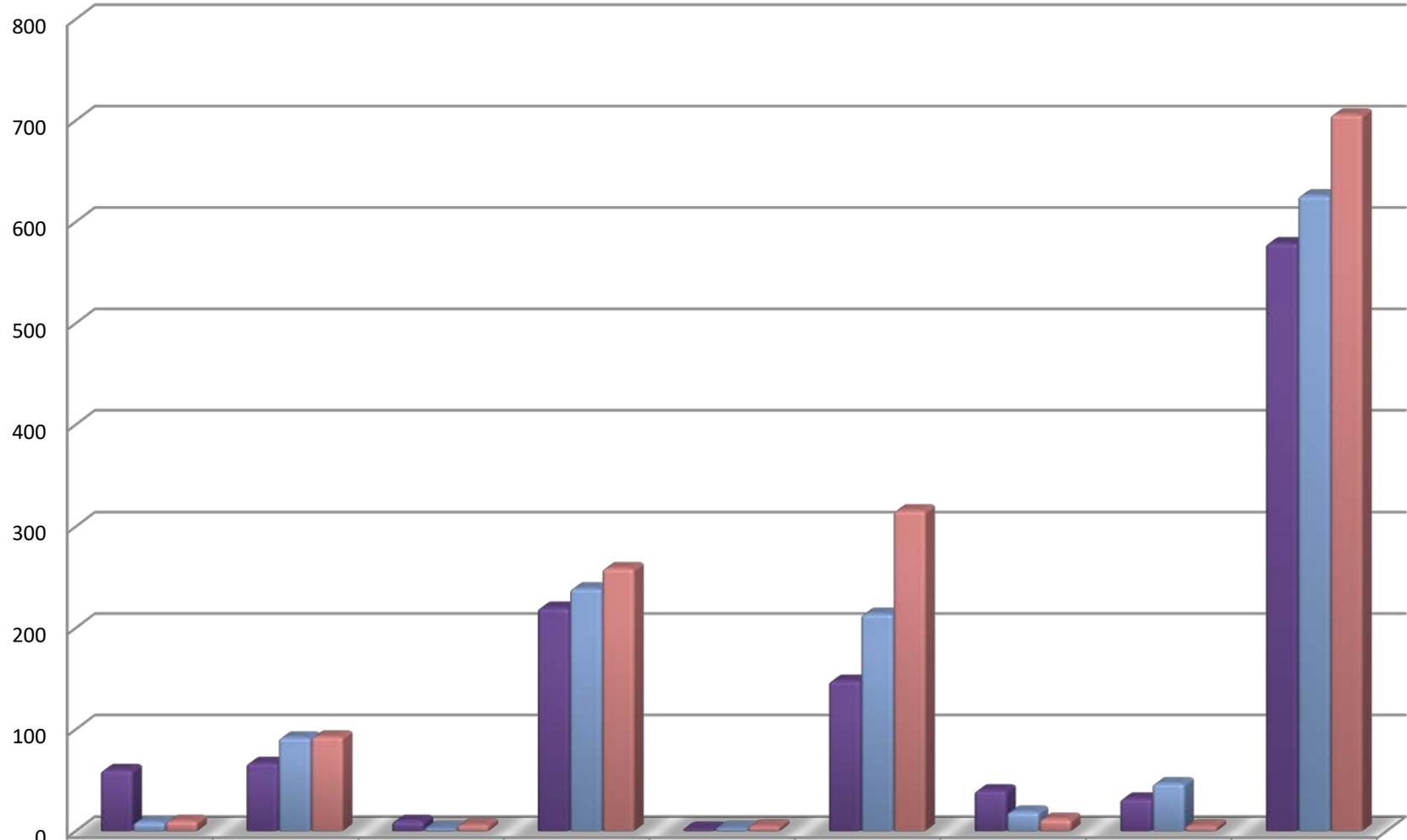
	Academic Fraud	Cheating	Duplicate Submission	Inappropriate Collaboration	Personation	Plagiarism	Other - Contract Cheating	Other - Fraudulent Credit Card	TOTAL
2016-2017	60	67	10	220	2	148	40	32	579
2017-2018	9	92	3	239	3	214	19	47	626
2018-2019	10	93	6	259	5	316	12	5	706

Graph 2

Part 2 - Non-Academic Misconduct
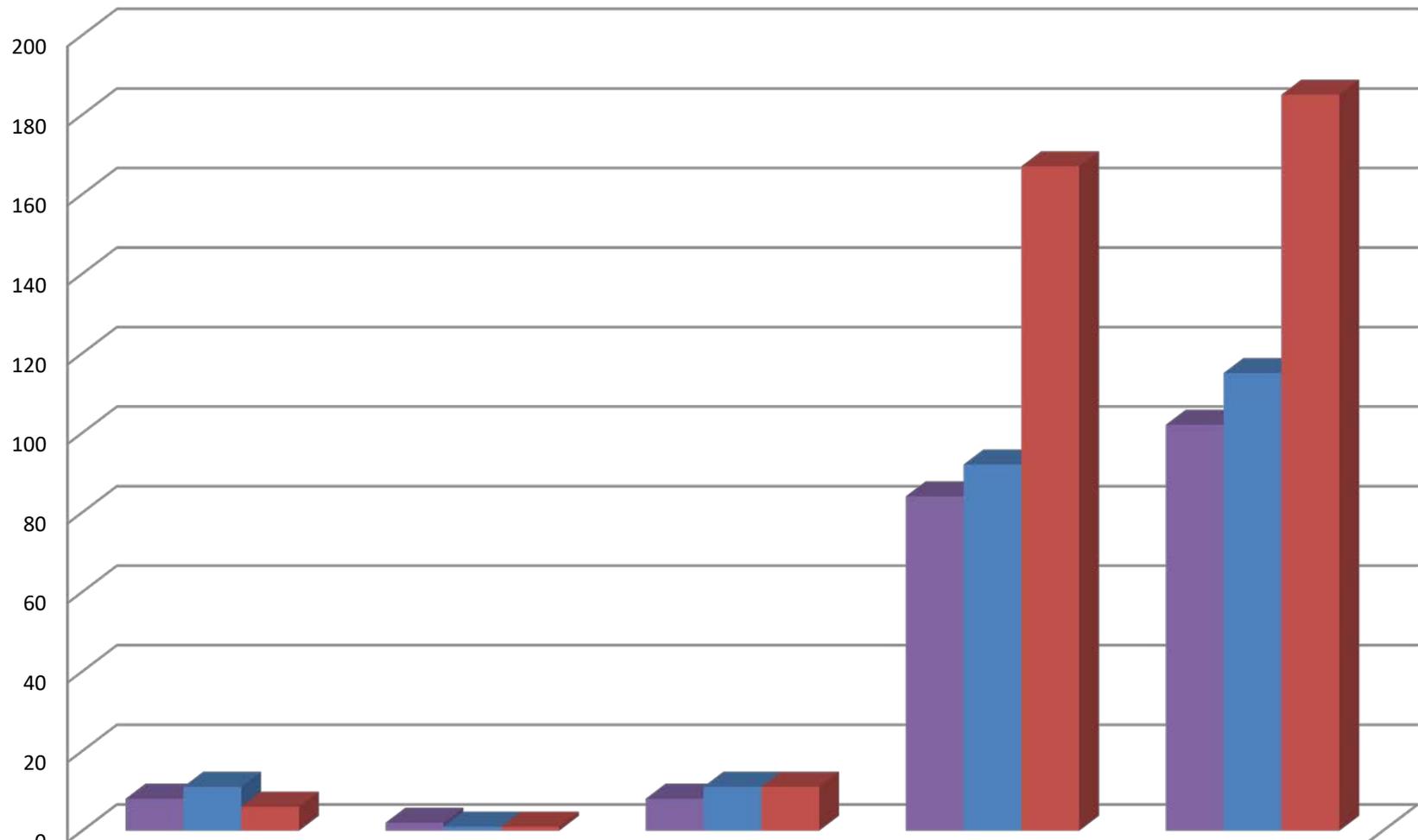
	Threats of Harm or Actual Harm	Property Related Misconduct	Inappropriate or Disruptive Behaviour	Abuse of University Policies, Procedures or Regulations	TOTAL
2016-2017	8	2	8	84	102
2017-2018	11	1	11	92	115
2018-2019	6	1	11	167	185

Graph 3

Part 1 - Academic Dishonesty
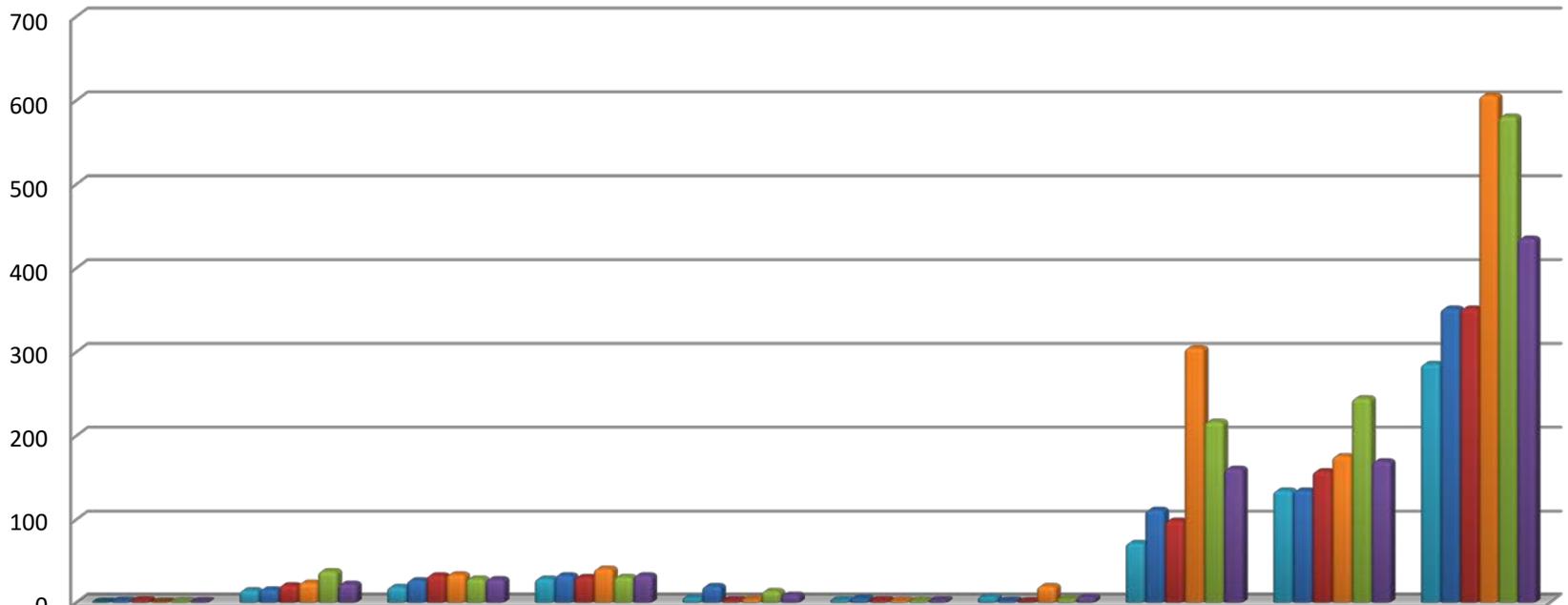
	Academic/ Scientific Fraud	Application Fraud	Cheating on Mid-Term Tests	Contra-vention of Examination Regulations	Copying from Other Student's or Submitted Own Previous Work	Forged Documen-tation	Personation	Inappro-priate Collabo-ration	Plagiarism	TOTAL
2011-2012	0	15	19	29	6	3	7	72	135	286
2012-2013	2	16	27	33	20	5	2	112	135	352
2013-2014	3	21	33	31	3	3	1	99	158	352
2014-2015	0	24	34	41	4	2	20	305	176	606
2015-2016	1	38	29	31	14	2	4	217	245	581
Average	1	23	28	33	9	3	7	161	170	435

Graph 4

Part 2- Inappropriate Behaviour
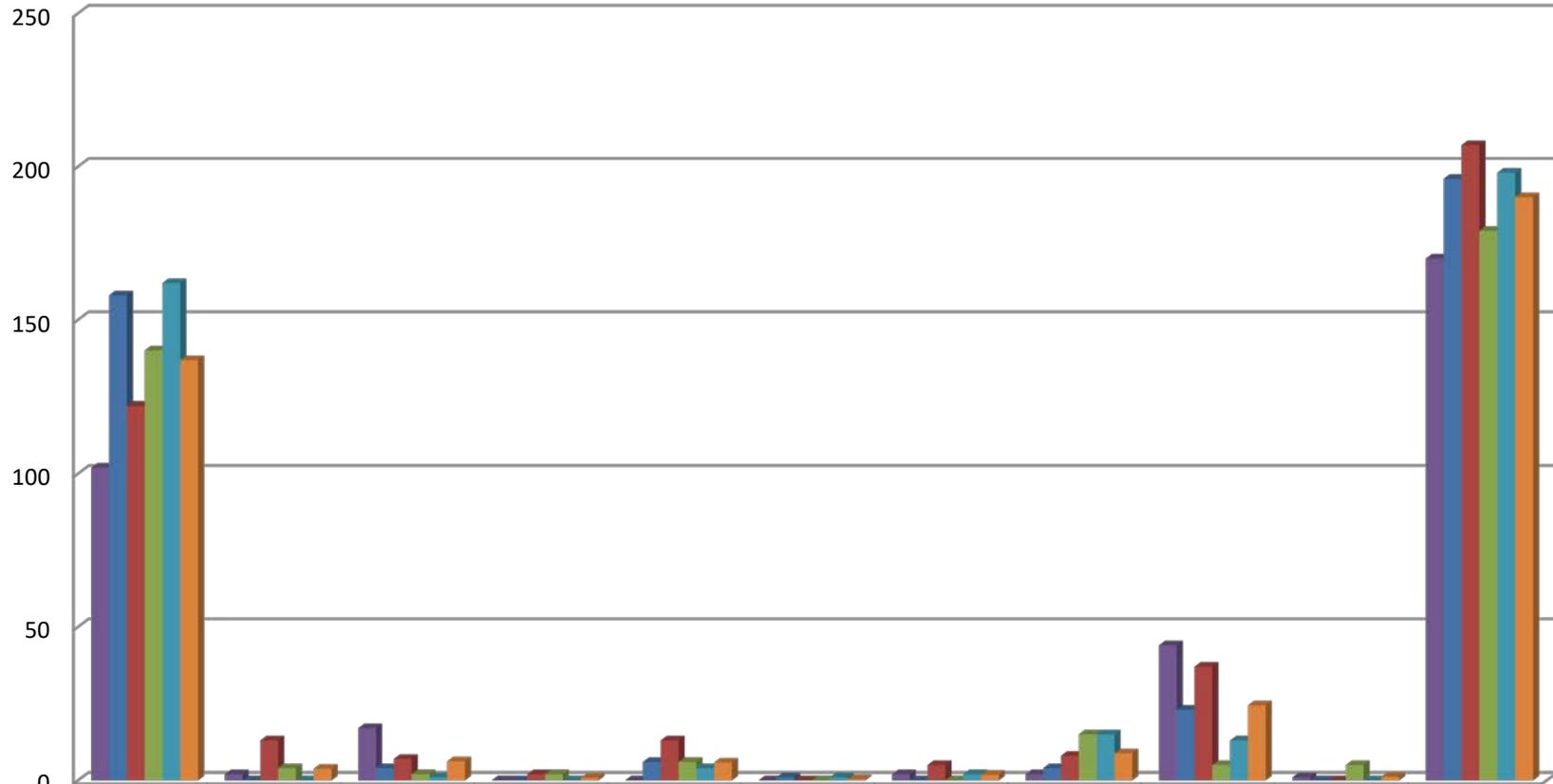
	Breach of Residence Hall Regulations	Computer-Related Incidents	Disorderly Conduct	Indecent Exposure	Misuse of University Services	Sexual Harassment	Theft	Threatening Conduct	Un-professional Conduct	Vandalism	TOTAL
2011-2012	102	2	17	0	0	0	2	2	44	1	170
2012-2013	158	0	4	0	6	1	0	4	23	0	196
2013-2014	122	13	7	2	13	0	5	8	37	0	207
2014-2015	140	4	2	2	6	0	0	15	5	5	179
2015-2016	162	0	1	0	4	1	2	15	13	0	198
Average	137	4	6	1	6	0	2	9	24	1	190

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Falsified transcript, claimed that grades were changed to bring "transcript in line with foreign standards."	Application nullified and offer of admission rescinded; indefinitely suspended from applying for admission	Dean	None	University Discipline Committee	Appeal denied	Not sought	None
	1	Submitted a sickness certificate which appeared to be tampered with	Reprimand will be kept in student file for five years; extension was not granted; deduction for late submission was applied	Acting Associate Dean	Acknowledged altering the dates on a sickness certificate	Not sought	None	Not sought	None
	1	Fraudulent medical document submitted when applying for a deferred exam	Deferred exam request denied; "DISC" notation applied to final grade; suspended from taking courses o+D197ffered by the Faculty for four months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Student did not realize that it was required since they were switching programs; confusion surrounding the process of declaration	Not sought	None	Not sought	None

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Submission of fraudulent course outlines	Comment on academic record and no transfer credit awarded	Director	Student claimed that they could not obtain course outlines and therefore proceeded to making their own based on the textbook and content covered in the course	Not sought	None	Not sought	None
	1	Submission of fraudulent documents	Application withdrawn; three year suspension from applying to the institution; name shared with other institutions in Canada through the Association of Registrars of the Universities and Colleges of Canada document alert list	Director	Documents were validated to be fraudulent; confessed that the transcript was not authentic	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (six months)	Director	Applicant was misinformed on the process and was apologetic; submitted transcript immediately on their own once they realized the mistake	Not sought	None	Not sought	None

PART 1: STUDENT ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	2	Submission of fraudulent documents	Application withdrawn; name shared with other institutions in Canada through the Association of Registrars of the Universities and Colleges of Canada document alert list	Director	Student was questioned about the concerns of the documentation, but provided no answers to the questions	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (six months)	Director	Confusion surrounding an agreement with another institution; assumed that the University already had this information	Not sought	None	Not sought	None
Cheating on Quizzes, Tests or Final Examinations	1	Found in possession of two mid-term examination papers; one blank copy was found in student's backpack and the student handed in the other exam	General Comment RE: breach of examination protocols (not visible on transcript); Academic Integrity Tutorial and Quiz	Designate of Dean	Student moved exam seats and took a copy of the exam (found in backpack); likely an accident	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Cheating on Quizzes, Tests or Final Examinations	1	Observed bent over the exam paper and talking with another student	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz; notations may be removed after one year or upon graduation	Designate of Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Took advantage of familiarity of another student; chose to sit beside this student; admitted to communicating with the student but claimed it was only to ask for an eraser; not found to be credible, especially as the evidence pointed to copying	Not sought	None	Not sought	None
	2	Unauthorized information (examples) on cheat sheet in final examination	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz; notations can be removed after two years or confirmed graduation	Designate of Dean	Instructions were clear regarding what could and could not be included on the cheat sheet	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Cheating on Quizzes, Tests or Final Examinations	1	Unauthorized information (examples) on cheat sheet in final examination	"DISC" comment on final grade; notation can be removed six months from date of the decision letter or upon graduation; Academic Integrity Tutorial and Quiz	Designate of the Dean	Instructions were clear regarding what could and could not be included on the cheat sheet; student was repeating the course and examples were permitted when the course was taken previously	Not sought	None	Not sought	None
	1	Communicating with another student and copying answers in final examination	Final grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz; notations may be removed after one year or upon graduation	Designate of the Dean	Substantial evidence against the student deemed the student's statement not credible	Not sought	None	Not sought	None
	1	Communicating with another student and then allowing another student to copy answers in final examination	Warning; Academic Integrity Tutorial and Quiz	Designate of the Dean	Balance of probabilities lead to conclusion that misconduct occurred	Associate Dean	Allegation not upheld; penalties not upheld; errors in first letter and process were discovered	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Took an in-class quiz from home after obtaining the access code from another student	Grade of zero on assignment	Designate of the Dean	Completely honest and forthcoming about incident	Not sought	None	Not sought	None
	1	Provided the access code to a student not in-class so the other student could take the in-class quiz from home	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Designate of the Dean	Completely honest and forthcoming about incident	Not sought	None	Not sought	None
	1	Cheating on an in-class examination	Final grade of "F-DISC" in course; Academic Integrity Tutorial and Quiz; "DISC" comment to remain for one year from the date of the letter or upon confirmed graduation	Designate of the Dean	Admitted to using a cellphone containing course notes during the examination	Not sought	None	Not sought	None
	1	Cheating on an in-class examination	Final grade of "F-DISC" in course; comment can be removed after six months or upon confirmed graduation; Academic Integrity Tutorial and Quiz	Designate of the Dean & Associate Dean of Faculty of Registration	Admitted to being in possession of class notes during the exam	Not sought	None	Not sought	None

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ANNOUNCEMENT REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Sending pictures of mid-term exam, by text message, to another student during the mid-term examination	Final grade of "F-DISC" in course; transcript notation to remain for three years; suspended from Teaching Faculty and Faculty of Registration for one year; Academic Integrity Tutorial and Quiz	Designate of the Dean & Associate Dean of Faculty of Registration	Admitted to disseminating examination materials during the exam and receiving unauthorized materials in response; actions were deliberate and premeditated; admitted to deleting the messages in an attempt to destroy evidence	Not sought	None	Not sought	None
	1	Taking pictures of final exam and communicating electronically during final examination	Letter of warning on file	Designate of the Dean	Student's account does not agree with the invigilator's account in all matters; clear violation of the exam policy and instructions by being in possession of a cellphone (and having it on the exam desk) during the final exam	Not sought	None	Not sought	None
	2	Cheated on final exam	Required to re-write exam	Associate Dean	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Definitions are available in the Student Academic Misconduct Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Instructor saw student looking around multiple times during test; after repeated warnings, student was removed from exam room	Re-registered in course, received final grade of "F"; "DISC" grade comment and transcript reprimand (18 months); educational programming as assigned	Associate Dean	None	Not sought	None	Not sought	None
	1	One short-answer response was copied without quotation marks/in-text citations/references from online source into take-home exam	Grade of zero on short answer section of take-home exam; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism, and also noted should have developed a reference list	Not sought	None	Not sought	None
	1	In a take home exam, five short-answer responses were copied without quotation marks/in-text citations/references from published materials	Grade of zero on take-home exam; transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism; noted struggles with depression, as well as adjusting to Canadian standards of research and writing	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Background section in take-home exam was 40-50% copied without quotation marks and few in-text citations from published material	Transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student struggled with serious health concerns and had been hospitalized week prior to exam due date	Not sought	None	Not sought	None
	1	Viewed prohibited materials during an exam, specifically a smart watch	Grade of zero on the mid-term examination; Academic Integrity Tutorial and Quiz	Area Director	Admitted to cheating	Not sought	None	Not sought	None
	1	Invigilator witnessed the student speaking to a classmate throughout a final examination	Grade of zero on the final examination; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they were speaking and continued speaking despite knowing and being reminded that it was not allowed	Not sought	None	Not sought	None
	1	Student was speaking to another student throughout a final examination, and continued regardless of being warned	Grade of zero on the final examination; Academic Integrity Tutorial and Quiz	Area Director	Students admitted to speaking during the examination despite being warned	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Student hid phone under the table and consulted it to complete their test	Grade of zero on the in-class test; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to cheating by using phone; allegation upheld	Not sought	None	Not sought	None
	1	Looked at another student's paper during test	Grade of zero on test; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Installed an extension on browser, during an online mid-term, that was prohibited	Grade of zero on the mid-term exam; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to cheating by installing the browser extension	Not sought	None	Not sought	None
	1	Student allowed another student to view their test paper	Grade of zero on test; Academic Integrity Tutorial and Quiz	Area Director	A phone meeting was scheduled but the student could not be reached; decision rendered without the benefit of the student's input	Not sought	None	Not sought	None
	1	Consulted a piece of paper that they hid behind a pencil case during a test	Grade of zero on the in-class test; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to cheating on the test by consulting a paper in their pencil case; deep remorse	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Student found with crib notes for cheating in final exam	Grade of zero on final exam; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Possession and use of cell phone during final examination	Grade of zero on final exam; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Student found with crib notes for cheating in final exam	Grade of zero on final exam; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Four words written on hand/wrist partially covered by clothing; words correspond to course terminology being tested on the mid-term; included answers to example mid-term questions presented in class	Final grade of "F-DISC"; transcript notation; Academic Integrity Tutorial and Quiz; one year suspension from courses in Faculty	Dean	Acknowledged the words were written on hand; meant to remove them prior to writing the mid-term exam	Local Disciplinary Committee	Appeal to lessen suspension from one year to eight months was granted	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student was in possession of unauthorized material during final examination	Grade of "F-DISC" in course; suspension from taking courses in the Faculty of Registration for one year; suspension from taking courses in the Teaching Faculty for one year	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	Student denied allegation despite compelling evidence; not a first allegation of a breach of academic integrity	Local Disciplinary Committee	All penalties upheld; additional penalties assigned: suspension from the Teaching Faculty for one year; suspension from the Faculty of Registration for one year	Not sought	none
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal granted; Disciplinary Action changed to suspension from taking courses offered by the Faculty for one year	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by Teaching Faculty and courses offered by Faculty of Registration for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	The evidence presented was aggravating, but the student's honesty was mitigating	Not sought	None	Not sought	None
	1	Test	Grade of zero on test; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Test	Grade of zero on test; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal granted	Not sought	None
	3	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for four months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Local Disciplinary Committee	Appeal denied	University Discipline Committee	Appeal withdrawn by student

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Cheating on Quizzes, Tests or Final Examinations	1	Test	Grade of zero on test; transcript notation; appointment with Student Advisor; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal withdrawn by student	Not sought	None
	1	Exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and courses offered by the Faculty of Registration for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Test	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Pending	Not sought	None
	1	Exams	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Two allegations	Local Disciplinary Committee	Withdrew appeal	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Reports from students alleging three separate instances of academic misconduct; use of cell phone during exam; use of cheat sheet in exam, tampering with another student's multiple choice answer sheet during an exam	Academic Integrity Tutorial and Quiz; 1000 word essay on academic integrity, professionalism and ethics, complete a 30 minute presentation about the essay to the Associate Dean and dean	Associate Dean	Denied allegations, but could not produce a plausible explanation as to why students would report this; academic misconduct was seen by students, not an invigilator, faculty or staff member	Not sought	None	Not sought	None
	1	Looking at another student's quiz paper	Grade of "F-DISC" in course; notation will on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Found with formulas in calculator case during mid-term examination	Grade of zero on mid-term examination; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Information copied from an online source on a mid-term examination	Grade of "F-DISC" in course; notation will appear on transcript for two years or until graduation; suspended from taking Faculty courses for eight months	Associate Dean	Second offence	Not sought	None	Not sought	None
	5	Material submitted on mid-term examination was very similar to other material	Grade of zero on mid-term examination; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Admitted to cheating on mid-term examination	Grade of zero on mid-term examination; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Student found with two cell phones during lab examination	Grade of zero on lab examination; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	2	Found looking at another student's quiz paper	Grade of zero on quiz; "DISC" designation and notation will appear transcript	Associate Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Unauthorized material during Final Exam (cell phone)	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking courses offered by the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None
	1	Portions of answers on test are remarkably similar to those of another student	Grade of zero on test	Head	Student admitted facts	Not sought	None	Not sought	None
	2	Found with formulas on back of calculator during final examination	Grade of "F-DISC" in course; suspension from Faculty for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Contravention of exam regulations	Grade of "F-DISC" in course; suspension from Faculty for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Cheating on final exam	Grade of "F-DISC" in course; suspension from Faculty for one year; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	4	Contravention of exam regulations; use of online materials for a solution on mid-term examination	Grade of zero on mid-term examination; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Contravention of exam regulations; use of unauthorized material	Grade of "F-DISC" in course; suspended from taking courses in the Faculty for a period of one year; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Contravention of exam regulations; use of unauthorized material	Grade of "F-DISC" in course; suspended from taking courses in the Faculty of Registration and the Teaching Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Wrote final exam when not registered for course	Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Transgression in Final Examination	Final grade of "F-DISC"; suspension for one year; notation on transcript for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Found with formulas in pencil case during final examination	Grade of "F-DISC" in course; suspended from taking Teaching Faculty and Faculty of Registration courses for one year; notation on transcript for two years; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Denied	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Only one page of final examination was submitted	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking course in the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Contravention of exam regulations; use of unauthorized material	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking course in the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Found with formulas on calculator in final exam	Grade of "F-DISC" in course; suspended from taking course in the Faculty for one year; notation on transcript for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal denied	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Copied from other student(s) during exam	Grade of "F-DISC" in course; suspended from taking course in the Faculty for two years; notation on transcript for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Copying during quiz	Grade of zero on quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Cheat sheet in pencil case during final examination	Grade of "F-DISC" in course; suspended from taking Faculty courses for eight months; transcript notation for five years; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Had phone open with course material during quiz	Grade of zero on quiz	Department Head	Student admitted facts	Not sought	None	Not sought	None
	1	Uncited information and cheating on a final exam	Grade of "F-DISC" on course; one year suspension from Faculty of Registration	Associate Director	Standard penalty given for second offence; suspension for cheating	Not sought	None	Not sought	None

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Duplicate Submission	1	Submitted answers to an assignment that were the same as the student's answers to the assignment from previous year	Grade of zero on portions of assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not schedule meeting; decision rendered without the benefit of a statement from the student	Not sought	None	Not sought	None
	2	Submitted an assignment very similar to another student's submission; several parts were identical	Mark of zero for the assignment; Academic Integrity Tutorial and Quiz	Associate Dean	First time offence; both were honest and remorseful	Not sought	None	Not sought	None
	2	Students turned in the same work electronically in a previously taken course	Zero marks given on weekly problem	Associate Head	None	Not sought	None	Not sought	None
	1	Wrote the same quiz in two different Tutorials	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Repeat offence	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Three sections were identical between two group assignment submissions	Zero on group assignment; transcript reprimand (12 months); educational programming as assigned	Associate Dean	Student acknowledged inappropriate collaboration; shared completed group assignment with roommate (who was in same class, but different group); groupmates did not know	Not sought	None	Not sought	None
	1	Three sections were identical between two group assignment submissions	Final grade of "F-DISC"; suspended from program (eight months); transcript notation (24 months); educational programming as assigned	Associate Dean	Student acknowledged mistake; reviewed roommate's group assignment and claimed to have accidentally contributed that to own group project; groupmates did not know	Dean	Appeal denied	Local Disciplinary Committee	Appeal granted; suspension reduced to four months
	2	Students worked together on assignment; several sections were identical between two assignments	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Both students acknowledged inappropriate collaboration; narratives aligned in describing their process	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Sections of assignment identical to that of another student	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged inappropriate collaboration and plagiarism	Not sought	None	Not sought	None
	1	Submitted material in the form of content matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation of plagiarism or inappropriate collaboration	Not sought	None	Not sought	None
	1	Submitted material in the form of content matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation of plagiarism or inappropriate collaboration	Not sought	None	Not sought	None
	1	Submitted material in the form of content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation of plagiarism or inappropriate collaboration	Not sought	None	Not sought	None
	1	Submitted material in the form of content matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation of plagiarism or inappropriate collaboration	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submitted material in the form of content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student cancelled scheduled meeting; decision was rendered without the input of the student	Not sought	None	Not sought	None
	1	Submitted plagiarised materials in the form of content matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of material containing formatting/content matching that of another student	Grade of zero on assignment; meet with the Academic Integrity Coordinator	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Submitted material that contains suspected content matching the content/formatting of other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None

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Inappropriate Collaboration	12	Submitted material containing content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Inappropriate collaboration on an assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing, and that they inappropriately collaborated	Not sought	None	Not sought	None
	1	Submitted material that contained content/formatting similar to other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they had help from their classmates	Not sought	None	Not sought	None
	1	Submitted material in the form of content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Admitted to inappropriate collaboration	Not sought	None	Not sought	None

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Inappropriate Collaboration	4	Submitted material with content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to inappropriate collaboration; deep remorse	Not sought	None	Not sought	None
	2	Submitted an assignment that contained materials matching the content/formatting of other assignments	Transcript notation; meet with Academic Integrity Coordinator	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted an assignment that contained materials matching the content/formatting of other assignments	Grade of zero on discussion and assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None
	2	Submitted an assignment that contained materials matching the content/formatting of other assignments	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Submitted material with answers matching another student's answers	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	Student admitted to inappropriate collaboration; initial allegation included two assignments, but only one instance was upheld	Not sought	None	Not sought	None
	2	Worked with another student on assignment	Grade of zero on portion of assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	4	Students appeared to work together; one student appeared to have shared with others	Letter of apology; grade of zero on assignment	Department Head	Students had been clearly warned about inappropriate collaboration; it appeared one student shared with others	Not sought	None	Not sought	None
	3	Students appeared to work together; one student appeared to have shared with others	Letter of apology; grade of zero on assignment; transcript notation	Department Head	Students had been clearly warned about plagiarism	Not sought	None	Not sought	None
	2	Students submitted assignment with identical text	Grade of zero on assignment; transcript notation	Department Head	First offence	Not sought	none	Not sought	none

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Inappropriate Collaboration	1	Submission contained elements identical to another student's work	Lab assignment will not count toward final grade; Academic Integrity Tutorial and Quiz	Acting Associate Dean	Use of another student's lab in preparing submission	Not sought	None	Not sought	None
	1	Shared written material with a classmate	Academic Integrity Tutorial and Quiz	Acting Associate Dean	Intention was to provide the shared work as reference and not to collaborate inappropriately	Not sought	None	Not sought	None
	1	Material written by another student who was taking the course simultaneously was presented as own	Final Grade of "F-DISC"; transcript notation; Academic Integrity Tutorial and Quiz	Acting Associate Dean	Acknowledged deliberately obtaining a copy of another student's assignment to use in preparing own assignment; unaware that this constituted inappropriate collaboration; acknowledged it was a mistake and demonstrated remorse	Not sought	None	Not sought	None

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Inappropriate collaboration	2	Lab assignments contained elements identical to another student's work	Grade of zero on lab assignments; Academic Integrity Tutorial and Quiz	Acting Associate Dean	If known after the first lab that behavior was not acceptable, student would have made different decisions for the subsequent labs	Not sought	None	Not sought	None
	4	Submission contains elements similar to another student's work	Academic Integrity Tutorial and Quiz	Acting Associate Dean	Intention was to provide the shared work as reference and not to collaborate inappropriately	Not sought	None	Not sought	None
	3	Submission contains elements similar to another student's work	Grade of zero on lab assignment; Academic Integrity Tutorial and Quiz	Acting Associate Dean	Although allowed to collaborate during lab, the assignment submission should have been produced independently	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Significant copying in term assignment; large portions of answers were either identical or so similar to another student's answers that it was likely that one or more of the students copied each other's work	Grade of zero on the assignment; meet with Academic Integrity Coordinator; Academic Integrity and Student Conduct Tutorial and Quiz	Department Head	Neither student responded to the email or registered letter, and therefore, the meeting was held in their absence	not sought	none	Not sought	
	4	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	2	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Assignment	Grade of "F-DISC" in course; "DISC" transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignment	Resubmission of paper; Cite Rite program	Associate Dean	None	Not sought	None	Not sought	None
	9	Material submitted is very similar to material submitted by one or more other students	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Material submitted is very similar to material submitted by one or more other students	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Dean's Office	Appeal denied; grade of "F-DISC" in course; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Not sought	None

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Inappropriate Collaboration	25	Material submitted is very similar to material submitted by one or more other students	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	2	Inappropriate collaboration on an assignment	Mark of zero for the first 3 questions of assignment; final mark for assignment will be 15.5/50, essentially obtained from what was turned in for Q#4	Associate Head	None	Not sought	None	Not sought	None
	1	Student submitted assignment from known website as their own	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking Faculty courses for eight months; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Material submitted very similar to material submitted by other student(s)	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	59	Material submitted very similar to material submitted by other student(s)	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Material submitted very similar to other student's assignment submission	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking Faculty courses for two years; Academic Integrity Tutorial and Quiz	Associate Dean	Third offence	Not sought	None	Not sought	None
	4	Submission very similar to other material	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Use of online materials for a solution on mid-term examination and an assignment	Grade of "F-DISC" in course; suspension from Faculty for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Material submitted very similar to material submitted by other student(s)	Grade of "C+ DISC" reduced from "B"; suspended from taking Faculty courses for eight months; notation will be on transcript; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	62	Submission very similar to other material submitted	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	2	Submission very similar to other material submitted	Grade of zero on lab; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Answers provided in experiment on UMLearn were not supported with computed results in own WebMO account; also, writing a quiz in a section not registered in without Instructor's permission	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended for four months; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student intentionally gave lab report to another student; almost identical reports submitted	Zero on lab report for both students	Associate Head	None	Not sought	None	Not sought	None
	1	A number of similarities within submitted lab report	Grade of zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	1	A number of similarities within submitted lab report	Grade of zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	5	Inappropriate collaboration in an assignment	Grade of zero on assignment	Associate Head	None	Not sought	None	Not sought	None
	4	Quiz	Grade of zero on quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Shared assignment data with another group	Grade of zero on assignment	Department Head	None	Not sought	none	Not sought	none

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Other - Contract Cheating	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on both assignments; grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on assignment; final grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of "F-DISC" in course	Associate Dean	Third offence; student provided a clear explanation of difficult circumstances and apologized for not attending previous meetings	Not sought	None	Not sought	None

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Other - Contract Cheating	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of "F-DISC" in course; "DISC" transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on essays; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Other - Contract Cheating	2	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on assignment; grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on assignment; grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of zero on assignment; grade of "F-DISC" in course; suspended from Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal withdrawn by student	Not sought	None

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Other - Contract Cheating	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
Other - Fraudulent Credit Card	1	Application fee paid with fraudulent credit card	Application nullified; future applications require approval of Dean	Dean	None	Not sought	None	Not sought	None
	4	Used stolen/fraudulent credit card to pay application fee	Application withdrawn	Director	Card reported stolen	Not sought	None	Not sought	None

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Personation	1	Submitted a post that was not written by them	Grade of zero on discussion forum; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they collaborated on an individual assignment; deep remorse	Not sought	None	Not sought	None
	1	Another name and student number had been written and erased under student's name	Grade of zero on lab portion of course; "DISC" notation on transcript	Associate Dean	None	Not sought	None	Not sought	None
	2	Use of another student's iClicker (personation)	2% penalty on iClicker score for the term	Associate Head	None	Not sought	None	Not sought	None
	1	Personation	Grade of "F-DISC" in course; two year suspension from the Faculty of Registration; one year suspension from Teaching School	Associate Director	Personation	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism	Final grade of "F-DISC" in course; Academic Integrity Tutorial and Quiz; notation may be applied for removed one year from date of letter or upon graduation	Designate of the Dean & Associate Dean of Faculty of Registration	Admitted to plagiarising another student's paper, without the knowledge or collaboration of the other student	Not sought	None	Not sought	None
	1	Inappropriate collaboration and/or plagiarism in Final Case Study Exam	Final grade of "F-DISC" in course; suspended from Faculty for one year; Academic Integrity Tutorial and Quiz; transcript notation may be removed after two years or upon graduation	Designate of the Dean	Admitted to copying some exam responses but not to all infractions, despite overwhelming evidence to the contrary; evidence also pointed to student pressuring the other student to share the take home exam responses; these factors made the statement less credible	Not sought	None	Not sought	None

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Plagiarism	1	Inappropriate collaboration and/or plagiarism in Final Case Study Exam	Final grade of "F-DISC" in course; suspended from Faculty courses from June 23, 2019 until January 1, 2020; transcript notation; Academic Integrity Tutorial and Quiz; notation may be removed in two years or upon confirmed graduation	Designate of the Dean	Repeatedly insisted that the work was own until confronted with the properties and then admitted the paper was another student's and submitted it as own for the final case exam	Not sought	None	Not sought	None
	1	Plagiarism in three lab reports submitted	Grade of zero on each of the three labs; "DISC" comment added until graduation; grade of "D" in the course	Acting Department Head	None	Not sought	None	Not sought	None
	2	Assignment clearly showed the answers as exactly the same as that of another student, including the introduction of a mistake that was also exactly the same on both papers	Grade of zero on assignment; the grade of zero to be excluded from the low-grade omission; "DISC" comment on transcript until eligible to graduate; Student Conduct and Academic Integrity Tutorial & Quiz	Associate Dean and Department Head	Worked on the assignment as a collaborative effort and did apologize if the collaboration was not acceptable	Not sought	None	Not sought	None

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Plagiarism	1	Entire essay was copied without quotation marks/in-text citations/references from published article	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism; received traumatizing medical news immediately prior to essay deadline; extensive emotional and mental strain	Associate Dean	Student allowed to continue in program	Not sought	None
	1	Two-thirds of essay copied without proper quotation marks/in-text citations/references from published article	Grade of zero on assignment	Associate Dean	Student claimed to have accidentally submitted draft, not final version	Not sought	None	Not sought	None
	1	Submission contained missing in-text citations for paraphrased passages	Revised report to follow correct citation style, and resubmitted to receive grade no higher than C+; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student overwhelmed with family and school responsibilities, did not leave enough time to review assignment before submission	Not sought	None	Not sought	None

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Plagiarism	1	One section of a group assignment was copied without quotation marks/in-text citations/references from two online sources	Transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student was erroneously advised to "informally audit" course and allowed to submit assignment	Not sought	None	Not sought	None
	1	Essay contained passages copied without quotation marks and some in-text citations from published articles	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	None	Not sought	None	Not sought	None
	1	Large sections of literature review were poorly paraphrased or copied directly without citations from published material	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged mistake, resulting from unfamiliarity with literature review structure; after receiving allegation, sought help from Academic Learning Centre to improve writing skills and revise literature review	Not sought	None	Not sought	None

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Plagiarism	1	Essay contained many missing/incomplete citations and padded reference list	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged mistake; suffering from high levels of anxiety due to personal stresses - as a result, submitted an incomplete essay draft	Not sought	None	Not sought	None
	1	Essay contained many passages copied without quotation marks/in-text citations/references from published material	Grade of zero on assignment; transcript reprimand (12 months); educational programming as assigned	Associate Dean	Student refused to acknowledge error, blamed communication failure on instructor	Not sought	None	Not sought	None
	1	Essay contained many passages copied without quotation marks/in-text citations from published material	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism, resulting from unfamiliarity with academic writing; after receiving allegation, subscribed to plagiarism software, enrolled in writing courses, and read writing style guide	Not sought	None	Not sought	None

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Plagiarism	1	Over 60% of essay was copied without quotation marks/in-text citations/references from published material	Grade of "F"; suspended from program (12 months); "DISC" grade comment and transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student refused to acknowledge error, blamed difficulty of assignment and instructor; after meeting with Associate Dean, student created fraudulent spreadsheet to support claim that the copied research was student's own work	Not sought	None	Not sought	None
	1	Annotated bibliography contained a passage copied without quotation marks/in-text citation from published material	Grade of zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	All assignments in course (three book reviews and one term paper) were almost entirely copied without quotation marks/in-text citations/references from published material	Grade of zero on each assignment; transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism, but claimed not to know rules of academic integrity, thought they were paraphrasing not copying, and noted that there was no opportunity to correct these mistakes before course end	Not sought	None	Not sought	None
	1	Group assignment contained two sections that were copied without quotation marks/in-text citations/references from two online sources	Final grade of "F"; academic integrity course; "DISC" grade comment and transcript reprimand (24 months); educational programming as assigned	Associate Dean	Student acknowledged plagiarism, but noted was ill at the time of assignment submission	Not sought	None	Not sought	None

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Plagiarism	1	Essay contained passages copied without quotation marks (but with in-text citations/references) from published material	Received zero on assignment; transcript reprimand (three months); educational programming as assigned	Associate Dean	Student took initiative after receiving allegation: attempted to identify plagiarised passages with various software, met with Academic Learning Centre, and repeated research methods course	Not sought	None	Not sought	None
	1	Essay contained many passages that were poorly paraphrased (but with in-text citations/references) from published material	Received zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student still learning English and learning to write academic essays, so mistakes were made as part of learning process; student contacted Academic Learning Centre after allegation	Not sought	None	Not sought	None
	1	Annotated bibliography contained eight short passages copied without quotation marks/in-text citations/references	Received zero on assignment; transcript reprimand (12 months); educational programming as assigned.	Associate Dean	Student acknowledged plagiarism; struggles with English; forgot to reference the sources	Not sought	None	Not sought	None

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Plagiarism	1	Essay contained one passage copied without quotation marks/in-text citations/references from published material	Received zero on assignment; transcript reprimand (six months); educational programming as assigned	Associate Dean	Student mistakenly submitted draft version, rather than final version of essay	Not sought	None	Not sought	None
	1	Lab report contained one passage copied without quotation marks/in-text citations/references from published material	Grade of "F" in course; suspended from program (12 months); DISC grade comment and transcript reprimand (24 months); educational programming as assigned	Associate Dean	In meeting with Associate Dean, student's story was contradictory, falsely described research process even when presented with source material	Dean	Appeal denied	Not sought	None

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Plagiarism	1	Responsible Conduct of Research Committee investigation determined Responsible Conduct of Research policy breach occurred: student's thesis was copied and revised version of another student's previously-submitted thesis	Required to entirely re-write thesis with own research, to be verified by advisory committee; transcript reprimand (60 months); educational programming as assigned	Associate Dean	Advisor should have been aware of the plagiarism (supervised both students)	Not sought	None	Not sought	None
	1	Responsible Conduct of Research Committee investigation determined Responsible Conduct of Research policy breach occurred: student's thesis was copied from another source	Required to transfer from thesis option to non-thesis option in program, and complete additional nine credit hours of coursework; required to complete Research Integrity Course; "DISC" grade comment and transcript reprimand (12 months); educational programming as assigned	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Responsible Conduct of Research Committee investigation determined Responsible Conduct of Research policy breach occurred: student copied material from supervisor's grant proposal	Received failure on first attempt of exam, permitted one final attempt to pass exam; suspended from program (four months); transcript reprimand (24 months); educational programming as assigned	Associate Dean	Associate Dean mitigated penalty as this was first-time offence	Dean	Appeal denied	Local Disciplinary Committee	Student withdrew appeal
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on the in-class essay; Academic Integrity Tutorial and Quiz	Area Director	Student did not respond to allegation letter; decision rendered without the benefit of the student's input	Not sought	None	Not sought	None
	1	Submitted plagiarised materials from a website	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to committing plagiarism by not citing their references	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they copied an image from a source without providing a reference	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on the discussion forum question; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to committing plagiarism by not citing their references	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of the same concepts and words as other students	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism	Not sought	None	Not sought	None
	1	In a group project, the instructor alleges that the student submitted plagiarised material in the form of uncited sources from a website	Grade of zero on portion of group project; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing sources	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of work matching that of another student	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not schedule a meeting; decision rendered without the benefit of a statement from the student	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted plagiarism	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on discussion forum question; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to not citing references, and their regret over their actions	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from the internet	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to not citing references; regret over actions	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the use of words and concept from another students comment	Grade of zero on discussion forum; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; Academic Integrity tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing their references	Not sought	None	Not sought	None
	1	In a unit discussion forum, the student submitted plagiarised materials from the internet	Grade of zero on unit discussion forum; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing sources	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material which contains content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to allegation	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on discussion; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing their references; remorse over actions	Not sought	None	Not sought	None
	1	Instructor alleges that the student submitted plagiarised material In the form of content/formatting matching another student's comment	Grade of zero on discussion; Academic Integrity Tutorial and Quiz	Area Director	Student did not schedule a meeting; decision rendered without the benefit of a statement from the student	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on the final project; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing their references	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Submitted plagiarised material that matched another students work	Grade of zero on discussion; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to committing plagiarism by copying another students work without their consent	Not sought	None	Not sought	None
	1	Submitted plagiarised material and used inappropriate collaboration in the creation of assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to committing plagiarism by not citing their references and that they inappropriately collaborated with another student	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of content/formatting matching other assignments	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student did not admit to the allegation	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Area Director	Student admitted to committing plagiarism by not citing their sources	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of content/formatting matching other assignments	Grade of zero on assignment; meet with Academic Integrity Coordinator	Area Director	Student admitted that they committed plagiarism by not citing	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on the in-class quiz; Academic Integrity Tutorial and Quiz	Area Director	Student did not schedule meeting; decision rendered without the benefit of the student's input	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on two discussion forums; Academic Integrity Tutorial and Quiz	Area Director	Student admitted that they committed plagiarism by not citing references	Not sought	None	Not sought	None
	4	Submitted plagiarised material in the form of uncited sources from a website	Warning; meet with the Academic Integrity Coordinator	Area Director	All of the other references in the assignment were properly cited	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on assignment; comment on transcript; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Submitted plagiarised material in the form of uncited sources	Transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted plagiarised material; content was copied verbatim without proper in text citation of the original source	Grade of zero on discussion; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Copied the content verbatim, without proper citation	Grade of zero on discussion; transcript notation; Academic Integrity Tutorial and Quiz; meet with the Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of uncited sources from a website	Grade of zero on the discussion and assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	Student admitted to plagiarizing; instructor provided a revision session on in-text citations and referencing 13 days prior to submission of assignment	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the form of materials matching content/formatting of other assignments	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	Student admitted to plagiarism	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material; content was copied verbatim from the original source without proper citations	Grade of zero for the discussion; transcript notation; meet with Academic Language Support Instructor	Associate Dean	Student admitted to plagiarism; allegation was upheld	Not sought	None	Not sought	None
	1	Materials for a group project were copied from sources without attribution	Transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None
	1	Sources for the group project were copied without attribution	Transcript notation; meet with Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	An answer matched another student's answer on an assignment	Final grade of "F-DISC " in course; transcript notation	Associate Dean	Second allegation; first allegation was similar; previously met with Academic Integrity Coordinator and received instruction on how to avoid future instances; student felt they lacked the time to complete the assignment and collaborated with another student and paraphrased the ideas that they came up with together	Not sought	None	Not sought	None
	1	Submitted two assignments that contained parts that were copied verbatim from the source with no citation	Grade of zero on both assignments; transcript notation; Academic Integrity Tutorial and Quiz; meet with the Academic Language Support Instructor	Associate Dean	Student statement of admission	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material; copied verbatim without proper citation	Grade of zero on discussion; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	Student admitted to plagiarism	Not sought	None	Not sought	None
	1	Group project material was copied from sources without attribution	Transcript notation; Academic Integrity Tutorial and Quiz; meet with the Academic Language Support Instructor	Associate Dean	Student admitted to plagiarism	Not sought	None	Not sought	None
	1	Copied sources without attribution	Grade for assignment will be capped at 50%; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	The section of a group project containing non-cited materials was provided by this student; the team did not review to ensure that their citations were adequate	Not sought	None	Not sought	None
	1	Submitted plagiarised materials in the form of uncited sources	Grade of zero on the assignment; Academic Integrity Tutorial and Quiz; transcript notation; meet with Academic Language Support Instructor	Associate Dean	Student admitted to plagiarism	Not sought	None	Not sought	None

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Plagiarism	1	Submitted plagiarised material in the form of uncited sources	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Language Support Instructor	Associate Dean	None	Not sought	None	Not sought	None
	1	No citations	Grade of zero on assignment; "DISC" notation	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarised material in the use of uncited sources in two lab reports	Grade of zero on both lab reports; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Submitted work of another student who previously took the course	Final grade of "F" in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Submitted work of another student, who previously took the course	Grade of zero on assignment; transcript notation	Department Head	Student did not respond to initial letter; decision made without meeting with student	Not sought	None	None	None
	1	Submitted work of another student who previously took the course	Grade of zero on portion of assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarised material in an assignment	Grade of zero on assignment; transcript notation	Department Head	Student did not show up for discipline meeting	Not sought	None	Not sought	None
	1	Footnote in assignment is from another section of the same class	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Paper did not appear to be the student's own work	Final grade of "F" in course; transcript notation; Academic Integrity Tutorial and Quiz; Cite-Rite Program	Department Head	Failed to set up a meeting	Not sought	None	Not sought	None
	1	Paper did not appear to be the student's own work	Grade of zero on paper; Academic Integrity Tutorial and Quiz; Cite-Rite Program	Department Head	Admitted to working with family member on paper	Not sought	None	Not sought	None

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Plagiarism	2	Sections of one assignment were copied directly from published sources, without being referenced properly	Letter of apology to Instructor; Academic Integrity Tutorial and Quiz; grade of zero on the assignment; transcript notation for a period of one year; if student fails to complete either apology letter or Academic Integrity Tutorial and Quiz by specified date, the student will be suspended from School for one year, and notation on transcript until graduation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Sections of assignment student were copied directly from published sources without being referenced properly; an assignment was copied from another group	Letter of apology to Instructor; Academic Integrity Tutorial and Quiz; grade of zero on the assignment; transcript notation for one year; should student fail to complete either letter or Academic Integrity Tutorial and Quiz by specified date, the student will be suspended from the School for one year, and the notation on transcript until graduation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Assignment was copied from another group	Letter of apology to Instructor; Academic Integrity Tutorial and Quiz; grade of zero on the assignment; transcript notation for a period of one year; should student fail to complete either letter or Academic Integrity Tutorial and Quiz by specified date, the student will be suspended from the School for one year, and notation on transcript until graduation	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarised words from another student's assignment	Grade of zero on assignment; transcript notation	Department Head	First offence	Not sought	None	Not sought	None
	1	Plagiarised words from another source and didn't cite or reference source	Grade of zero on assignment; transcript notation	Department Head	First offence	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarised material directly from a source without quotation marks	Review the academic integrity and resources available at the University of Manitoba; revise and resubmit assignment with proper citations and referencing	Acting Associate Dean	Discussed Academic Integrity at UM	Not sought	None	Not sought	None
	1	Plagiarised material directly from a source without quotation marks	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Dean	Misunderstood the assignment requirements; upper level student is expected to understand proper methods of citing secondary sources in assignments and on tests; evidence of inappropriately referenced material from the source article	Not sought	None	Not sought	None
	1	Submitted plagiarised material in the use of multiple unreferenced direct quotations	Grade of "F" on assignment; Academic Integrity Tutorial and Quiz	Acting Associate Dean	Consideration of the facts, supporting documentation from student and instructor	Not sought	None	Not sought	None

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Plagiarism	1	Portions of paper were copied verbatim from original sources with no attribution	Meet with Academic Integrity Coordinator; redo the element of the assignment in question; Academic Integrity Tutorial and Quiz	Department Head	Alleged plagiarism was determined to be the result of an unintentional misunderstanding	not sought	None	Not sought	None
	1	Significant plagiarism/ copying in the final term paper; portions of paper were copied verbatim from original sources with no attribution	Grade of zero on the final term paper; meet with Academic Integrity Coordinator; Academic Integrity Tutorial and Quiz	Department Head	Acknowledged that they directly copied sections verbatim, from several sources, without attribution	not sought	None	Not sought	None
	1	Significant plagiarism/ copying in final term paper; portions of the paper copied verbatim from original sources with no attribution	Grade of zero on term paper; meet with Academic Integrity Coordinator; Academic Integrity Tutorial and Quiz	Department Head	Acknowledged that they directly copied sections verbatim, without attribution	not sought	None	Not sought	None
	1	Used material from a source without proper reference	Deducted 50% of the marks for the assignment	Associate Head	Student acknowledged plagiarism but had some understanding of the material	not sought	None	Not sought	None

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Plagiarism	1	Used material from a source without proper reference	Grade of zero for the assignment	Associate Head	Student acknowledged plagiarism and had no understanding of the material	not sought	None	Not sought	None
	1	Copied material from a source without proper reference	The first and final drafts will receive a grade of zero; Academic Integrity Tutorial Quiz	Associate Head	Student acknowledged plagiarism	not sought	None	Not sought	None
	1	Copied material from a source without proper reference	Grade of zero for the assignment	Department Head	Student acknowledged plagiarism	not sought	None	Not sought	None
	1	Plagiarism; patchwork plagiarism; direct copying; none or improper citing	Academic Integrity Tutorial and Quiz; meet with Academic Learning Centre Coordinator; submit revised assignment	Associate Dean, Academic	Confused; meant to send other copy; not intentional; remorseful; sincerely apologized; failed to follow through with recommendations	None sought	None	Not sought	None
	1	Plagiarism; copying of text verbatim; no citation	Academic Integrity Tutorial and Quiz; meet with Academic Learning Centre Coordinator; submit new assignment; DISC comment on transcript	Associate Dean, Academic	Sorry for violating U of M policy; not intentional; highly remorseful; feels shame and disappointment; regretful; knows to seek help when needed	Not sought	None	Not sought	None

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Plagiarism	2	Assignments	Grade of zero on assignments; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; suspended from Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	2	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Department Head	Student did not comply with request for a meeting	Not sought	None	Not sought	None

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Plagiarism	3	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	2	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Academic Integrity Tutorial and Quiz; resubmit papers	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; "DISC" transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; suspended from Faculty for one year; transcript notation	Associate Dean	Previous offence	Not sought	None	Not sought	None
	3	Assignment	Grade of "F-DISC" in course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; suspended from the Faculty for one year; transcript notation	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of "F" on assignment	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; suspended from taking Department courses for two calendar years; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; "DISC" notation on transcript; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; "F-DISC" notation in course; Academic Integrity Tutorial and Quiz; Cite Rite Program; opportunity to re-write paper	Department Head	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Test	Grade of zero on test; grade of "F-DISC" in course	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course	Department Head	None	Not sought	None	Not sought	None
	4	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; "DISC" notation on transcript; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; Cite Rite Program; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course: suspended from taking courses offered by the Teaching Faculty for eight months; suspended from Faculty of Registration; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Two previous offences	Not sought	None	Not sought	None
	7	Assignment	Academic Integrity Tutorial and Quiz; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	6	Assignment	Grade of zero on assignment; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Assignment	Grade of "F-DISC" in course; "DISC" notation on transcript; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	2	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Academic Integrity Tutorial and Quiz; resubmit of two papers	Department Head	None	Not sought	None	Not sought	None
	2	Assignment	Grade of "F-DISC" in course; "DISC" transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Academic Integrity Tutorial and Quiz; opportunity to revise and resubmit assignment	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and Faculty of Registration for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; "DISC" transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; final grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Appeal deadline pending			
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; "DISC" transcript notation; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; suspended from the Faculty for one calendar year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of "F-DISC" in course; "DISC" transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	3	Assignment	Academic Integrity Tutorial and Quiz; resubmit assignment	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; "DISC" transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; final grade of "F" in course; letter of reprimand in file; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; final grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; final grade of "F-DISC" in course; transcript notation; Cite Rite	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Local Disciplinary Committee	Pending		
	1	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for one year; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Several answers on final exam were found to be verbatim reproductions of information found on websites	Not sought	None	Not sought	None
	1	Assignment	Final grade of "F-DISC" in course	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; "DISC" notation on transcript; Academic Integrity Tutorial and Quiz; Cite Rite Program	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Reprimand concerning academic dishonesty in file for five years; grade of zero on assignment; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Assignment	Grade of zero on assignment; meet with Academic Integrity Coordinator	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Compulsory withdrawal from course; "DISC" transcript notation; Academic Integrity Tutorial and Quiz	Department Head	Stress caused due to loss of family member and financial concerns	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Previous offence	Not sought	None	Not sought	None
	1	Assignments (2)	Grade of "F-DISC" in course; "DISC" notation on transcript	Department Head	None	Not sought	None	Not sought	None
	1	Assignments (2)	Grade of zero on assignment; "DISC" notation attached to final grade; transcript notation; Cite Rite program	Associate Dean	None	Appeal deadline pending			

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Plagiarism	1	Assignment	Grade of zero on assignment; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Test	Grade of zero on quizzes and final exam; grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; Academic Integrity Tutorial and Quiz; Cite Rite Program	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of zero on assignment; transcript notation; Academic Integrity Tutorial and Quiz; Cite Rite Program	Department Head	None	Not sought	None	Not sought	None
	1	Assignment	Grade of 'F-40%' on assignment; transcript notation; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Assignment	Grade zero on assignment; Academic Integrity Tutorial and Quiz	Department Head	None	Not sought	None	Not sought	None
	1	Final Exam	Failing grade	Associate Dean	None	Appeal deadline pending			
	1	Final Exam	Pending	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course	Department Head	Student did not respond to meeting request	Not sought	None	Not sought	None
	1	Assignment	Grade of "F-DISC" in course; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Uncited sources and uncited direct quotations on numerous occasions in a paper submitted for a course	Grade of zero on the paper; Academic Integrity Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	First offence; stress related to family issue; significant number of uncited direct quotations	Not sought	None	Not sought	None
	1	Uncited sources and uncited direct quotations on numerous occasions in a paper submitted for a course	Grade of zero on the paper; Academic Integrity Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	First offence; early in program; significant number of uncited direct quotations	Not sought	None	Not sought	None

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Plagiarism	1	Uncited sources and uncited direct quotations on a number of occasions in a paper submitted for a course; did not acknowledge quotations or attempt to paraphrase	Failing grade on paper; Academic Integrity Tutorial and Quiz; meet with Academic Integrity Coordinator	Associate Dean	Sources cited, but direct quotations not acknowledged	Not sought	None	Not sought	None
	1	Used uncited sources and uncited direct quotations on numerous quotations in a paper submitted for a course	Grade of zero on the paper; meet with Academic Integrity Coordinator	Associate Dean	First offence; pursued educational opportunities related to academic integrity	Not sought	None	Not sought	None
	1	Similarities in phrases and sentences between paper and internet sources	Grade of zero for assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Identical solution from previous offering	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Identical solution from previous offering	Grade of "F-DISC" in course; notation on transcript for three years or until graduation; suspended from the Faculty for six months; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Assignments included identical solutions from a previous offering of the course	Grade of "F-DISC" in course; suspended from the Faculty for one year; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal denied; Disciplinary Action increased; suspended from taking Faculty courses for a period of two years	Not sought	None

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Plagiarism	8	Material submitted very similar to material submitted by other student(s)	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Significant portions of report copied from the internet	Grade of zero on project	Associate Head	Registered mail was returned	Not sought	None	Not sought	None
	2	Submitted another student's lab report from a previous term	Grade of zero on lab; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Submitted another student's lab report from a previous term; second offence	Grade of zero on lab; final grade will have "DISC" designation; notation on transcript for two years or until graduation	Associate Dean	Second offence	Not sought	None	Not sought	None
	4	Material submitted very similar to other student's assignment submission	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Material submitted very similar to a posted solution from a previous term	Grade of "F-DISC" in course; suspension for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Substantial amount of copying from other written sources in essay submission	Grade of zero on essay assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Copied from various sources in patchwork fashion for assignment	Grade of "F-DISC" in course; suspension from Faculty for one year; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Third offence	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Copied from an online source	Grade of "F-DISC" in course; suspension from Faculty for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None

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Plagiarism	1	Use of online materials for a solution on assignment	Grade of "F-DISC in course; suspension from Faculty courses for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None
	1	Answers provided for an experiment on UMLearn were not supported with computed results in own WebMO account	Grade of "F-DISC" in course; suspension from Faculty courses for four months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Use of online materials for a solution on assignment	Grade of "F-DISC" in course; suspension from Faculty courses for eight months; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None

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Plagiarism	1	Large portions of submission were copied from other sources	Grade zero on course project; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission for question was directly taken from internet	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Large sections of submission were copied verbatim from the journal articles provided by Professor	Grade of "F-DISC"; suspended from taking Faculty courses for eight months; transcript notation; Academic Integrity Tutorial and Quiz	Associate Dean	Second offence	Not sought	None	Not sought	None
	1	Answers provided in experiment on UMLearn were not supported with computed results	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Material submitted on mid-term was very similar to other material	Grade of zero on mid-term examination; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Material submitted very similar to material submitted by other student(s)	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	2	Material submitted is very similar submitted by one or more other students	Grade of zero on assignment	Associate Head	None	Not sought	None	Not sought	None
	1	Submission is identical to an assignment from online assignment sharing site	Grade of "F-DISC" in course; suspended from taking courses in the Faculty of Registration and the Department offering the course for a period of one year; notation on academic transcript for two years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Local Disciplinary Committee	Appeal denied	University Discipline Committee	Appeal denied
	2	Similarities in assignment submissions	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Large portions of lab report were taken directly from internet	Grade of zero on lab report; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Similarities in phrases and sentences between paper and internet sources	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Substantial amount of copying from other written sources in essay submission	Grade of zero on assignment; Academic Integrity Tutorial and Quiz	Associate Head	None	Not sought	None	Not sought	None
	1	Take home question on Mid-Term identical solution from an online source; also plagiarism in an assignment	AW will be reversed for course; grade of zero on mid term examination; Faculty of Registration will keep infraction on internal file of Aurora, further transgressions may be considered as second offence; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Material submitted is very similar from a previous offering of the course	Grade of "F-DISC" in course; suspended for eight months; notation on transcript for five years	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission strikingly similar to another student's submission	Grade of "F-DISC" in course; notation on transcript for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Copied answer from website "Course Hero".	Grade of "F-DISC" in course; suspended from taking courses offered by Faculty for one year; notation on transcript for two years; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submitted identical source code as another student	Grade of "F-DISC" in course; notation on transcript for five years or until graduation; suspended from taking courses in the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Material submitted is very similar from a previous offering of the course	Grade of "F-DISC" in course; notation on transcript for two years or until graduation; suspended from taking course in the Faculty or on a Letter of Permission from another institution, for one year; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Submission has striking similarity to another student's submission	Grade of "F-DISC" in course; notation on transcript for five years or until graduation; suspended from taking course in the Faculty for one year; Academic Integrity Tutorial and Quiz	Associate Dean	Third offence	Not sought	None	Not sought	None
	1	Plagiarism in an assignment	Grade of "F-DISC" in course; suspended from taking course in the Faculty for one year; notation on transcript for five years or until graduation; Academic Integrity Tutorial and Quiz	Associate Dean	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Student copied answer to one question in lab report from internet source	Zero marks on copied question, rest of the report marked	Associate Head	None	Not sought	None	Not sought	None
	1	Student copied answers in lab report from internet source	Zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	1	Student copied sections of lab report from a previous year's submission; current experiment had changed; also has numerous similarities with another student report submitted	Zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	1	Lab report submitted has numerous similarities with another student report submitted	Zero on lab report	Associate Head	None	Not sought	None	Not sought	None
	8	Copied weekly problem on tutoring website	Zero on weekly problem	Associate Head	None	Not sought	None	Not sought	None

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	2	Copied two weekly problems on tutoring website	Zero on both weekly problems	Associate Head	None	Not sought	None	Not sought	None
	1	Copied take-home mid-term question on tutoring website	Zero on mid-term test	Associate Head	None	Not sought	None	Not sought	None
	15	Assignment	Zero on assignment	Associate Head	None	Not sought	None	Not sought	None
	1	Course project; large portions of submission were copied from other sources	Zero on assignment	Associate Head	None	Not sought	None	Not sought	None
	1	Found solutions online and copied verbatim, including errors in solutions	Pending	Department Head	None	Not sought	None	Not sought	None
	1	Uncited information/images	Grade of "F-DISC" in course; expulsion; one year suspension from Faculty	Associate Director	Repeat offence	Not sought	None	Not sought	None

PART 1: STUDENT ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Academic Misconduct Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	8	Uncited information	F on assignment, DISC transcript	Associate Director	Standard penalty given for first offence	Not sought	None	Not sought	None
	1	Uncited information	F on assignment, DISC transcript	Associate Director of Teaching Faculty and Representative of Faculty of Registration	Standard penalty given for first offence	Not sought	None	Not sought	None
	1	Uncited information	F on assignment, DISC transcript	Associate Director of Teaching Faculty and Representative of Faculty of Registration	Standard penalty given for first offence	Not sought	None	Not sought	None
	1	Uncited information	F on assignment; final grade of "F-DISC" on course	Associate Director	Standard penalty given for second offence	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Abuse of Computer Privileges	2	Students created a "phoney" e-mail account using a Department Heads name and e-mailed another student a notification of pending investigation for academic dishonesty	Literature review of best practices used by post-secondary instituations for teaching students about the risks associated with electronic file transmission; report with findings, develop recommendations and present recommendations to Director; transcript notation; letter of apology to the Department Head	Director	None	Not sought	None	Not sought	None
	1	Unauthorized WI-FI	Verbal and written warning; $50 fine	Student Residence	Multiple warnings	Not sought	None	Not sought	None
	2	Unauthorized WI-FI	Verbal and written warning	Student Residence	Broadcasting unauthorized Wi-Fi signals	Not sought	None	Not sought	None
Abuse of the Process of University Policies: Breach of Residence Hall Regulations	38	Noise	Verbal warning	Student Residence	First offence	Not sought	None	Not sought	None
	4	Violation of Guest Policy	Verbal and written warning	Student Resident	Sharing keys; unattended guests	Not sought	None	Not sought	None
	1	Violation of Guest Policy	Verbal warning	Student Residence	Guest was disrespectful to Residence and Campus Security	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of Residence Hall Regulations	1	Damage to Residence Property	Verbal and written warning; $150 fine	Student Residence	Cost of repairs	Not sought	None	Not sought	None
	1	Damage to Residence Property	Verbal and written warning; $100 fine	Student Residence	Damages	Not sought	None	Not sought	None
	1	Unauthorized item	$100 fine	Student Residence	Unauthorized sports equipment in room	Not sought	None	Not sought	None
	2	Unauthorized item	Verbal warning	Student Residence	Unauthorized sports equipment in room	Not sought	None	Not sought	None
	2	Unauthorized item	Verbal and written warning; $50 fine	Student Residence	Hot plate (repeat offence)	Not sought	None	Not sought	None
	13	Unauthorized item	Verbal and written warning	Student Residence	Hot plate; cooking items	Not sought	None	Not sought	None
	1	Vaping in public area in Residence	Verbal and written warning; $250 fine; Residence probation	Student Residence	Second offence	Not sought	None	Not sought	None
	1	Vaping in Residence	$200 fine; Residence probation	Student Residence	Multiple offences	Not sought	None	Not sought	None
	1	Vaping and fire safety	$100 fine	Student Residence	$50 failure to meet; $50 vaping; burning candle	Not sought	None	Not sought	None
	1	Vaping in Residence	$100 fine	Student Residence	Vaping in shared space	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
Definitions are available in the Student Non-Academic Misconduct and Concerning Behaviour Procedure.

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of Residence Hall Regulations	5	Vaping in Residence	Verbal and written warning; $50 fine	Student Residence	First offence	Not sought	None	Not sought	None
	4	Suspected Vaping In Student Residence	Verbal warning	Student Residence	First offence	Not sought	None	Not sought	None
	1	Smoking in room	Verbal and written warning; $100 Fine	Student Residence	Multiple warnings	Not sought	None	Not sought	None
	7	Smoking in room	Verbal and written warning; $50 fine	Student Residence	First offence	Not sought	None	Not sought	None
	11	Suspected Smoking in Room	Verbal warning	Student Residence	Strong smell on clothing	Not sought	None	Not sought	None
	1	Smoking smell	Written warning; $100 fine	Student Residence	$50 for smoking near air intake; $50 for not responding to meeting notices	Not sought	None	Not sought	None
	4	Smoking smell	Verbal and written warning; $50 fine	Student Residence	Smoking near air intake causing smell in residence; students not cooperating	Not sought	None	Not sought	None
	3	Smoking smell	Verbal warning	Student Residence	First offence	Not sought	None	Not sought	None
	4	Smoking Marijuana In Room	Eviction; cleaning charges	Student Residence	Multiple offences	Not sought	None	Not sought	None
	1	Smoking Marijuana in Room	Verbal and written warning; $50 fine	Student Residence	First offence	Not sought	None	Not sought	None

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PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of Residence Hall Regulations	2	Marijuana Consumption	Verbal and written warning	Student Residence	Bad reaction to marijuana	Not sought	None	Not sought	None
	2	Consumption of Drugs	Verbal and written warning	Student Residence	Required assistance from staff	Not sought	None	Not sought	None
	8	Marijuana smell	Verbal and written warning	Student Residence	Extremely strong smell	Not sought	None	Not sought	None
	4	Over intoxication	Provided with information about Addictions Foundation Manitoba by the Residence Life Coordinator	Student Residence	Mental Health or Addictions concerns	Not sought	None	Not sought	None
	2	Over intoxication	Written warning; meeting with addictions councilor	Student Residence	First offence	Not sought	None	Not sought	None
	1	Over intoxication	Verbal and written warning; $50 fine	Student Residence	Cleaning charges	Not sought	None	Not sought	None
	9	Over intoxication	Verbal and written warning	Student Residence	First offence	Not sought	None	Not sought	None
	9	Over intoxication	Verbal warning	Student Residence	First offence	Not sought	None	Not sought	None
	4	Open Alcohol	Verbal and written warning	Student Residence	Open alcohol in community space without authorization	Not sought	None	Not sought	None
	2	Drinking Games	Verbal warning	Student Residence	First offence	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of the Process of University Policies: Breach of Residence Hall Regulations	1	Fire Safety	Eviction; $264 fine	Student Residence	Cost of damages; caused fire alarm and evacuation; multiple past incidents	Not sought	None	Not sought	None
	1	Fire Safety	$200 fine	Student Residence	Burning candle triggered alarm	Not sought	None	Not sought	None
	4	Fire Safety	Verbal and written warning; $150 fine	Student Residence	Burning candles in lounge set off building alarm; did not evacuate	Not sought	None	Not sought	None
	1	Fire Safety	Verbal and written warning; $50 fine	Student Residence	Burning candles in room	Not sought	None	Not sought	None
	2	Fire Safety	Verbal and written warning	Student Residence	Burning candle in room or using unauthorized cooking appliances	Not sought	None	Not sought	None
	1	Fire Safety	Written warning; $50 fine	Student Resident	Failure to attend meeting	Not sought	None	Not sought	None
	1	Violation of Guest Policy	Verbal and written warning; $50 fine	Student Residence	Propping rear door open to let in unauthorized guests	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate or Disruptive Behaviour: Disorderly Conduct	3	Damage to Residence Property	Verbal and written warning; $170 fine	Student Residence	Charges for cleaning and property repair after friend gathering	Not sought	None	Not sought	None
	1	Student with traumatic past experiences exhibited disruptive behaviour in class	Educational activities	Department Head	Educational activities included working with appropriate university resources	Not sought	None	Not sought	None
Inappropriate or Disruptive Behaviour: Unprofessional conduct	**1**	Submitted fraudulent reference letter to another institution	Notation on transcript; may apply to have the transcript notation removed after five years from the date of the letter; Student's name and a description of the violation will be recorded in the Document Alert System of the Association of Universities and Colleges of Canada (AUCC); Student may apply to the Faculty of to have name removed after a period five years from the date of the letter	Associate Dean in consultation with the Vice Provost (Students) and Registrar	Prior incident of Academic Misconduct and Disciplinary Action; Student made multiple claims during the meeting that were not credible	Not sought	None	Not sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Inappropriate posts in forum and sent to potential employer as part of the coop recruitment process	Meet with Office of Human Rights and Conflict Management; meet with Student Counselling; review the following policies: Respectful Work and Learning Environment policy; Sexual Assault policy; RWLE and Sexual Assault Procedure; Student Discipline Bylaw and related procedures; and Violent or Threatening Behaviour policy and procedure	Dean	Student admitted to posting violent and misogynistic texts on online forum which was linked to personal website and blog; student apology seemed insincere, and occurred after potential penalties were outlined; appeared to show no understanding of how the conduct might have affected others who saw the posts, both within the University community and within the group of potential employers that were directed to the posts through application for an internship	Not sought	none	Not sought	None

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Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	failure to follow undergraduate patient assignment protocol and failure to follow the standards of patient care in course	Letter of warning included in the student's file until such time of his/her graduation or withdrawal from the program; in an effort to help the student understand the gravity of this situation, for his/her failure to comply with protocol/policies, s/he was assigned a failing grade for the procedure for two dates; the patient was re-assigned to another student and s/he immediately discontinued care/treatment of this patient pending their re-assignment	Associate Dean Academic	Confusion by the student over what was best for the patient vs. protocol of the clinical practices	Not sought	None	Not sought	None
	1	Inappropriate social media posts about a professor and course; disseminated to the program student body	Submit a formal written apology to the professor; write a 500 word essay on incivility	Associate Dean	Remorseful; apologized; admitted to how inappropriate it was	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2018 to August 31, 2019

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Inappropriate or Disruptive Behaviour: Unprofessional conduct	1	Issues related to breach of Personal Health Information Act, University of Manitoba Access and Privacy Policy	Meet with Access and Privacy Officer; submit a reflection on the situation; repeat the Personal Health Information Act training	Associate Dean	First offence; opportunity for educational intervention	Not sought	None	Not sought	None
	1	Online postings and related expressions of opinion	Meetings to discuss professional expectations; write letters of apology; expulsion	Dean	Attempts to remediate behaviour were unsucessful	Local Discipline Committee	Pending		
	1	Falsification of email from regulatory authority	Expulsion	Dean	Aggravating factors during investigative process; behaviour upon return to program	Local Discipline Committee	Appeal denied	University Discipline Committee	Pending
Property Related Misconduct: Theft	1	Copyright Infringement - Offering Course Materials (Slides) for sale	Required to write an apology letter for Department approval, that will then be sent to the class (copying Department Head and Instructor)	Department Head	None	Not Sought	None	Not Sought	None

PART 2: STUDENT NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Harassment	1	Threatening and harassing behaviour towards fellow student	Conditions on access to University property	Vice-President Administration	None	Not sought	None	Not sought	None
	1	Defamation and harassment	Two year suspension	Vice-President Administration	None	University Discipline Committee	Appeal denied; penalty increased to an expulsion from the University of Manitoba for an idefinite period	N/A	N/A

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threats of Harm or Actual Harm: Sexual Assaut	1	Followed victim into restroom stall and touched victim inappropriately	No contact with the victim; meet with office of Human Rights and Conflict Management; attend counselling; remain compliant with UM policies	Vice-Provost (Students)	None	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Violence	1	Pushed another student; alleged inappropriate exposure	Three-year campus ban; three-year expulsion; conditions to be readmitted: medical evaluation; academic plan; compliance with UM policies	Vice-Provost (Students)	Multiple incidents of inappropriate and disruptive behaviour; inappropriate comments to staff and students; inappropriate text messages to classmates; indecent exposure; pushing a fellow student; failure to comply with previous discipline	University Discipline Committee	Student withdrew appeal	N/A	N/A
	2	Fighting	Eviction	Student Residence	Violent fight in student lounge witnessed on security camera	Not sought	None	Not sought	None

University of Manitoba

Board of Governors Submission

For information:
Approved by Executive Ctte, Feb. 25, 2020

AGENDA ITEM:

Change to Alumni Representative Board of Governors election process

RECOMMENDED RESOLUTION:

THAT the Board of Governors approves the ballot for the Alumni Representative to the Board of Governors clearly indicate which candidate(s) have been nominated by the Alumni Association Board of Directors or by the University of Manitoba graduates, and who is the incumbent (if there is an incumbent).

CONTEXT AND BACKGROUND:

As per the University of Manitoba Act and the Alumni Association's Bylaws, candidates for the Alumni Representative to the Board of Governors election can be nominated two different ways: (1) by the Alumni Association Board of Directors, or (2) by 25 University of Manitoba graduates, with written consent by the nominee. In keeping with election processes followed by other organizations when there are dual nomination processes and in an effort to be transparent to alumni, the Alumni Association Board of Directors would like the ballot to indicate clearly, which candidates have been nominated by the Board or by graduates, and who is the incumbent. Alumni can vote either electronically or by mail / fax in ballot.

RESOURCE REQUIREMENTS:

There will be no impact on operational, financial, human or capital resources to implement this change on the ballot.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

As stated in the University of Manitoba Act, three members of the Board of Governors are elected by the graduates of the University from among the graduates of the University and can serve up to three three-year terms. As the representatives' terms are staggered, there is an election conducted by the Alumni Association each year.

IMPLICATIONS:

There are no negative health, environmental, legal, reputational or other implications of this proposal. The University of Manitoba Legal Counsel is aware of this process change and recommended the Board of Governors approve it as a change in how the ballot is presented could impact the outcome of the election. We believe this process change will provide both more clarity and transparency in how alumni have been nominated to run in the alumni representative Board of Governors elections, as well as if there is an incumbent.

ALTERNATIVES:

The alternative is there is no indication on the ballot of how candidates are nominated.

CONSULTATION:

The Alumni Association Board of Directors voted to make these changes on the ballot for the upcoming 2020 election at their October 28, 2019 meeting. Board members include:

Peter Wheatley, BSc(ME)/07, Ext.Ed/10, MBA/15, Chair
Jessica Carvell, JD/15, Vice Chair
Mark Colley, BCom (Hons)/04, Treasurer & Chair, Finance Committee
Evan Kuz, BFA (Hons)/90, Chair, Nominating Committee
Lasha Glennie, BA/2008, ExtEd/16
Kristjan Mann, BA/11, BA (Adv)/13, MA/19
Efrem Teklemariam, MEng/99
John Kearsey, Vice-President (External), Representing the University President, ex-officio

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Title	Date
☑	☑	*John d. Kearney*	VP External	Feb. 11/20
☑	☑	*Derus Waters*	President	Feby 11, 2020
☒	☒	Executive Committee		Feb. 25/2020
☐	☐			
☐	☐			

SUBMISSION PREPARED BY: Tracy Bowman, Director, Alumni Relations

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ATTACHMENTS:

Please see the attached 2020 Board of Governors' Alumni Representative Processes and Procedures document.

2020 Board of Governors Alumni Representative Nomination and Election Phases: Processes and Procedures

This document guides the process for all phases of the Alumni Association's Election of the Alumni Representative to the Board of Governors. Please note the processes outlined below are in conjunction with the Alumni Association of the University of Manitoba By-Laws and the University of Manitoba Act.

Board of Governors Elections – Eligibility & Requirements to serve on the Board
- Those eligible for candidacy are Graduates with degrees, diplomas and certificates as approved by Senate.
- Any candidate elected to the Board is required to adhere to the *Code of Conduct for Members of the Board of Governors* http://umanitoba.ca/admin/governance/931.html. Prospective candidates should carefully consider whether they have any personal, business, or occupational interests that would put them in a real or perceived conflict of interest serving on the Board of Governors prior to letting their name stand for election.
- All members of the Board of Governors have a fiduciary duty to act only in the best interests of the University. At the time of appointment to the board, each Member shall sign and file a declaration with the University Secretary indicating that he/she has read, understands and agrees to comply with this Code.
- During his/her term of office, each Member:
    - shall carry out his/her functions with honesty, integrity, independence, and good faith, and shall act only in the best interests of the University
    - shall act responsibly with the prudence of a reasonable individual
    - shall respect the confidentiality of information received in the performance of duties, as well as the confidentiality of the deliberations of the Board, both during and after his/her tenure on the board or its committees
    - shall respect the authority of the Board and Board decisions once made
    - shall prepare for, attend and participate in meetings of the Board, and committees as appropriate
    - shall declare any real or apparent conflict of interest as soon as he/she is aware of it
    - shall not assist any person or any organization in its dealings with the University when such intervention may result in real or apparent preferential treatment to that person or organization by the University

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- o shall not use, for his/her personal benefit or advantage, or for the benefit or advantage of any family member, any information acquired in the exercise of their office that is not otherwise generally available to the public
- o shall not use, directly or indirectly, any facilities, property or services of the University, nor allow them to be used, for purposes other than as expressly approved by the University
- o shall not make use of any confidential information obtained as a Member, in order to derive therefrom a benefit or advantage for himself/herself or that of any family member
- Those eligible to vote are Graduates with degrees, diplomas and certificates as approved by Senate.

Terms in Office
Alumni elected by the Graduates to serve on the Board of Governors may do so for a maximum of three (3) consecutive three (3) year terms.

Board of Governors Elections – Timelines/Milestones
- The notice of the election shall be announced in the fall issue of the UM Today *The Magazine*
- Nominations open – February 13 – March 16, 2020
- Deadline for submission for candidates requesting to be nominated by the Alumni Association Board of Directors – March 6, 2020
- Alumni Association Board of Directors selection meeting – March 9, 2020
- Deadline for submission from candidates nominated by alumni – March 16, 2020
- Election period – April 15 – May 15, 2020
- Ballot count where all candidates and scrutineers are invited to attend – May 22, 2020 at noon
- Notify University Secretary of successful candidate in writing – May 22, 2020 by 4 pm
- Publicly announce successful candidate – May 26, 2020
- Successful candidate takes office – June 1, 2020

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Board of Governors Elections – Communications/Notifications

- **Nominations and voting timeline announcements** are shared on the UM website, via social media, and electronically to all known alumni addresses. Information will include:
  - dates of nomination and election periods (open and close)
  - date of announcement of winner
  - if the incumbent is intending to run again, who the incumbent is and the incumbent's intention to run for another three-year term
  - alumni can direct further inquiries to the UM Alumni website regarding election details and a full list of candidates
- **Announcement of candidates and opening of election details** will be emailed to all known alumni email addresses and include a picture and bio of each candidate. In the case there are many candidates running in the election, alumni will be directed to the website where this information will be found. The notice will include if the incumbent is running again and who the incumbent, and will be labelled as such. Candidates will be listed alphabetically by surname.
- **University of Manitoba Alumni website** will include details of both the nomination and election process, updated forms and relevant dates. Pictures and bios of all candidates will be included by the start of the election period. All voting will be conducted via the UM Alumni website. Alumni can also download a ballot from the website, which they will then email or fax to Alumni Relations.
- The announcement of the nomination and election process will appear in UM Today *The Magazine.*
- The timing and coordination of electronic promotions shall be the responsibility of External Relations.

Nomination Process

Candidates can be nominated/self-nominated two different ways:

Method 1: Nominated by the Alumni Association Board of Directors with written consent from the nominee

- The Alumni Association will nominate two (2) or more candidates for election as a member of the Board of Governors by the Graduates to succeed the elected member whose term is about to expire, and two (2) or more candidates for election as a member of the Board of Governors to fill any vacancy in the Board of Governors to be filled by election by the Graduates.
- The Alumni Association will seek out candidates for nomination and potential candidates can apply to be considered for nomination.

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- If the incumbent is running for an additional term, he / she will be automatically included as one of the candidates the Alumni Association Board of Directors nominates ensuring he/she is still are eligible and follows the Board of Governors' conflict of interest policy.
- Not all new candidates requesting to be nominated by the board may be approved. If candidates are applying for nomination their request must be sent to Alumni Relations by March 6, 2020. If not approved by the board, candidates may still be nominated by 25 graduates of the University of Manitoba as an alternative (see section "Method 2").
- When selecting candidates for nomination, the Alumni Association may take into consideration the following factors:
  - Evidence of continued connection to the UM since graduation
  - Statement of intent for wanting to serve on the Board of Governors
  - Desire to ensure diversity, inclusion and equity of overall candidate pool
  - Gaps in present make up in overall Board of Governors and / or alumni representatives on the Board of Governors
- For the purposes of this section, if the Association is unable to nominate two (2) or more candidates because of an unwillingness or lack of interest by those approached, the conditions of this section will be deemed to have been met.

Method 2: Nominated by 25 graduates of the University of Manitoba with written consent from the nominee
- It is the responsibility of the potential candidate to ensure those who sign the nomination form are Graduates of the University of Manitoba and their information is legible. Alumni Relations will verify if all signatories are University of Manitoba Graduates.
- Potential candidates are able to replace signatories if not all can be verified as University of Manitoba Graduates as long as this is completed within the nomination period.
- Candidates interested in running for election will be notified if there is an incumbent and if he/she is intending to run again.
- The Nominating Committee will present all candidates to the Board of Governors' Secretary to ensure there are no overt conflicts of interest that would prevent these candidates from serving as an alumni representative.

Election Process
The election shall be conducted by online voting, or by such other means as permitted by the Alumni Association.

4

Ballots
- An electronic ballot shall be provided to all Graduates once the election period opens, unless a paper ballot is requested
- Full biographical information and photographs of all candidates, as well as a section on voting procedures, deadline for the return of ballots, and address ballots are to be returned (if sent via mail or fax) will be made available on the University's website
- The ballot will clearly indicate if and who the incumbent is, as well as who are the Alumni Association Board of Directors-nominated candidate(s) and who are the alumni-nominated candidate(s).[1]

Counting the Ballots
- The counting of ballots shall take place after the close of the election and will be verified by the U of M advancement team
- The counting of ballots shall take place in the Association offices by or under the supervision of the Director responsible for Alumni Relations, who serves as the agent of the election.
- The University Secretary will serve as scrutineer.
- In the case of a tie, the winner shall be decided by the tossing of a coin.

Election Results
- The results of the election shall be forwarded in writing, no later than May 31st of each year, to the Secretary of the Board of Governors.

Cost of the Election
- The cost of the election and its related advertising is to be borne by the University, as legislated in subsection 12(1) of *The University of Manitoba Act*.

Failure to Hold an Election
- In the event that only a single candidate is nominated, the Board shall appoint that candidate to succeed the elected member whose term is about to expire. This appointment is subject to the approval of the Board of Governors who, under subsection 12(4) of *The University of Manitoba Act*, may take alternative steps to fill the vacancy.
- In the event that there is no nominee, the Board shall appoint a candidate.

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[1]   This proposed change on the ballot to identify the incumbent and whether the candidates are nominated by the Alumni Association Board of Directors or by alumni will be voted on by the UM Board of Governors at the February 25, 2020 board meeting.

5

Questions on Election Processes

- All questions regarding the processes of the election shall be directed to the Chair of the Nominating Committee of the Alumni Association Board of Directors and / or the Director of Alumni Relations at the University of Manitoba.

6

Board of Governors Submission

☒ Approval   ☐ Discussion/Advice   ☐ Information

AGENDA ITEM:

Closure of the Master of Science (M.Sc.) in Textile Sciences

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the closure of Master of Science in Textile Sciences [as recommended by Senate, December 4, 2019].

CONTEXT AND BACKGROUND:

- Section 3(a) of *The University of Manitoba Act* gives the University the authority, "to establish and maintain such colleges, schools, institutes, faculties, departments, chairs, and courses of instruction as to the board of governors may seem meet and give instruction and training in all branches of knowledge and learning, including physical instruction and training."

- In March 2015, the Board of Governors approved the merger of the Department of Textile Sciences, in the former Faculty of Human Ecology, and the Department of Biosystems Engineering, Faculty of Agricultural and Food Sciences.

- The proposal for the merger included a commitment to give students then enrolled in the Master of Science (M.Sc.) in Textile Sciences an opportunity to complete the program. It also signalled that, during the implementation period, the Faculty of Graduate Studies and the Department of Biosystems Engineering would consider the status of the program.

- Admissions to the program were subsequently suspended in December 2015, when the President accepted a recommendation from the Dean of the Faculty of Graduate Studies (as reported to Senate, February 3, 2016). Extensions to the suspension of admissions were approved by the President following required consultations with Senate and the Board, in June 2016 and May 2019.

- The Department is proposing the closure of the M.Sc. in Textile Sciences on the basis that it does not have the capability to deliver the program. The Department also offers Master of Science and Doctoral programs in Biosystems Engineering. Faculty members who joined the Department through the merger in 2015 are able to teach and to supervise graduate students in these two programs.

- The Faculty Council of the Faculty of Agricultural and Food Sciences and the Faculty Council of Graduate Studies endorsed a proposal to close the M.Sc. in Textile Sciences at meetings on April 29 and October 23, 2019, respectively.

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

- No students are currently enrolled in the M.Sc. in Textile Sciences.

ALTERNATIVES:

N/A

CONSULTATION:

The proposal is forwarded to the Board of Governors by Senate following consideration by the Faculty Council of Graduate Studies and by the Senate Executive Committee.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☒	Department Council of Biosystems Engineering	March 13, 2019
☒	☒	Faculty Council of Agricultural and Food Sciences	April 29, 2019
☒	☒	Faculty Council of Graduate Studies	October 23, 2019
☒	☒	Senate Executive	November 20, 2019
☒	☒	Senate	December 4, 2019

SUBMISSION PREPARED BY: <u>University Secretary on behalf of Senate</u>

ATTACHMENTS:

- Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes [October 23, 2019]
- Application for Permanent Cessation of the Master of Science (M.Sc.) in Textile Sciences

Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Agricultural & Food Sciences.

Observations

1. The **Faculty of Agricultural & Food Sciences** proposes the permanent closure of the M.Sc. in Textile Science in the Dept. of Biosystems Engineering.

    The decision was made to cease the undergraduate and graduate programs in Textile Sciences, and as of July 1, 2015 to formally merge the remaining members of the Department of Textile Sciences with the Department of Biosystems Engineering. This decision was based on declining enrolment in the Textile Sciences programs accompanied by a number of staff retirements. The former members of the Department of Textile Sciences have been fully integrated into the Department of Biosystems Engineering and now supervise graduate students (both M.Sc. and Ph.D.) in graduate programs in Biosystems Engineering. There is no need to preserve the M.Sc. program in Textile Sciences because the Department of Biosystems Engineering already has a vibrant M.Sc. program.

    Course Deletions

    TXSC 7042 Preparations for Research in Textile Sciences   **-6**

    TXSC 7120 Topics in Textile and Apparel Marketing   **-3**

    TXSC 7162 Topics in Textile Sciences - Physical Properties   **-3**

    TXSC 7164 Topics in Textile Sciences - Chemical Properties   **-3**

    TXSC 7166 Seminar in Textile Sciences   **-3**

    TXSC 7168 Problems in Textile Sciences   **-3**

    NET CREDIT HOUR CHANGE   **-21**

Recommendations

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

<u>Faculty of Agricultural & Food Sciences</u>

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

Application
PERMANENT CESSATION OF A PROGRAM OF STUDY
Under The Advanced Education Administration Act

Manitoba
Education and Training

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

UM INTERNAL REQUIREMENTS

UNIVERSITY OF **MANITOBA**

1. Please complete the application below and submit one (1) electronic copy (.pdf format) <u>each</u> to the Vice-Provost (Integrated Planning & Academic Programs) <u>and</u> the Office of the University Secretary, along with the following supplemental documentation:
   a. A cover letter justifying and summarizing the rationale behind the request for permanent cessation.
   b. Letters of support from external stakeholders that were consulted as part of this proposal, if applicable.
   c. Course Deletion forms, where applicable. To access the course deletion forms, please visit:
      - Undergraduate Courses: http://umanitoba.ca/admin/governance/forms/index.html
      - Graduate courses: http://umanitoba.ca/faculties/graduate_studies/admin/course_delete.htm
2. Please refer to the policy, Submission of Course, Curriculum and Program changes for further information. http://umanitoba.ca/admin/governance/governing_documents/academic/356.html
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.

SECTION A – PROPOSAL DETAILS

Institution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: Department of Biosystems Engineering, Faculty of Agricultural & Food Sciences

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

Program name: MSc in Textile Sciences

Credential awarded: MSc

Proposed start date for permanent cessation: September 2019

Institutional Program Code(s) (PSIS reporting number):

Office Use Only
One-time funding:
On-going funding:

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

The Textile Sciences graduate program offers opportunities for in-depth study and technical and social dimensions of textile product development. The technical dimension includes research in the physical and chemical properties of textiles, and polymer science. The social dimension includes research in consumer behaviour toward textiles or textile products and marketing of textiles or textile products. The program comprises course work and a thesis.

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

The Master's program comprises a minimum of 18 credit hours of courses and a thesis. The expected time to graduate is two years.

B-3 Provide a description of the intended outcomes of the program being permanently ceased:

Permanent cessation of the MSc program in Textile Sciences reflects the fact that the Department of Biosystems Engineering does not have the capability to deliver an MSc program in Textile Sciences. The academics who joined the Department of Biosystems Engineering in the merger have the opportunity to supervise graduate students in the existing MSc and PhD programs in Biosystems Engineering.

      B-3.1 - Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

      B-3.1 - Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to.

Graduates from the program have found challenging careers in diverse fields. These include: technical product developer for medical/healthcare, industrial, and exercise and sports end uses, textile testing in industry or government research laboratories, post-secondary education, quality assurance, or a stepping stone to a Ph.D. degree.

B-4 Describe the mode of delivery for this program:

Coursework is delivered in the standard fashion. Supervision of thesis work is provided by academics within the Department.

C-1 Identify and provide a detailed description of the rationale for the permanent cessation of this program of study:
(Such as changes in applications, enrolment, employer demand.)
The Department of Textile Sciences merged with the Department of Biosystems Engineering in July 2015. The academic members who joined the Department of Biosystems Engineering are able to supervise graduate students using the MSc and PhD programs in Biosystems Engineering. There is no need for the MSc program in Textile Sciences.

C-2 If applicable, describe any program reviews, evaluations, or other program review processes that occurred during the temporary cessation of this program:
None

C-3 Describe how the permanent cessation of this program aligns with the strategic plans of your institution:
The decision was made to cease the undergraduate and graduate programs in Textile Sciences, and to merge the remaining members of the Department of Textile Sciences with the Department of Biosystems Engineering (merger formally occurred on July 1, 2015). This decision was based on declining enrolment in the Textile Sciences programs accompanied by a number of staff retirements. The former members of the Department of Textile Sciences have been fully integrated into the Department of Biosystems Engineering and now supervise graduate students (both MSc and PhD) in the graduate programs in Biosystems Engineering. There is no need to preserve the MSc program in Textile Sciences because the Department of Biosystems Engineering already has a vibrant MSc program.

C-4 Outline the internal approval process (i.e. committees, governing bodies) for approving the permanent cessation of this program of study within your institution and indicate any dates of decision: *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

Decision-Making Body	Date of Approval
Faculty/College/School	March 13, 2019 - Biosystems Engineering Department Council
	April 29, 2109 - Faculty of Agricultural and Food Science Council
SCCCC *(undergrad only)*	_____
SPPC *(if applicable)*	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-5 Responsibility to consult

C-3.1. Is this program subject to mandatory review or approval by organizations external to the institution (such as regulatory bodies, Apprenticeship Manitoba, etc.)? *(If yes, please describe consultation process and provide copies of reports or letter from these organizations.)*

No

C-3.2 What agencies, groups, or institutions have been consulted regarding the permanent cessation of this program?

None

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

The initial intent to close the MSc in Textile Sciences program when the merger was being proposed and finalized (in 2015). All students who were in the MSc in Textile Sciences program at the time of the merger have since graduated. A formal motion to permanently cease the MSc in Textile Sciences program was approved by the Biosystems Engineering Department Council in March 2019.

C-6 Describe the impact that the permanent cessation of this program may have on developing a skilled workforce and on labour market need in Manitoba:

There should be minimal impact on the workforce and labour market need in Manitoba because the former members of the Department of Textile Sciences can continue to supervise graduate students using the MSc and PhD programs in Biosystems Engineering.

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

N/A

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

It has already been several years since the last individual graduated from the MSc program in Textile Sciences. We are not aware of any negative impacts on students or on the province.

D-3 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program will impact course offerings in the unit. Provide a list of courses that are to be deleted (indicate subject code, course number, course title, number of credit hours) as a result of the permanent cessation and append the appropriate deletion forms.

The following graduate-level TXSC courses are to be deleted.

TXSC 7042 Preparations for Research in Textile Sciences Cr.Hrs. 6

TXSC 7120 Topics in Textile and Apparel Marketing Cr.Hrs. 3

TXSC 7162 Topics in Textile Sciences – Physical Properties Cr.Hrs. 3

TXSC 7164 Topics in Textile Sciences – Chemical Properties Cr.Hrs. 3

TXSC 7166 Seminar in Textile Sciences Cr.Hrs. 3

TXSC 7168 Problems in Textile Sciences Cr.Hrs. 3

D-4 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program and the deletion of any related courses may affect other academic programs at the institution. For undergraduate programs, include Request for Statement of Support forms, or for graduate programs, append letters of acknowledgement from those units/programs that may be impacted.

There is no effect anticipated on other academic programs at the institution.

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

Year 1   There are no longer any students enrolled in the MSc program in Textile Sciences.

Year 2

Year 3

Year 4

UM Internal Requirements: Is there a potential for students who are currently not registered and who may not have been registered for one or more years to return to the program? If so, outline any plans on how these students will be accommodated.

No, all of the MSc students who were in the Textile Sciences program at the time of the merger have since completed their degree requirements and graduated.

E-2 Will previous graduates of this program be negatively affected by its cessation?
No

E-3 What was the maximum seat capacity of the program that is being permanently ceased?
I do not believe there was a maximum seat capacity.

E-4 What was the enrolment and graduation rate for this program over the past 5 years?
No new students were admitted since the merger in July 2015. Students who were already started in the MSc program in Textile Sciences were allowed to complete their program (total of 7 students).

F-1 What portion of ongoing funding is allocated to this program?
There is no funding allocated to this program.

F-2 Please provide a detailed description of how these funds will be reallocated:
N/A

SECTION G – SIGNATURES

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

SUBMITTED BY:

President:	*Vice-President/Academic:*
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

For use by joint programs only:

President:	*Vice-President/Academic:*
Name:	*Name:*
Signature:	*Signature:*
Date:	*Date:*

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments *(double-click to engage check box):*

☐ Cover letter

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

If you have any questions or require further information, please contact:
Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

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UNIVERSITY
OF MANITOBA

Board of Governors Submission

AGENDA ITEM: 2020–2021 Residence Room and Meal Plan Rates

RECOMMENDED RESOLUTION:

That the Board of Governors approves:

A) Residence room rates (per term) for 2020-21 of:
Pembina Hall Residence- $4,019
Arthur Mauro Residence- $4,298
Mary Speechly Hall Residence- $3,069 (single); $1,961 (double)
University College Residence- $3,126 (single); $1,997 (double)

B) Meal plan rates (per term) for 2020-21 of:
10 Meals per Week plus $250 FoodBucks - $2,665
15 Meals per Week plus $250 FoodBucks - $2,866
7-Day Unlimited plus $100 FoodBucks - $2,955
UC FoodBucks Plan - $1,730
UC Flex Plan ($750 FoodBucks plus 100 meals at Fresh Food Company) - $2,170

C) Extended stay fee (holiday break) for 2020-21 of: $120

Action Requested: ☒ Approval ☐ Discussion/Advice ☐ Information

CONTEXT AND BACKGROUND:

There are four University-operated student residence facilities on campus offering a variety of room and meal plan options with a total of 1177 beds.

Pembina Hall Residence
- Semi-suite style residence with private washroom
- Choice of three **mandatory** meal plan options[1]
- 357 beds
- Year built: 2011

Arthur V. Mauro Residence
- Two bedroom suite-style residence with shared kitchen area and washroom
- Upper years only
- Optional meal plans available
- 316 beds
- Year built: 2003

Mary Speechly Hall
- Dormitory-style residence with double or single rooms; communal washrooms
- Choice of three **mandatory** meal plan options [1]
- 246 beds
- Year built: 1964

University College Residence
- Dormitory-style residence with double or single rooms; communal washrooms
- Choice of two **mandatory** declining balance meal plan options [2]
- 258 beds
- Year built: 1964

[1] **Mandatory Meal Plan Options (2019-20):**
- 10 meals per week plus $250 FoodBucks (declining balance per term)
- 15 meals per week plus $250 FoodBucks (declining balance per term)
- 7-day all-you-care-to-eat meals plus $100 FoodBucks (declining balance per term).

[2] **Mandatory Declining Balance Meal Plans (2019-20):**
- UC FoodBucks Plan - $1,650 per term
- UC Flex Plan - $750 in FoodBucks plus 100 meals per term at Fresh Food Company

FoodBucks can be used at any University Dining Services outlet. Up to $75 per term may be used at each of: Degrees, the Hub, and Pizza Pizza (2677 Pembina Hwy. location).

The current student demographic in residences is 65% international / 35% domestic, and approximately 65% of all resident students are first year students. Last year the student demographics were largely the same. Average occupancy rates over the last year were 97%.

Other on-campus housing consists of St. John's College Residence (100 beds) and St. Andrew's College Residence (40 beds) with rates ranging from $1855 to $1987 per term for a single dorm room. St. Paul's College does not currently have a residence facility, but a Request for Proposal was issued in August 2016 seeking proponents to design, build, finance and operate a 300-bed, gender-split student residence using a P3 model. Negotiations with a selected developer/operator and the University of Manitoba are ongoing.

Proposed 2020-21 Room Rates

Recommendation:

- The **Pembina Hall Residence** room rate would increase from $3,902 to $4,019 per term.

- The **Arthur V. Mauro Residence** room rate would increase from $4,173 to $4,298 per term.

- The **Mary Speechly Hall** single room rate would increase from $2,980 to $3,069; and the double room rate would increase from $1,904 to $1,961 per term.

- The **University College** single room rate would increase $3,035 to $3,126; and the double room rate would increase from $1,939 to $1,997 per term.

- **Extended stay fee** (holiday break) would increase from $115 to $120.

Rationale:

From 2015-2019, Student Residences' five-year business plan called for a 5% annual increase to room rates in order to be self-sustaining. We have since substantially achieved our goal and made many necessary facility improvements along the way with an intentional focus on deferred maintenance in our older residence buildings. Over the next two to three years, we plan on continuing to enhance the quality of all of our residence buildings by reinvesting in building infrastructure and refreshing furniture and equipment. Some of these upcoming projects include new windows in Mary Speechly Hall, new in-suite furniture in Arthur Mauro Residence, and new wall coverings and furniture in Pembina Hall Residence.

In order to cover these continued improvements, along with anticipated operating and maintenance cost increases, we are proposing a 3% room rate increase in 2020-21. Table 7 provides our business plan and financial projection. We are also seeking Board approval for a $120 extended stay fee for students staying over the 2020-21 twelve-day holiday break. Only students who declare their intent to stay (almost exclusively international students) are required to pay this fee. The fee does not include meals and is intended to cover the operating costs associated with this service, including 24-hour residence security, part-time office staff, and caretaking during this period.

As we have raised rates in each of the last five years, one of our continued concerns is that we run the risk of pricing ourselves out of the market, ultimately deterring students from living on campus. However, the demand for quality on-campus accommodations continues to be strong with long waitlists (averaging 350 students over the last 5 years), steady occupancy rates throughout the academic year (averaging 97%) and off-campus housing rates in the surrounding area continue to rise at similar rates. In fact, we are seeing adjusted monthly rental costs (per person) as high as $1703/month in some of the newer housing developments in the surrounding University area. See Tables 5 & 6 for local off-campus rate comparisons and increases, including anticipated monthly rental costs for the privately owned Arc (Campus Suites, Inc.) student residence building scheduled to open in 2020-21.

While these tables are a helpful tool in understanding the current student housing market, directly comparing on-campus and off-campus rates can be complex for a variety of reasons. Housing styles, leasing terms, and transportation costs are some obvious differences, but more importantly, there is an experiential and developmental component to on-campus living that simply does not exist off-campus. Through a residence life developmental and programming model, Student Residences provides notable advantages to student success in addition to providing a sense of community and connection to the University of Manitoba that cannot be replicated off-campus.

Tables 1, 2 & 3 compare our current room rates with other U15 Canadian university residence offerings and even with the proposed increases, our rates remain below the national average for single dorm rooms and well below the average for double dorm rooms.

Proposed 2020-21 Meal Plan Rates:

Recommendation:
1. **Mary Speechly Hall and Pembina Hall Residence Mandatory Meal Plan Options**
- 10 Meals per Week plus $250 FoodBucks increase from $2,588 to $2,665 per term
- 15 Meals per Week plus $250 FoodBucks increase from $2,783 to 2,866per term
- 7-Day Unlimited plus $100 FoodBucks increase from $2,869 to 2,955 per term

2. **University College Residence Declining Balance Meal Plan Options**
- UC Foodbucks Plan - $1,730 Foodbucks per term. The cost of the plan would increase from $1,650 per term to $1,730 per term
- UC Flex Plan – $750 in Foodbucks plus 100 meals at the Fresh Food Company. The plan would increase from $2,065 per term to $2,170 per term.

3. **Arthur V. Mauro Residence- Optional Meal Plans Available**

Rationale:

Student input continues to be an important part of the development of residence dining options, menus, service and meal plan structure. Formal student input comes primarily from the Residence Dining Advisory Committee (RDAC) meetings and a Dining Services satisfaction survey that is sent out to all residents in late fall. This year, some highlights include an overall satisfaction improvement in residence dining over last year (a weighted average score of 3.23/5 compared to last year's 2.97/5) and an expansion of the hours of operation during reading weeks. In the past, meal plan offerings during the reading weeks have not met student expectations and we are pleased to see Dining Services address this with no added cost to students. Students can also look forward to renovations of the servery area of the Fresh Food Company, scheduled to be complete by fall 2020. This is an Ancillary Services/Dining Services joint-funded capital project.

Like in past years, changes to the structure of the meal plans was also discussed at the RDAC level. Eliminating the 10 and 15 meal/week plans in favour of a 5 day unlimited meal plan – a model we have seen other residence dining operations move to – was considered for 2020-21. Feedback from RDAC members was mixed at best and will require further consultation with residents before moving to this model. As a result, no changes to meal plan options are being recommended for 2020-21.

For 2020-21, we are proposing a 3% increase to the MSH/PHR meal plans and a 5% increase to the UCR declining balance meal plans. The 3% increase to the MSH/PHR meal plans reflects a forecasted 2-4% increase in food costs, according to the Canada Food Price Report[1] and a scheduled 1% wage increase for all Dining Services staff. According to the report, Manitoba (along with PEI, Quebec and BC) is forecasted to have higher than average food inflation rates. With this anticipated increase and the desire to maintain all of our residence meal plans as non-taxable, we are proposing the 5% increase to the UCR FoodBucks-based meal plans. Canada Revenue Agency considers a university meal plan non-taxable if the amount paid for the plan is sufficient to provide a student with a minimum of 10 meals per week for the period of the plan (which must not be less than one month). The cost per meal is based on the average cost of a meal at all qualifying locations.

By comparison, the University of Winnipeg (U of W) starts mandatory declining balance plans at a higher cost than comparable plans at the University of Manitoba. For reference purposes, the three non-taxable declining balance meal plans in 2019-20 that are available at the U of W carry per-term prices ranging from $1,875 per term to $2,875. It should be noted that meal plan costs are also higher at both St. John's and St. Andrew's College Residences. Their board plans are $3,214 and $3,069 per term respectively.

[1] Canada's Food Price Report 10th Edition, co-published by Dalhousie University and the University of Guelph, December 2020

Rate Summary

	Current Rate	Proposed Rate	Change
Room Rates			
PHR	$3,902	$4,019	3%
AVM	$4,173	$4,298	3%
MSH – Single	$2,980	$3,069	3%
MSH – Double	$1,904	$1,961	3%
UCR – Single	$3,035	$3,126	3%
UCR – Double	$1,939	$1,997	3%
Extended Stay Fee (holiday break)	$115	$120	3%
Meal Plan Rates			
MSH/PHR			
10 meals per week plus $250 FB	$2,588	$2,665	3%
15 meals per week plus $250 FB	$2,783	$2,866	3%
7-day unlimited plus $100 FB	$2,869	$2,955	3%
UCR			
UC FoodBucks Plan - $1,575 Foodbucks only	$1,650	$1,730	5%
UC Flex Plan - $750 Foodbucks plus 100 meals at the Fresh Food Company	$2,065	$2,170	5%

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Student Residences continues to work towards building Community and providing our students with improved accommodation facilities, dining services and developmental support programs that will create an outstanding living and learning environment. This includes providing residence students with opportunities for engagement with community both internal and external to the University.

IMPLICATIONS:

Students Residences' mission is to provide quality on-campus accommodations in a safe, supportive, engaging and community-rich environment that promotes the personal, cultural, and social growth of our students, while enhancing the likelihood of their success.

Should these recommendations be approved, the full cost of room and board for a student on campus would start at $3,727 per term (UC Double with UC FoodBucks Plan).

ALTERNATIVES:

1. Lower proposed increases- this option would not cover operating cost increases in 2020-21 and would not allow for adequate capital investment into the properties.
2. Higher proposed increases may result in vacancies dependent on student reaction.

CONSULTATION:

The following have been consulted on the contents of this submission: Residence Dining Advisory Committee; Director of Student Residences; Director of Ancillary Services; General Manager, Dining Services and Director of Accounting, Ancillary Services.

UNIVERSITY OF MANITOBA

Board of Governors Submission

Routing to the Board of Governors:

Reviewed	Recommended	By	Date
☒	☒	*Andrew Konowalchuk*	Feb. 14/20
☐	☑		February 18, 2020
☐	☒		Jan 23, 2020
☒	☒	FAHR	Mar. 10/20
☐	☐		

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Andrea Edmunds, Director of Ancillary Services

Submission approved by:

Attachments

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Table 1

2019/20 Single Dorm Room* Comparisons in Canada

(University of Manitoba – Mary Speechly / University College)

University of Winnipeg (N/A)
Brandon University (N/A)
University of Saskatchewan ($1,998)
University of Regina ($2,395)
University of Manitoba ($2,980 - $3,035)
Simon Fraser University ($3,078 - $3,139)
University of Alberta ($3,096)
University of Calgary ($3,150)
University of British Columbia ($3,217 - $3,451)
University of Waterloo ($3,277)
York University ($3,404 - $3,430)
University of Windsor ($3,713)
University of Guelph ($3,727 - $3,892)
McMaster University ($3,963)
Western University ($4,085)

$0 $1,000 $2,000 $3,000 $4,000 $5,000

■ Minimum Rate   ■ Maximum Rate   ■ University of Manitoba

*Single dorm room defined as a single room with community bathroom/shower facilities.

Table 2

2019/20 Double Dorm Room* Comparisons in Canada

(University of Manitoba – Mary Speechly / University College)

Brandon University (N/A)
Simon Fraser University (N/A)
University of Regina (N/A)
University of Winnipeg (N/A)
University of Saskatchewan ($1,503)
University of Calgary ($1,900)
University of Manitoba ($1,904 - $1,939)
University of Alberta ($1,935)
University of British Columbia ($2,726)
University of Waterloo ($2,940)
York University ($2,961 - $2,984)
University of Windsor ($3,092)
University of Guelph ($3,195 - $3,458)
McMaster University ($3,443)
Western University ($3,705)

$0 $1,000 $2,000 $3,000 $4,000

■ Minimum Rate   ■ Maximum Rate   ■ University of Manitoba

*Double dorm room defined as a double occupancy room with community bathroom/shower facilities.

Table 3

2019/20 Semi-Suite/Suite*
Room Comparisons in Canada
(University of Manitoba – Pembina Hall / Arthur Mauro)

University	Rate
Simon Fraser University (N/A)	
University of Saskatchewan (N/A)	
Brandon University ($2,200 - $2,800)	
University of Winnipeg ($2,580)	
University of British Columbia ($2,971 - $3,861)	
University of Regina ($3,276)	
University of Calgary ($3,283 - $3,503)	
University of Alberta ($3,422 - $3,456)	
University of Windsor ($3,557 - $4,082)	
McMaster University ($3,750 - $4,400)	
University of Guelph ($3,892)	
University of Manitoba ($3,902 - $4,173)	
University of Waterloo ($3,911)	
York University ($3,964 - $4,912)	
Western University ($5,050)	

Legend: ■ Minimum Rate   ■ Maximum Rate   ■ University of Manitoba

*Semi-suites and suites defined as single or double occupancy suites with in-room bathrooms/showers and/or kitchenettes.

Table 4

2019/20 Off-Campus vs. Student Residences
Cost of Living Comparison
(monthly cost per person)

Off Campus Housing [1]
($395 - $1,703)

The Arc Student Residence [2]
($746 - $1,266)

University of Manitoba Residences [3]
($494 - $1,061)

$0 $1,000 $2,000

■ Minimum Rate   ■ Maximum Rate
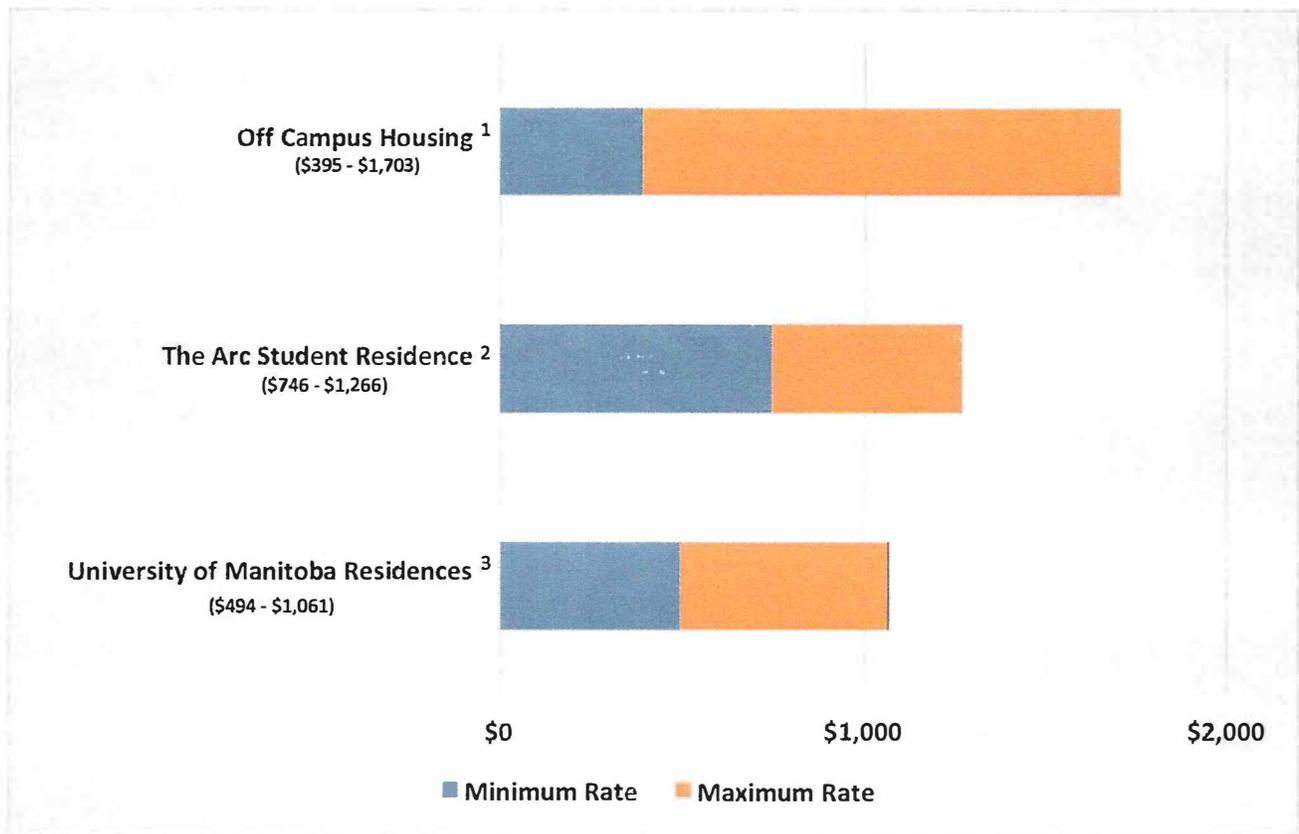
[1] Rates for off-campus housing are based on a 12-month lease, unfurnished apartments and surveyed properties within an 8 km radius from campus. Rates include all utilities (Internet, cable, hydro) and a furniture allowance.

[2] Arc student housing rates (2020-21) are based on a 12-month lease, are furnished and include all utilities.

[3] Student Residences rates are for a September to April contract only. Rates include furniture, all utilities, residence life support, programming and orientations, and tenant insurance.

Table 5

2019/20 Local Off-Campus Living Rate Increases (per person)

Unit Type	December 2018			December 2019			
	*Min monthly rate per person ($)	*Max monthly rate per person ($)	*Average adjusted monthly rate per person ($)	*Min monthly rate per person ($)	*Max Monthly rate per person ($)	*Average adjusted monthly rate per person ($)	Average rate % change
Bachelor	773	1,049	911	766	1,077	922	1.2
1 bedroom	861	1,682	1,266	872	1,703	1,275	0.7
2 bedroom	520	1,015	768	532	1,060	799	4.5
3 bedroom	389	634	490	395	697	539	-0.4
4+ bedroom	340	368	354	349	378	364	2.7

*Based on a 12-month lease. Includes all utilities (Internet, cable, hydro) and furniture allowance. Off- campus rates are based on surveyed properties within an 8 km radius from campus.

Table 6

2019 Winnipeg Rental Market Information

	2018 vacancy rate Winnipeg (%)	2019 vacancy rate Winnipeg (%)
Bachelor	2.6	3.2
1 bedroom	2.9	3.4
2 bedroom	2.9	2.6
3 bedroom	3.6	5.9

	2018 room rent rate for Winnipeg ($)	2019 room rent rate for Winnipeg ($)	% Change
Bachelor	692	733	5.6
1 bedroom	904	957	5.5
2 bedroom	1,134	1,223	7.3
3 bedroom	1,382	1,543	10.4

Note: 2018 Vacancy Report was released in October 2018. 2019 Vacancy Report was released in January 2020.

Table 7

Ancillary Services Business Plan for Student Residences

	Actual 2018	Actual 2019	Projected 2020	Projected 2021	Planned 2022	Planned 2023	Planned 2024	Planned 2025
Academic year room revenues	7,560,868	7,741,081	8,180,000	8,391,365	8,643,106	8,902,399	9,169,471	9,444,555
Other income	1,360,183	1,680,209	1,650,000	1,676,500	1,693,265	1,710,198	1,727,300	1,744,573
	8,921,051	9,421,290	9,830,000	10,067,865	10,336,371	10,612,597	10,896,771	11,189,128
Salaries and benefits	1,431,839	1,474,877	1,530,635	1,555,200	1,578,095	1,593,876	1,625,754	1,658,269
Repairs and maintenance	306,757	303,537	324,000	340,500	347,310	354,256	361,341	368,568
Utilities	1,121,194	1,132,912	1,143,630	1,180,000	1,203,600	1,227,672	1,252,225	1,277,270
Other operating	1,202,420	1,868,646	2,077,075	2,029,626	2,056,822	2,084,427	2,126,116	2,168,638
Debt servicing	3,388,740	3,385,298	3,388,740	3,387,286	3,395,236	3,395,147	3,395,320	3,395,320
	7,450,950	8,165,270	8,464,080	8,492,612	8,581,063	8,655,379	8,760,757	8,868,065
Contribution (loss)	1,470,102	1,256,021	1,365,920	1,575,253	1,755,308	1,957,218	2,136,014	2,321,063
Capital requirements	1,049,556	2,904,053	3,475,382	950,000	3,160,000	1,750,000	2,250,000	1,500,000
Total	420,545	(1,648,033)	(2,109,461)	625,253	(1,404,692)	207,218	(113,986)	821,063
Annual room rate increase	5.0%	4.0%	5.0%	3.0%	3.0%	3.0%	3.0%	3.0%

Assumptions

Room rate increase 5% annually to 2020 and 3% thereafter.

Other income includes summer and conference room rentals, application fees, residence life activity fees and laundry card vending, property insurance recoveries.

Summer income increase 3% annually until 2021 and 1% thereafter.

Salary increase per collective agreements 20-21 AESES 0%, EMAPS & UNIFOR 1% increase, 1% to 2023 and 2% thereafter.

Benefits estimated at 18.5% and CDI at 1.5%.

All other expenses increase 2% annually.

Utilities increase 2% annually.

Debt servicing - As per debt amortization: AVM to 2028; PH to 2040.

Notes

Other operating expenses in 2018 were unusually low due to funding of $627,000 in costs incurred for the Canada Summer Games

Capital requirements in 2019 are unusually high because of University College window replacements.

Capital requirements based on building condition assessments and ten year capital plan.

PRESIDENT'S REPORT: March 24, 2020

GENERAL

The University of Manitoba is focused on protecting the health and safety of our campuses and our wider community. The University is basing its response to the COVID-19 pandemic on the best available information at any point in time and on the advice of public health experts.

As of March 13, 2020, the University has announced that there will be no classes at all on March 16 and 17, creating a pause allowing for classes to move to alternative modes of instruction. Starting March 18, undergraduate and research-stream Master's and Doctoral instruction will not be provided in-person for the remainder of the term. Instruction will be provided though other means.

Other changes in effect *as of March 13* include:
- All events involving 50 or more people are being cancelled or postponed;
- Sports and recreation facilities and programs have been suspended;
- All university-related travel has been suspended, where possible;
- Students on foreign placements are being asked to return to Canada;
- All members of the university community are being asked to respect social distancing practices, including maintaining a minimum distance of 2m between each other and limiting extended contact.

The situation is evolving very quickly. All updates on the COVID-19 situation and the University's response may be found here: http://umanitoba.ca/coronavirus.

NOTE: The updates found below reflect information developed by reporting units in the early part of 2020 and submitted prior to March 6, 2020. As a result, due to timing there may be some references that do not yet reflect the University's revised approaches to responding to COVID-19.

ACADEMIC MATTERS

- Jitendra Paliwal, biosystems engineering was sworn in as the 100th President of Engineers Geoscientists Manitoba at their Annual General meeting in October.

- Don Flaten, soil science, was recognized by the Manitoba Canola Growers Association with the 2020 Canola Award of Excellence for his years of research, teaching and extension.

- Jorge Nállim, history, has received a EuRopean community Action Scheme for the Mobility of University Students (ERASMUS) + mobility scholarship from the European Union. The fellowship is in support of a five-day visit to the Central European University (CEU) in Budapest, Hungary during Reading Week in February. During his visit, Jorge will be engaged in teaching and graduate mentorship in the Public Policy School and in the Department of History at Central European University (CEU).

- William Lee, asian studies centre, was awarded the Order of the Rising Sun, Gold Rays with Rosette. This is a national decoration presented by the Government of Japan, in the name of the Emperor, to

individuals that have made significant contributions with respect to the promotion of and exchange of friendship between nations.

- Lukas Neville, business administration, was named Jeux du Commerce (JDC) West Faculty Advisor of the Year. JDC West is an annual business competition featuring top business schools and students from across Western Canada, as well as the largest undergraduate business competition in Western Canada.

- Cheryl Rockman-Greenberg, pediatrics/child health and biochemistry/medical genetics, was appointed to the Order of Canada. Rockman-Greenberg has advanced the global understanding of rare genetic disorders. She has developed diagnostic tests, screening programs and treatments for rare disorders that are over-represented in Indigenous populations and Hutterite and Mennonite communities. She is a laureate of the Canadian Medical Hall of Fame.

- Joanne Thiessen Martens, soil science student, was named Bioscience Association of Manitoba (BAM)'s Most Promising Bioscience Student of the Year at the Bioscience Association of Manitoba (BAM) Awards Gala 2020 on February 5. The award is presented based on significant scholastic accomplishments, future plans in the bioscience sector and high level of community engagement.

- Örjan Sandred, music, displayed his sound installation "Sonic Trails" at the Canadian Museum for Human Rights during an 11-hour long performance. The installation explores how artificial intelligence can be used to create and control a continuously evolving artistic sound environment.

- The Desautels Faculty of Music's composition master's students and the Faculty of Architecture graduate studio class set out to Iceland. The students recorded various sounds, measured acoustics, and examined the exploration of generating sounds by interacting with the environment. The students were able to amplify each other's creativity, and build on ideas outside of their respective disciplines. Their findings took the form of an interactive installation, Ís, which ran in the School of Art's Student Gallery.

- The Percussion Ensemble performed a program called "Mostly Marimba" at the Millennium Library Lunch Hour Series in the Carol Shields Auditorium. It was a program of mixed repertoire for marimba and vibraphone featuring solo and chamber works performed by the members of the Desautels Faculty of Music

- The Desautels Faculty of Music is once again hosting the inaugural Canadian Jazz Summit, a series of workshops and concerts for jazz students and professionals. The workshops will explore elements of jazz history, composition, conducting, and performance.

- The Aggie Bedpush (which is run every fall) presented a cheque to STARS in the amount of $19,081.70 in support of the air ambulance program. This event is organized by the Faculty of Agricultural and Food Sciences Organization (FASO), the student council for the Faculty.

- The Decolonizing Lens presented We Will Stand Up at the Winnipeg Art Gallery. We Will Stand Up follows the family of the late Colten Boushie, a young Cree man fatally shot in a Saskatchewan farmyard, as they demand justice from Canada's legal system.

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

- At the 2019 Celebrating Co-op event, the Women's Enterprise Centre of Manitoba (WECM) was awarded the 2019 Co-op Employer of the Year award. As a co-op partner, the Centre has provided an outstanding mentoring experience and exposure to core principles of entrepreneurship and marketing.

- The Rady Faculty of Health Sciences marked International Human Rights Day by participating in Write for Rights, Amnesty International's global letter-writing campaign. Amnesty International Canada dedicated this year's campaign to the youth of Grassy Narrows First Nation and their ongoing fight for clean water. The event was hosted by the Office of Human Rights and Conflict Management and the Neil John Maclean Health Sciences Library.

- A scholarship has been established in memory of Dr. Forough Khadem, an accomplished Iranian-Canadian scientist who perished in the Flight 752 tragedy on January 8. The scholarship celebrates the legacy of Khadem, who earned her PhD in immunology at the University of Manitoba. It will support international female graduate students enrolled at UM in science, technology, engineering and mathematics (STEM) disciplines. A fellowship is also being established to honour the memory of all the victims of Flight 752 from Manitoba. This fellowship will be awarded annually to a UM graduate student in a STEM-related field.

- The Rady Faculty of Health Sciences held a gala at the Fairmont Winnipeg to mark the 50th anniversary of the University of Manitoba's northern medical unit, now called Ongomiizwin – Health Services. The gala raised more than $50,000 for a legacy fund established by Ongomiizwin – Health Services to support opportunities for Indigenous people to enter careers in the health sciences.

- A beaded quilt that honours missing and murdered Indigenous women and girls was unveiled at the entrance of the Neil John Maclean Health Sciences Library on the Bannatyne campus. The quilt was donated to the university by Deborah Young, former University of Manitoba's executive lead for Indigenous achievement.

RESEARCH MATTERS

- A $6.5 million grant has been awarded to Dr. Meghan Azad (Pediatrics and Child Health/Children's Hospital Research Institute of Manitoba) by the Bill and Melinda Gates Foundation, to establish a new global health initiative dedicated to breast milk: the International Milk Composition (IMiC) Consortium.

  The IMiC Consortium will undertake a comprehensive analysis of human milk components linked to infant growth and resilience, in order to inform maternal and infant nutrition recommendations and interventions. The research will be critical to understanding why some breastfed infants can still

develop infections or struggle to achieve optimal growth trajectories, and also for optimizing nutrition for infants who cannot be breastfed.

The consortium will bring together five research groups studying maternal nutrition and infant growth in Tanzania, Pakistan, Nepal, Burkina Faso and Canada. It will also include human milk scientists who will analyze a vast array of different milk components, including macronutrients, vitamins and minerals, prebiotic sugars, hormones and growth factors. Initial analyses will involve 1200 mother-infant pairs.

- On February 13, the Honourable Cameron Friesen, Minister of Health, Seniors and Active Living, announced an investment of more than $2.4 million in funding for research to enhance real-time access to the data health-care providers need to make informed decisions when caring for patients and to create a learning health system for the Province.

  The project also received funding support through the Canadian Institutes of Health Research's Strategy for Patient-Oriented Research (SPOR). CIHR and the province of Manitoba will each invest $600,000 a year over four years, for a total of $4.8-million, to support work on the project

  Drs. Ryan Zarychanski (Internal Medicine/Research Institute of Oncology and Hematology, CancerCare Manitoba), Paul Komenda (Internal Medicine) and Marshall Pitz (Internal Medicine/ Research Institute of Oncology and Hematology, CancerCare Manitoba) are leading the project, each focusing on a different area of health care. Each physician will focus on one of three different initiatives looking at how timely access to data can be used to:
  - create efficiencies to reduce the need for blood transfusions and ensure appropriate care is provided during surgeries;
  - enhance the use of home dialysis to ensure care is delivered closer to home for rural patients; and
  - enhance navigation to health care for cancer patients to ensure timely access to care, particularly in rural and northern Manitoba.

- Twenty-eight research projects led by sixteen investigators received a total of $1,991,878 in grant funding from multiple sponsors. Those projects receiving more than $25,000 are:

PI	Sponsor	Title	Awarded
Annakkage, Udaya (Electrical and Computer Engineering)	Mitacs Accelerate	Sub synchronous oscillations in power systems	$120,000
Ayele, Belay (Plant Science)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Enhancing traits of agronomic and economic importance in wheat	$625,147
Azad, Meghan (Pediatrics and Child Health)	Research Manitoba	Manitoba interdisciplinary lactation center (MILC): A provincial infant feeding database and human milk biorepository	$198,415
Ding, Hao (Biochemistry and Medical Genetics)	University of British Columbia	To model GLRX5 mutation in childhood-onset spasticity with nonketotic hyperglycinemia	$25,000

Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Accelerate	An accurate screening technique for the study of sub-synchronous controller interaction in a power system having multiple wind generators	$60,000
Gorczyca, Beata (Civil Engineering)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Effect of ozonation on chemical, physical, and biological removal of natural organic matter in granular filters	$60,000
Katz, Alan (Family Medicine)	Research Manitoba	Screening for poverty and related social determinants and intervening to improve knowledge of and links to resources (SPARK) study	$120,000
Kazem Moussavi, Zahra (Electrical and Computer Engineering)	Mitacs Accelerate	Developing a technique for characterization of upper airway and screening of obstructive sleep apnea using tracheal breathing sounds	$45,000
MacKay, Dylan (Community Health Sciences)	Mitacs Elevated PDF	Resistant Starch Prebiotic Effects in Chronic Kidney Disease (ReSPECKD) study	$60,000
Martin, Toby (Psychology)	Mitacs Accelerate	Evaluating community-based behavioural interventions for persons with intellectual/developmental disabilities	$80,000
Myrie, Semone (Food and Human Nutritional Sciences)	Mitacs Accelerate	Development and validation of a pipeline for a clinical Next-Generation Sequencing (NGS) test for detection of a rare genetic sterol disorder influencing low-density lipoprotein cholesterol (LDC-C) concentrations	$60,000
Paliwal, Jitendra (Biosystems Engineering)	Mitacs Accelerate	Development of safe storage guidelines for Canadian flax	$105,000
Soussi Gounni, Abdelilah (Immunology)	Children's Hospital Research Institute of Manitoba (CHRIM)	The impact of airway epithelial cells derived Semaphorin3E on the development of allergic asthma	$60,000
Svecova, Dagmar (Civil Engineering)	Natural Sciences and Engineering Research Council of Canada (NSERC)	Performance of UHPC in shear keys of box beam girders	$33,873
Wang, Feiyue (Centre for Earth Observation Science)	Memorial University of Newfoundland	NSERC CREATE training program in Persistent, Emerging, and Oil PoLlution in cold marine Environments (PEOPLE CREATE)	$27,000
Zvomuya, Francis (Soil Science)	Mitacs Accelerate	Soil productivity and soil health status following restoration of pipeline corridors	$120,000

		on agricultural land reserve cropland in northern British Columbia	

ADMINISTRATIVE MATTERS

- The Comptroller and the Manager of Purchasing Services met with the Province of Manitoba Assistant Deputy Minister, Procurement and Supply Chain to discuss collaboration opportunities. The Province has embarked on a procurement modernization initiative and participation will result in savings potential for the University. The first three categories that the University will participate in are office supplies, fleet, and freight.

- The Associate Comptroller was asked to join the Government Not-For-Profit Strategy Committee of the Public Sector Accounting Board (PSAB) of Canada. The first focus of this national committee has been to consider the various accounting standards that not-for-profit organizations can follow and whether there should be a single accounting standard for these organizations.

- The Comptroller was invited to attend the Canadian Association of University Business Officers (CAUBO) Thought Leader Advisory Group where participants guide CAUBO in focusing their resources on issues that matter most to the member institutions.

- Learning & Organizational Development (LOD) is launching remote access for New Support Staff Orientation as part of an ongoing effort to make programming more accessible to support staff. Orientation provides a high level overview of both the responsibilities and benefits of working as support staff at the UM and introduces new employees to our campuses and culture. An employee of the Inuit Health Program, Ongomiizwin Health Services, Indigenous Institute of Health and Healing, is the first person to participate in new employee orientation from a remote location.

- Throughout the month of February, students, faculty, staff, alumni and the community at large were invited to attend a number of initiatives and events to honour Black History Month on campus.

- Device encryption for Windows laptops and desktops are currently being rolled out to IST centrally managed devices. We have encrypted 63% and on target to finish by April 2020.

- The Information Policy and Procedure were approved by the Board of Governors on February 3rd and a communication strategy for the Policy is being developed in March.

- Cell phone provider transition complete.

- The University has engaged with a client advocate to advance the MB Hydro Reservicing Project. A concept design is being finalized and has been identified to MB Hydro for prioritization and scheduling. This is a major step forward in advancing the modernization of the university power system. Over the coming months, further refinement of the concept and costing will be developed. The university continues to experience issues with the electrical distribution system, with a major outage due to a transformer failure in Elizabeth Dafoe Library on Feb 24, 2020. In addition, routine minor interruptions were experienced with the MB Hydro feed on several occasions in early 2020.

The underground line that feed the A Lot resulting in a major outage on campus on Oct 11, 2019 was replaced with a new cable on Dec 21, 2019.

- The Wildlife Management Plan and Goose Management Plan have been finalized by Joro Consulting on Feb 5, 2020, and are in final review by the Marketing Communications Office (MCO) before being posted to the UM website and made available for the campus community.

- The Campus Commute Survey ran January 13-31. The survey looked at how the Campus Community got to, from and around campus. The data helps shape direction and priority of transportation projects on campus. In total, 3,719 respondents filled out the survey. Results are expected to be compiled in a final report by April 2020.

- Invent for the Planet: In partnership with North Forge, Faculty of Science, Partnerships and Innovation Office and various other units, the Office of Sustainability co-hosted a 48-hour idea competition around creating solutions for large-scale world issues in sustainability. The event took place February 14-16 with a total of 40 students, 10 mentors and 4 judges participating in the weekend. Team "HUB-It", winners of the competition, took home the grand prize of $1,000, three months of mentorship at the North Forge Technology Exchange and the chance to continue to the final round in the international competition in Texas on March 31 – April 2.

EXTERNAL RELATIONS

- Gifts made in the current reporting period include:
  - Gerry [B.Sc(M.E.)1970, M.SC 1972, LL.D. 2017] and Barbara [B.H.Ec. 1969, Cert.Ed. 1970] Price announced a gift of $20 million to support the Faculty of Engineering on March 11. Because of their longstanding support of students and faculty, research and facilities, the University has renamed the faculty as the Price Faculty of Engineering in their honour.
  - The Department of Internal Medicine has committed $1,500,000 to the Internal Medicine Endowment Fund.
  - The late Lytton W. Smith [M.D. 1970] has generously left a gift of $1,324,000 to the Max Rady College of Medicine in his estate.
  - The Department of Anesthesia and Perioperative Medicine has committed $330,000.00 to establish a professorship in anesthesiology, peri-operative and pain medicine.
  - The Department of Radiology members are establishing a professorship in neuroimaging with a gift of $250,000.
  - Douglas Flynn has made an additional gift of $200,000 to the Renal Transplant Research Fund.
  - The late Renie S. Grosser [B.A. 1953, B.Ped. 1954, B.Ed. 1958] made a bequest of $159,330 in her estate to support the Israel Grosser and Amalie Rath Grosser Bursary.
  - J. Douglas Collier [B.Sc. 1987] made a gift of $100,000 to support an Integrated Science Lab for the Faculty of Science.
  - James Peebles [BSc(Hons)/58, DCs/98], Faculty of Science graduate and recent recipient of the Nobel Prize for Physics, has directed $100,000 from the proceeds of his Nobel Prize with the University of Manitoba.

- On April 2, we will celebrate the success of the Front and Centre campaign and unveil our final campaign total. The celebration will take place from 11:30 am – 1:30 pm at IG Athletic Centre. Donors, students, faculty and staff, and community members are invited to celebrate the success of the largest philanthropic campaign in Manitoba's history.

- On April 15, 16 & 23, President Barnard will host alumni receptions in each of Vancouver, Calgary and Toronto. These events will serve as an opportunity to recognize and celebrate the support of the Front and Centre campaign donors in those cities.

- On February 11, Minister of Middle Class Prosperity and Associate Minister of Finance, the Honourable Mona Fortier, hosted a roundtable discussion at the Smartpark Innovation Hub as part of the Government of Canada's 2020 pre-budget consultation. The University participated in the discussion along with approximately 20 other community stakeholders.

- On March 5, President Barnard hosted the final Visionary Conversations event on the topic: *"How can our community come together to combat the impacts of drug addiction?"* at the Brodie Centre at the Bannatyne Campus. Nine panelists participated in the discussion which drew over 250 attendees.

- Nominations for the 2020 Distinguished Alumni Awards closed on January 17. The selection panel has met to select this year's recipients who will be announced later in March. The DAA 2020 Celebration of Excellence event is scheduled for October 1, 2020.

- The 2020 Board of Governors Alumni Representative nominations opened on February 13 and will close on March 16. The election will be held via online voting from April 15 to May 15, with the successful candidate to be announced on May 26.

- The migration of the UM website to the redesigned umanitoba.ca is on track to continue until late 2020. Since the initial launch in August 2019, migration has focused on the student user experience. Recent migrations include content related to student housing, registration, academic advising, student supports and international student information. Over the next several months, many faculties and ancillary services will begin to migrate as well. The initial faculty sites include the Faculty of Kinesiology and Recreation Management, Faculty of Architecture and Faculty of Agriculture and Food Sciences.

- Work also continues on the implementation of a UM intranet/staff portal with initial content being available for faculty and staff in the summer months.

Board of Governors Submission

☐ Approval ☒ Discussion/Advice ☐ Information

AGENDA ITEM:

Request to Extend Suspension of Admissions to Bachelor of Human Ecology in Family Social Sciences, including the After Degree

RECOMMENDED RESOLUTION:

For discussion / advice

CONTEXT AND BACKGROUND:

- The Board policy on *Admission Targets* specifies that it is the President who has authority to approve changes to, or the introduction of, admission targets following consultation and discussion with the dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

- The President has received a request from the Dean, Max Rady College of Medicine, to extend the temporary suspension of admissions to the four-year Bachelor of Human Ecology in Family Social Sciences and the two-year Bachelor of Human Ecology in Family Social Sciences, After-Degree degree program, for an additional two years, with subsequent review. If approved, the suspension would take effect for the Fall Term 2021.

- Admissions to the programs have been suspended since the Fall 2019.

- As part of the President's Academic Structure Initiative, Senate (June 25, 2014) and the Board of Governors (June 24, 2014) approved the merger of the Department of Community Health Sciences, College of Medicine, and the Department of Family Social Sciences, former Faculty of Human Ecology. The proposal anticipated that appropriate undergraduate courses in Family Social Sciences might form the basis for a Family Health Sciences stream within the Bachelor of Health Studies program. In December 2017, Senate approved modifications to the B.H.St. degree, offered by the Rady Faculty of Health Sciences, to introduce three concentrations, including a Family Health concentration.

- An extension to the temporary suspension of admissions would allow the Rady Faculty of Health Sciences to continue to promote the recently revised B.H.St. degree to potential students with an interest in family social sciences and, where appropriate, would facilitate the transfer of students remaining in the B.H.Ecol. in Family Social Sciences into the B.H.St. program.

- A request to formally close the B.H.Ecol. in Family Social Sciences, including the After-Degree program, would be brought forward in future, with an estimated timeline for 2028, after students currently enrolled had completed their programs.

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

- Temporary suspension of admissions to the B.H.Ecol. in Family Social Sciences and the B.H.Ecol. in Family Social Sciences, After-Degree would not adversely affect students currently enrolled the

programs. Students would have the option to either complete their B.H.Ecol. degree program or transfer to the Bachelor of Health Studies degree program.

- The Rady Faculty of Health Sciences anticipates that students who would have previously pursued the B.H.Ecol. in Family Social Sciences will enroll in the B.H.St. program.
- Potential applicants to the Bachelor of Education degree wanting to complete a teachable minor in Developmental Studies would continue to be able to complete relevant courses in Family Social Sciences and Developmental Psychology.

ALTERNATIVES:

N/A

CONSULTATION:

The President consulted with Senate regarding the request to extend the suspension of admissions to the programs at the meeting on February 5, 2020. Senate did not identify any concerns with the request.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☒	☐	Senate Executive Committee	January 22, 2020
☒	☐	Senate	February 5, 2020
☐	☐		
☐	☐		
☐	☐		

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

- Correspondence from President and Vice-Chancellor Re: Extension of the Suspension of Admissions, Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program [dated January 7, 2020]
- Correspondence from Deputy Provost (Academic Planning and Programs) Re: Extension of the Suspension of Admissions, Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program [dated January 6, 2020]
- Correspondence from Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences) Re: Application Renewal of Temporary Cessation of B.H.Ecol. (Family Social Sciences) [dated November 21, 2019]
- Application – Temporary Cessation of a Program of Study Re: Bachelor of Human Ecology in Family Social Sciences and the Bachelor of Human Ecology in Family Social Sciences, After Degree

University of Manitoba | Office of the President

Date: January 7, 2020

To: Jeff Leclerc
        University Secretary

From: Dr. David Barnard, O.M., Ph.D., FRSC
        President and Vice-Chancellor

Re: Extension of the Suspension of Admissions, Bachelor of Human Ecology (Family Social
        Sciences) and Family Social Sciences, After-Degree Program

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I attach a recommendation from Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs) to further extend the suspension of intake to the Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program.

Under the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation and discussion with the Dean/Director, Senate, and the Board of Governors, and subject to the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the January 22, 2020 Senate Executive Committee meeting and the February 5, 2020 Senate meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
      Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
      Dr. Brian Postl, Dean, Max Rady College of Medicine and Rady Faculty of Health Sciences
      Ms. Cassandra Davidson, Academic Programs Specialist

umanitoba.ca

University of Manitoba

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: January 6, 2020

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

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Request for Extension of Suspension of Intake, Bachelor of Human Ecology (Family Social Sciences) and Family Social Sciences, After-Degree Program

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Under the Admission Targets Policy and at the request of Dr. Brian Postl, Dean, Max Rady College of Medicine, please find attached a proposal to extend the suspension of intake into the Bachelor of Human Ecology (Family Social Sciences) and the Family Social Sciences, After-Degree Program.

Following your July 2018 decision, and the subsequent approval by the province, to suspend admission to the programs, the College is requesting an extension of the suspended status for an additional two years. The unit has been monitoring demand for the program and advising potential new students to consider the Bachelor of Health Studies as an alternative. The Faculty of Health Sciences has confirmed an increase in demand for the Bachelor of Health Studies and has indicated their ongoing commitment to support its continued expansion, as required.

Consistent with the Admission Targets Policy and Procedure, the President may approve the suspension of admissions to a program following consultation with the Dean/Director, Senate, and the Board of Governors. If considered favourable, the proposal will be forwarded to the province for their review and approval under the provincial Program of Study Regulations.

Cc: Janice Ristock, Provost and Vice-President (Academic)
     Brian Postl, Dean, Max Rady College of Medicine
     Sharon Bruce, Head, Department of Community Health Sciences
     Jeff Leclerc, University Secretary
     Jeff Adams, Executive Director, Enrolment Services
     Neil Marnoch, Registrar
     Randy Roller, Executive Director, OIA
     Cassandra Davidson, Academic Programs Specialist

/cd

University of Manitoba | Rady Faculty of Health Sciences

November 21 2019

Dr. Todd Mondor
Deputy Provost (Academic Planning and Programs)
208 Administration Building
University of Manitoba
Winnipeg, Manitoba R3T2N2

Re: **Application Renewal of Temporary Cessation of the BHEc (Family Social Sciences)**

The Rady Faculty of Health Sciences is supportive of the attached application for renewal of temporary cessation of the Bachelor of Human Ecology in Family Social Sciences, BHEc (FSS) degree program. As part of the University of Manitoba's Academic Structure Initiative, the Faculty of Human Ecology was closed in 2015 and the Department of Family Social Sciences merged with the Department of Community Health Sciences in the Max Rady College of Medicine, Rady Faculty of Health Sciences. The Rady Faculty of Health Sciences has incorporated the Interdisciplinary Health Program (IHP) into our educational programs and developed a Family Studies concentration within the Bachelor of Health Studies (BHSt) degree program to attract students interested in family social sciences. Enrollment in the BHSt program in the 2019-2020 academic year is expected to be as high as 36, across all four years, with 26 new admissions. This compares with only 14 students enrolled in the program during the previous academic year (2018-2019). This confirms that the BHSt program is increasing in appeal, and it is expected that it will fully absorb students who would have enrolled previously in the BHEc (FSS) degree program.

The Rady Faculty of Health Sciences is committed to the success and continued expansion of the IHP (both the Bachelor of Health Studies the Bachelor of Health Sciences degree programs), and has the necessary human and financial resources to support its success. Please do not hesitate to contact me if you have any questions.

Yours sincerely,

Brian Postl, MD, FRCPC
Dean, Rady Faculty of Health Sciences & Vice-Provost (Health Sciences)

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under *The Advanced Education Administration Act*

Manitoba
Education and Advanced Learning

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

UM INTERNAL REQUIREMENTS

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).

2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (Integrated Planning and Academic Programs):
   a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outline in section 2.3 on the Admission Targets Procedures*).
   b. Letters of support from internal stakeholders that were consulted as part of this proposal.
   c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.

3. Please direct questions to Cassandra Davidson, Program Analyst at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

UNIVERSITY OF MANITOBA

SECTION A – PROPOSAL DETAILS

Institution**: UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:
Rady Faculty of Health Sciences, Max Rady College of Medicine, Department of Community Health Sciences

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

Program name: **Family Social Sciences**

Credential awarded: Bachelor of Human Ecology (BHEC) in Family Social Sciences, and the After Degree Program in the BHEC in Family Social Sciences

Proposed start date for temporary cessation: Originally approved for Fall 2019 for two years. Proposed renewal would be effective Fall 2021. Last intake for the program was January 2019.

Office Use Only

One-time funding: _____

On-going funding: _____

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

The Bachelor of Human Ecology in Family Social Sciences, and the After Degree in the BHEC in Family Social Sciences (the BHEC degree programs) teach students about how family, community, and culture impact human health and well-being. The program prepares students for careers helping individuals, communities and society through prevention, education and health promotion. Students gain an understanding of human development, relationships, healthy communities, diversity, equity and social justice. Students develop skills in evaluating the effectiveness of programs and assessing influences on family well-being.

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

The Bachelor of Human Ecology in Family Social Sciences is a four year, 120 credit hour degree program. A full course load is 30 credit hours per term.

The After Degree in the BHEC in Family Social Sciences is a two year, 60 credit hour degree program. A full course load is 30 credit hours per term.

The number of courses/credit hours that a student takes per term or year depends on the individual student. Students have up to 10 years to complete the degree. Students can study part-time as well.

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

The **BHEC degree programs** are delivered in classroom and online (distance education) settings.

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:

(Such as changes in applications, enrolment, employer demand.)

The main rationale for the temporary cessation of the BHEC degree programs is the closure of the Faculty of Human Ecology, effective July 1, 2015, as part of the University of Manitoba's Academic Structure Initiative. A temporary cessation of two years was approved by the President on July 11, 2018, and by the province on December 6, 2018 and an additional two-year suspension is being proposed now. The Department of Family Social Sciences was one department within the Faculty of Human Ecology and with the closure of the Faculty, this department merged with the Department of Community Health Sciences (CHS) in the Rady Faculty of Health Sciences. The merger of the two departments allows for an innovative and unique integrated emphasis on family and population health, and has led to the review of the current Family Social Sciences programs.

The merger of the Department of Family Social Sciences and CHS aligns well with emerging knowledge, research and practice on health, health promotion, and disease prevention. The complexity of health and disease patterns have become better understood, especially since the latter part of the 20th century, and CHS is recognized nationally and internationally for addressing this complexity, advancing knowledge and intervening on structural and social determinants of health. The role of the family is integral to health and well-being and is part of the social determinants of health conceptual framework. Faculty members from the former Department of Family Social Sciences brought expertise in family theory and practice to CHS, thus strengthening efforts to investigate, act upon and improve health.

The merger of the two departments is particularly advantageous for students, because it allows for an integrated program of study that adds depth and breadth concomitant to the realities of contemporary patterns of health and disease. The BHEC degree programs have offered strong preparation in understanding how family and community impact human health and well-being. However, while the focus on the family is important to understanding human health and well-being, it is not sufficient. We know that health and well-being are best considered in relation to broader structures and processes operating at the local, national and international levels. In addition to *conceptualizing* health and wellness more broadly the merger of Family Social Sciences with CHS offers students the opportunity for broader preparation in *measuring* health and wellness through their access to the Rady Faculty of Health Science's BHSt program; through this program, students are exposed to and learn different and more complex methods for

analysis and interpretation than could be achieved in the BHEC degree programs alone. A broader educational base with training in applied methods will also result in better employment opportunities.

The benefits of the merger to students are already being realized at the level of graduate studies. As a result of the merger, graduate students have the advantage of an increased number of social science-based courses that offer theory and critical perspectives on health, in addition to courses on applied public and community health and advanced analytical methods. This integration provides a stronger preparation for students as they pursue further education or work in applied health settings.

The goal of the Rady Faculty of Health Sciences is to realize this same level of integration at the undergraduate level through the Bachelor of Health Studies (BHSt) degree, offered through its Interdisciplinary Health Program (IHP). Modifications to the BHSt were approved by the University of Manitoba Senate in December 2017, and the focus of the BHSt is on the determinants of health, and how these determinants influence the health of individuals, families, and communities, as well as health services. The BHSt program includes core and elective courses, via three program concentrations, one of which is the Family Health concentration. Students interested in pursuing family social sciences will receive broader conceptualization and methodological training as part of the BHSt program than could be achieved as part of the current BHEC program. It is anticipated that the broader academic preparation will better prepare students for careers in health care teams, community health management, and agencies and businesses that plan or deliver health related service and products.

The extended temporary cessation period will facilitate redirecting new students into the BHSt program and, where appropriate, the transfer of remaining BHEC students into the BHSt. Students already enrolled in the BHEC degree program may elect to remain with that program to completion. A request to formally close the BHEC degree programs once all remaining students have completed their programs will follow. The preliminary timeline around a proposed closure of the program would be for approximately 2028, with the 10-year allowance for current students to complete their programs.

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

The University of Manitoba policy on Admission Targets allows for admissions to be temporarily suspended for up to 24 months, at which time the status would undergo review (http://umanitoba.ca/admin/governance/media/Admission_Targets_Policy_-_2015_11_24_RF.pdf). Over the past two years, we have been referring students interested in a focus on "the family" to pursue this interest as part of the BHSt program, in the knowledge that their educational experience will be enriched by exposure to courses from multiple disciplines. All students currently in the BHEC (Family Social Sciences) programs have met with student advisors, and the option of transferring to the BHSt program was made available to them. However, all of these students elected to remain in the BHEC (Family Social Sciences) programs, and complete the degree programs in which they had started. As of the Fall of 2019, enrollment in the FSS and FSS-After Degree programs was as follows: 0 in Year 1, 9 in Year 2, 38 in Year 3 and 43 in Year 4. By the time that the period of temporary cessation currently being proposed ends, it is expected that only a handful of students will remain in the BHEC (Family Social Sciences) programs.

However, as enrollment in the BHEC (Family Social Sciences) programs has declined, enrollment in the BHSt program has increased. Enrollment in the BHSt program in the 2019-2020 academic year is expected to be as high as 36, across all four years, with 26 new admissions: 3 in Year 1 of the program (direct entries) and 23 in Years 2 and 3 (transfers). This compares with only 14 students enrolled in the program during the previous academic year (2018-2019), of which only 8 were new admissions, all transfers. This confirms that the BHSt program is increasing in popularity, as planned, and enrollment should increase further with continuing promotion, and with a proposed new articulation agreement with Red River College that is under discussion. We will therefore continue to promote the BHSt program to those students interested in family health, health policy, planning and evaluation, and health promotion and education. The admissions cap on the program is currently 40 (10 direct admissions and 30 transfers), and enrollment levels will be regularly evaluated over the next two years.

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

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

UNIVERSITY OF MANITOBA:

Approval by President   **Date_____**

Consultation with Senate: Date_____

Consultation with Board of Governors: Date_____

Additional Consultation *(as needed)*:   _NA_____   Details:

Final Decision: Y   X   N ☐   Date_____

C-4 Responsibility to consult

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

The Dean, Faculty of Education, was consulted initially on these proposed changes in the context of the academic re-structuring at the University of Manitoba, and was consulted again in November 2019. Students applying to the Early or Middle Years streams of the Bachelor of Education Program can declare a Teachable Minor in Developmental Studies that consists of courses offered in Family Social Sciences and Developmental Psychology. The plan is to continue to offer Family Social Sciences courses during the period of temporary cessation as well as beyond that period in the IHP, through the Rady Faculty of Health Sciences. These courses will continue to be accepted by the Faculty of Education for those applicants declaring a Teachable Minor in Developmental Studies in the Bachelor of Education Program. Similarly, new students interested in pursuing a career as a Home Economics teacher could obtain teachable subjects through the BHSt. A letter of support for this was received initially from Dr. David Mandzuk, Dean of Education, and a recent letter indicating continuing support has also been received.

The IHP Council members representing the Faculties of Health Sciences, Arts and Science have been aware of the plan to apply for cessation of Family Social Sciences admissions, and were involved in the initial planning around the proposal for the restructuring of the Bachelor of Health Studies Program. The Director, IHP, was consulted initially regarding the restructuring, and was consulted again recently. The evolution of the BHSt program is discussed regularly at bimonthly IHP Council meetings, and a recent letter indicating continuing support from the Director of the IHP has been received.

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

With regard to faculty members, notification of the closure of the Faculty of Human Ecology and temporary cessation of the BHEC (Family Social Sciences) programs occurred initially through Department and Faculty Council meetings, a Department of Family Social Sciences retreat and planning sessions, special Faculty of Human Ecology meetings, Faculty of Health Sciences meetings, the President's Office restructuring communications, University Town Hall meetings, a CHS retreat and planning session, one-on-one meetings between faculty members and department heads, and a forum with the Dean of the then Faculty of Medicine. At the present time, former Family Social Sciences faculty members are fully integrated into CHS. Note that the proposal to merge the Departments of Family Social Sciences and CHS approved by the UM Senate and the Board of Governors in June 2014 included the explicit intent to review undergraduate program alternatives in the BHSt program.

With regard to students, notification of and consultation about the closure of Human Ecology and temporary cessation of BHEC (Family Social Sciences) first began in 2013 and over time has included Open Forums, focus group sessions, surveys (graduate and undergraduate), classroom presentations, inclusion of undergraduate and graduate student representatives on merger committees, FAQ documents and website information. Since the closure of the Faculty of Human Ecology in 2015, students applying to the BHEc (Family Social Sciences) programs have been informed by student advisors of the upcoming request for temporary cessation of the program. Students already enrolled in the BHEC (Family Social Sciences) program meet at least annually with a student advisor and are being and will continue to be provided with the option to transfer to the BHSt program.

In addition, progress with the evolution of the BHSt program and the closure of admissions to the BHEcol (FSS) program is presented and discussed among faculty members and students at bimonthly CHS Council meetings, and at bimonthly CHS Undergraduate Education Program meetings. No significant concerns regarding the program restructuring have been raised at these meetings.

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

We anticipate the cessation of the BHEC (Family Social Sciences) programs will ultimately have a positive impact on the labour market in Manitoba. Graduates of the current program find employment in a variety of social service agencies that focus on health promotion and education. The BHEC (Family Social Sciences) degree is a general degree that does not lead to a professional designation, nor does it offer discipline-specific preparation. Graduates of the BHEC (Family Social Sciences) programs seeking a professional designation typically enroll in training in programs such as Education and Social Work. We anticipate that the type of student who is interested in studying family health and well-being will find an enhanced experience in the BHSt program and will have more career and advanced training options than are available with the BHEC degree. For example, the BHSt degree prepares students to work in a large variety of agencies and businesses that plan or deliver-health related service and products, and provides a foundation for additional study that prepares for careers in health care and in community health management, in addition to previous options of Education and Social Work.

SECTION D – SYSTEM IMPACTS

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

Transfer credit options will remain the same. Historically there has been an agreement with Red River College for block transfer credit (60 hours) in the BHEC (Family Social Sciences) programs; a review is being undertaken to determine whether a new articulation agreement with the IHP's BHSt program is warranted.

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

The cessation of enrollment in the BHEc (Family Social Sciences) programs will not have any unique or specific impact on the needs and interests of students. Students who are interested in studying family health and well-being will be encouraged to enroll in the BHSt, which integrates social science concepts with other disciplines. The BHSt program will provide a stronger focus on the promotion of health by creating a new understanding among graduates of the determinants of health and how these determinants influence the health of individuals, families and communities.

SECTION E– STUDENT IMPACTS

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

Year 1   There is a guarantee for completion of the BHEC degree programs in which students were initially enrolled, as long as all academic and non-academic requirements are met. All required and elective courses in the BHEC degree programs will continue to be offered, at least until all current students have transferred to the BHSt, or completed their programs.

Year 2   Similar to Year 1.

Year 3   Similar to Year 1.

Year 4   Similar to Year 1.

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

Students who have already graduated from the program will not be negatively affected. Previous BHEC (Family Social Sciences) graduates have received a degree from a recognized and well regarded university, and their academic program has provided them with a strong foundation for understanding family and health.

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

The BHEC (Family Social Sciences) program currently accepts (up to) 80 students per year.

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

Year	Enrolments	Graduation
2011-2012	160	34
2012-2013	153	31
2013-2014	192	38
2014-2015	200	53
2015-2016	215	54
2016-2017	175	39
2017-2018	156	53
2018-2019	122	62
2019-2020	90	40

(The above table reflects Family Social Sciences degree program and FSS after-degree program enrolments and graduations only.) Figures for 2019-2020 are preliminary projections.

SECTION F – FINANCIAL REALLOCATION

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

Funding for this program is provided through the general operating budget of the Max Rady College of Medicine, Rady Faculty of Health Sciences (RFHS). The RFHS will continue to support the BHEC (Family Social Sciences) degree programs until all current students have transferred to the BHSt degree program or have completed their current degree.

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

Funds will continue to be used to support the delivery of the courses required by current BHEC (Family Social Sciences) students to complete their degree programs, as well as the courses which will be taken by new students entering the BHSt program. The funds will therefore continue to support course delivery for current and future students.

SECTION G – FINANCIAL REALLOCATION

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

SUBMITTED BY:

President:	*Vice-President/Academic:*
Name:	*Name:* David Collins, Vice-Provost (Integrated Planning and Academic Programs
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* 2018-07-16

For use by joint programs only:

President:	*Vice-President/Academic:*
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

SUBMIT COMPLETED FORM

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

☐ Cover letter

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

If you have any questions or require further information, please contact:
Advanced Learning Division
Manitoba Education and Advanced Learning
608-330 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
ald@gov.mb.ca

UNIVERSITY
OF **MANITOBA** | Faculty of Education

November 6, 2019

To Whom It May Concern:

The Faculty of Education continues to support the temporary cessation of Family Social Sciences, within the Department of Community Health Sciences. With admission for the Bachelor of Human Ecology (General) degree ceasing in 2014 and with all students nearing completion or fully completed their degree requirements, there is no need for the program to continue in its current capacity.

Interested students may still work toward a teachable major (Senior Years only) or minor in Human Ecology through the Bachelor of Health Studies (BHSt) program, as part of the Rady Faculty of Health Sciences. Courses under the FMLY umbrella are now offered through this program.

New students interested in pursuing a career as a teacher of Human Ecology (Home Economics) would still be able to obtain these teachable subjects through the Bachelor of Health Studies program. At the time of the dissolution of the Faculty of Human Ecology, the Faculty of Education prepared a document entitled, *"Pathways to Completing a Human Ecology Teachable Major or Minor for Application to the Bachelor of Education Program"* so that prospective students will know what their options are if they are interested in applying to the After-Degree Bachelor of Education (B.Ed.) program. This document includes the courses that have been previously offered by Family Social Sciences, and has been to reflect the Bachelor of Health Studies course information.

In conclusion, it is the opinion of the Faculty of Education, as an internal stakeholder, that the continued cessation of Family Social Sciences will not be detrimental to prospective B.Ed. students who wish to have a teachable major or minor in Human Ecology.

If you require any further information, please do not hesitate to contact me at (204) 474-9001 or david.mandzuk@umanitoba.ca and I would be happy to elaborate or answer any questions you may have.

Sincerely,

David Mandzuk, Ph.D.
Dean
Faculty of Education

University of Manitoba | Rady Faculty of Health Sciences

Interdisciplinary Health Program
Office of the Director
202 Human Ecology Building
35 Chancellor Circle
Winnipeg, MB
R3T 2N2

mark.nachtigal@umanitoba.ca

November 7, 2019

Dr. Stephen Moses
Professor and Head
Department of Community Health Sciences

Re: Application for renewal of temporary cessation of the BHEc FSS

Dear Dr. Moses,

With respect to the renewal of temporary cessation of the BHEc Family Social Science (FSS) program enrolment, the Interdisciplinary Health Program (IHP) revised our Bachelor of Health Studies (BHSt) degree to include a new concentration, *Family Health*, that encompassed the curriculum provided by the FSS program. The BHSt *Family Health* concentration was approved by Senate on December 6, 2017, and the first offering was initiated on September 1, 2018. In anticipation of enrolment of students that would previously have applied to the BHEc FSS program, the IHP hired a Student Advisor/Program Coordinator, Ms. Karen Holmes, in addition to our current full time Student Advisor, Ms. Alisa Claman. As you are aware, Ms. Claman and Ms. Holmes have been serving as the BHEc FSS student advisors, and will continue to do so. As such, they have all of the skills and experience required to advise IHP students applying to the BHSt *Family Health* concentration. Thus, the IHP has the capacity to administer and advise new students applying to the BHSt *Family Health* concentration, and the capacity to absorb any current BHSc FSS students wishing to transfer into the BHSt *Family Health* concentration. To date, none have elected to do so. Enrolment in the BHSt has continued to grow, and with enrolment for the January 2020 term, the BHSt program will reach capacity for new enrolments for this academic year. Thus, the BHSt program continues to grow in popularity.

We look forward to continuing our relationship with CHS as your faculty members play an integral role in development, upkeep and delivery of courses to all IHP students.

Sincerely,

Mark W. Nachtigal, Ph.D.
Director, Interdisciplinary Health Program
Rady Faculty of Health Sciences

Board of Governors Submission

☐ Approval ☒ Discussion/Advice ☐ Information

AGENDA ITEM:

Requests to Revise Admission Targets, Bachelor of Commerce (Honours), I.H. Asper School of Business, and Bachelor of Social Work, Faculty of Social Work

RECOMMENDED RESOLUTION:

For discussion / advice

CONTEXT AND BACKGROUND:

- The Board policy on *Admission Targets* specifies that it is the President who has authority to approve changes to, or the introduction of, admission targets following consultation and discussion with the dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.
- The President has received requests from two Faculties, to change their admission targets.
- The **I.H. Asper School of Business** is requesting a permanent increase of 164 seats for the Bachelor of Commerce (Honours) program, which would raise the enrolment target from 420 to 584 seats annually. The increase would be effective for the Fall 2020 intake.

- The **Faculty of Social Work** is requesting (i) a temporary increase of up to five (5) additional seats in the Bachelor of Social Work program and (ii) a temporary reallocation of 51 historically unfilled seats across three of its delivery sites (Thompson, Inner City, and Distance) and any unfilled seats at the Fort Garry site. The additional and reallocated spaces would be used to admit two cohorts in the Northern program, as detailed in the Faculty's request. The temporary increase and reallocation of spaces would be effective for the Fall 2020 intake.
- The Faculty of Social Work will undertake a review of its admission targets, for the Bachelor of Social Work program, and would bring forward a request to revise its ongoing targets for the Fall 2021, if appropriate.

- Dr. Mondor, Deputy Provost (Academic Planning and Programs) supports the requests from both Faculties, as reflected in his memos to President Barnard (both dated March 2, 2020).

RESOURCE REQUIREMENTS:

- Neither the Asper School of Business nor the Faculty of Social Work would require new resources to support the enrolment increases.
- The Asper School of Business would use tuition revenue generated by the increased enrolment to cover any associated incremental costs.
- The Faculty of Social Work's existing resources are sufficient to support what would primarily be an internal reallocation of existing enrolment spaces.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

- The request to increase the admission target for the Bachelor of Commerce (Honours) program would allow the Asper School of Business to address a portion of the significant unmet demand for spaces in the program. In recent years, the Faculty has received approximately 1,200 applications for 420 spaces.
- The temporary increase and reallocation of enrolment spaces in the Bachelor of Social Work program would allow the Faculty of Social Work to accommodate two requests to deliver the B.S.W. program to cohorts of approximately thirty (30) students in The Pas and twenty (20) students from the Island Lake First Nations, in the Fall 2020.

ALTERNATIVES:

N/A

CONSULTATION:

The President will consult Senate about the requests to modify the admission target for the Bachelor of Commerce (Honours), Asper School of Business, and the Bachelor of Social Work, Faculty of Social Work, when Senate meets on April 1, 2020.

ROUTING TO THE BOARD OF GOVERNORS:

Reviewed	Recommended	By	Date
☐	☐	_____	_____
☐	☐	_____	_____
☐	☐	_____	_____
☐	☐	_____	_____
☐	☐	_____	_____

SUBMISSION PREPARED BY: University Secretary on behalf of Senate

ATTACHMENTS:

- Correspondence from President to University Secretary RE: Increase to Admission Targets, Bachelor of Commerce (Honours); and Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work [dated March 3, 2020]

  Attachment I
- Correspondence from Deputy Provost (Academic Planning and Programs) to President RE: Request for Increase to Admission Targets, Bachelor of Commerce (Honours) Program [dated March 2, 2020]
- Correspondence from Associate Dean (Undergraduate Program and International), I.H. Asper School of Business. to Deputy Provost (Academic Planning and Programs) [dated February 27, 2020]
- Application to Manitoba Education and Training for Significant Modification to a Program of Study re Bachelor of Commerce (Honours)

  Attachment II
- Correspondence from Deputy Provost (Academic Planning and Programs) to President RE: Request for Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work Program [dated March 2, 2020]
- Correspondence from Dean, Faculty of Social Work, to Deputy Provost (Academic Planning and Programs) [dated February 28, 2020]

University of Manitoba | Office of the President

Date: March 3, 2020

To: Jeff Leclerc
University Secretary

From: Dr. David Barnard, O.M., Ph.D., FRSC
President and Vice-Chancellor

Re: Increase to Admission Targets, Bachelor of Commerce (Honours); and
Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work

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I attach recommendations from Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs) for the following proposed changes to admission targets:

- an increase to admission targets for the Bachelor of Commerce (Honours) program in the I.H. Asper School of Business, Faculty of Management; and
- a temporary reallocation and increase to admission targets for the Bachelor of Social Work program in the Faculty of Social Work.

Under the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation and discussion with the Dean/Director, Senate, and the Board of Governors, and subject to the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the March 18, 2020 Senate Executive Committee meeting and the April 1, 2020 Senate meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)
Ms. Cassandra Davidson, Academic Programs Specialist

umanitoba.ca

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: March 2, 2020

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

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Request for Increase to Admission Targets, Bachelor of Commerce (Honours) Program

Under the Admission Targets Policy and Procedure and at the request of the I.H. Asper School of Business, Faculty of Management, I am requesting that you consider an increase to the admission target in the Bachelor of Commerce (Honours) program from 420 seats to 584 seats per year.

As detailed in the attached proposal, the Faculty is requesting the consolidation of its admission categories (including those that have been supernumerary and not at full capacity) to increase the number of seats made available to students entering the program through the regular category. Analysis of historic demand for the program has shown that there is enough interest from qualified applicants to fill the increased seats.

I have reviewed and am supportive of the Faculty's request. Given the impact that the proposed change may have on the university community, I am pleased to see that the Faculty has started consultation with impacted units and would strongly encourage these conversations continue so that any plans for change are identified and ready for implementation, should the proposal be approved.

As you are aware, the Admissions Targets Policy and Procedure provides the President with the authority to approve changes to admission targets to a program following consultation with the Dean/Director, Senate, and the Board of Governors.

Please provide your advice concerning this matter to the Office of the University Secretary by Friday, March 6th, 2020, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc.:   Dr. Janice Ristock, Provost and Vice-President (Academic)
        Ms. Laurie Schnarr, Vice-Provost (Students)
        Dr. Gady Jacoby, Dean, I.H. Asper School of Business, Faculty of Management
        Mr. Jeff Leclerc, University Secretary
        Mr. Jeff Adams, Director, Enrolment Services
        Ms. Cassandra Davidson, Academic Programs Specialist

University of Manitoba

Asper School of Business
Faculty of Management

Associate Dean - Undergraduate
316 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
(204) 474-8437; subbu.s@umanitoba.ca

Date: February 27, 2020

To: Todd Mondor, Deputy Provost, Academic Planning and Programs

From: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

Re: Undergraduate Admission Target Increase Request

The Asper School of Business has had a stagnant undergraduate Regular category admission target of 420 for twenty years. However, over this period the demand for the school's Bachelor of Commerce (Honours) degree has grown considerably, with about 1200 applicants competing for the 420 seats each year. As a result, the entrance cut-offs for admission have become extremely high in recent years, resulting in many academically strong students unable to gain admission to the Asper School. Furthermore, for the past many years, the Manitoba business community has been pressing the Asper School to graduate more students each year.

In response to this high demand for business education from Manitobans, the Asper School is hereby submitting a request to consolidate its admission categories for a new admission target of 584. Following the increase, there will no change to the Asper School's Senate-approved capacity to admit up to 584 students. Details of the request, along with Statements of Support from all relevant units, are attached.

We are sincerely hoping that this request will be approved in time for a Fall 2020 implementation.

If you have any questions or need additional information, please let me know.

Thanks.

ASPER **SCHOOL OF BUSINESS**

Application
SIGNIFICANT MODIFICATION TO A PROGRAM OF STUDY
Under The Advanced Education Administration Act

Manitoba
Education and Training

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

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UM INTERNAL REQUIREMENTS

UNIVERSITY OF MANITOBA

1. Please complete the application below and submit one (1) electronic copy (.pdf format) <u>each</u> to the Vice-Provost (Integrated Planning & Academic Programs) <u>and</u> the Office of the University Secretary, (where indicated) along with the following supplemental documentation:
    a. A cover letter justifying and summarizing the rationale behind the request for a significant modification.
    b. Letters of support from internal and/or external stakeholders that were consulted as part of this proposal, if applicable.
2. Note that internal approval of the proposed modification will vary depending on the type of modification (see SECTION C). Please work with the Provost's Office and the Office of the University Secretary in advance, in identifying the appropriate procedures and approval processes. In general, please note the following for each type of modification:
    a. **CHANGE OF SITE** – may require Senate approval if the site requires modifications to admission and/or program requirements (e.g. new admission category).
    b. **CHANGE TO SEAT CAPACITY** – please refer to the Admission Targets Policy and Procedures (http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html). Changes may also require Senate approval if there are modifications to admission and/or program requirements.
    c. **CHANGE TO TIME-TO-COMPLETION** – any addition to or reduction of hours to program requirements, requires Senate approval. For undergraduate programs, please refer to SCCCC Guidelines found at - http://umanitoba.ca/admin/governance/forms/index.html. For graduate programs, please contact FGS for approval process.
    d. **CHANGE TO APPROVED DELIVERY MODEL** – please notify the Provost's Office of any significant changes to course or program delivery method.
    e. **CHANGE TO STATUS OF JOINT PROGRAM** – depending on the significance of the changes resulting from the proposal, this will either require Senate approval as a program modification or will require the introduction of a new program. Please contact the Provost's Office with more details on how becoming a joint program or ceasing a joint program will impact the program.
    f. **CHANGE TO CREDENTIAL**
    g. **CHANGES TO CAPITAL OR OPERATING RESOURCES REQUIRED** -
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.

</div>

Institution**: University of Manitoba**

Applicable faculties/department with responsibility for the program: **Asper School of Business**

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program: **Not applicable.**

Program name: **Bachelor of Commerce Honours**

Credential awarded: **1) Bachelor of Commerce Honours or 2) Bachelor of Commerce Honours (Co-operative Education Option)**

Office Use Only

Funding request: **None**

One-time funding: _____

On-going funding: _____

Proposed start date: **2020-09-01**

List any critical issues that may impact the start date of the program: **Review and approval timelines could delay the proposed start date to the 2021-2022 intake.**

Institutional Program Code(s) (PSIS reporting number):   (not added by Faculty)

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

The Bachelor of Commerce (Honours) degree is a 4-year professional degree offered by the Asper School of Business. It prepares students for management and leadership positions in companies, non-profit organizations, government, or for launching one's own business. Admission to the Asper School is competitive. Over the last many years, the number of undergraduate admission applications received has been much higher than the number of seats available in the School (detailed in C2.2).

The BComm (Hons) program and curriculum are not changing. The Asper School of Business is seeking to have its undergraduate admission target increased from 420 to 584 by a consolidation of its existing admission categories (explained in C2.1). Following the consolidation, there will be no change to the total Senate-approved capacity of the Asper School to admit up to 584 students.

B-2 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Asper business graduates are highly sought after by Manitoba employers, as evidenced by the fact that over the past five years, 90% of Asper BComm graduates were employed full-time within three months of graduation.[1] There has been repeated and increasing pressure on the Asper School from the Manitoba business community for over a decade to increase the number of business graduates, and from parents to admit more students. However, the school has been constrained in this regard due to the capacity restriction of 420 on the Regular admission category.

Further, academically strong students who are denied admission to the Asper School would have to leave the province to pursue a 4-year business degree. The request to allow the school to admit more students under the Regular category will keep more such students in the province, but more importantly, respond to the impending demands of the local labour market and prospective Manitoban students and their parents.

B-3 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

This is an existing program. An increase in the Asper School's undergraduate enrollment responds to the growing interest in business education among an increasing number of young Manitobans. These are the business leaders of tomorrow who will be growing Manitoba's economy and the Asper School would like to have the opportunity to prepare more future business professionals that will contribute to it.

B-4 Will the program be available for part-time study?

Yes.

B-5 Is there a cooperative education, work placement, internship or practicum component?

Yes, eligible students can participate in the Co-operative Education option available in the program.

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[1] See Asper School of Business Employment Report at www.umanitoba.ca/asper/cdc/media/Employment_Report_2019_Web.pdf

C-2 Change to seat capacity

C-2.1 - List originally approved or currently offered seat capacity and proposed seat capacity.
UM Internal Note: seat capacity as defined by your admission target. If you are not aware of the target, please contact Enrolment Services.

The current undergraduate admission target for the Asper School is 420 students in the Regular admission category. In addition, the School has approval to accept an additional 164 students under various admission pathways termed "Supernumerary". As the Supernumerary categories have been historically undersubscribed and the Regular category has had excess demand during the same years, the proposal is to increase the Regular admission target to 584 by folding the 164 Supernumerary seats into the Regular category. Appendix 1 explains how the 584 seats will be utilized.

C-2.2 - Provide rationale for this change. (Examples include changes in applications, enrolment and employer demand or alignment with the institution's strategic direction and priorities.)
UM Internal Note: please ensure to address the following in your response:
- Student demand for places – identify how the current admission levels and the proposed changes compare to the number of qualified applicants to the program.
- Demand for graduates – identify how the current admission levels and the proposed changes reflect market demand for graduates.
- Outline any economic, demographic and/or geographical shifts in the student population that may impact on, or be impacted by, the proposed change.
- Student success – comment on success of current students (progression, time-to-completion, etc.) and graduates of the program (where known).

Applicants can get admission to the Asper School under the Regular category via two routes:
- Direct Entry (DE) from high school based on Grade 12 marks, or
- Advanced Entry (AE) from another UofM Faculty or another post-secondary institution based on Grade Point Average (GPA)

As an internal practice, admission numbers under the Regular category have been divided more or less equally between the DE and AE students.

The Asper School of Business has had a stagnant undergraduate Regular category admission target of 420 for twenty years. However, over this period the School has had a growing demand for its undergraduate degree, with about 1200 applicants competing for the 420 seats. Over recent years, the entrance cut-offs for admission to Asper have become very high, as shown in the below Table.

Intake Year	Applications received	Direct Entry Gr 12 Marks cut-off	Advanced Entry GPA cut-off
2015	1279	86%	3.28
2016	1255	88%	3.32
2017	1203	89%	3.30
2018	1158	89%	3.34
2019	1186	90%	3.19

It is to be noted that the cut-off marks/GPA shown in the Table were those obtained by the marginal student, that is, the one admitted with the lowest marks/GPA. With the reputation of the Asper School remaining strong in Manitoba, we do not expect any dramatic drop in admission cut-offs in the years to come. We have learned, anecdotally, that it has been easier for students to get admission into some of the top Canadian business schools than into Asper.

This proposal is requesting our Regular admission target be increased by 110 seats, from 420 to 530. Our analysis shows that in the event we had made an additional 110 admission offers in 2019 under our Regular category (with approximately half allocated to each of the DE and AE categories), the marginal Direct Entry student would have had 85% marks and the marginal AE student would have had a 3.12 GPA. Even with these entrance cut-offs, our student body would remain academically strong, but the admission cut-offs would be more reasonable than they have been in recent years.

As mentioned earlier, Asper business graduates have been in high demand and readily employed by organizations in Manitoba. The current Dean and previous Deans have faced immense pressure from the Manitoba business community and parents calling for more students to be graduated from the Asper School. Due to the high entrance cut-offs, many academically strong applicants are left disgruntled when they are denied admission to the Asper School (especially when they are admitted to reputed schools outside Manitoba). Although the high entrance cut-offs are partly due to the enhanced reputation of the Asper School over the past several years, it is also due to the fact that our intake of 420 students is small, compared to many other U15 business schools (e.g., Sauder School of Business at UBC accepts between 1000-1200 undergraduate students and Edwards School of Business at USask accepts 657). We ask for permission to admit more students, because the constraint in our current Regular admission target is not in alignment with the University's desire to be responsive to changes in the local and global markets.

C-2.3 - Intake Information

See Appendix 1 for how the 584 seats will be allocated following implementation.

C-2.3 (a) - What is the projected enrolment for the first intake?

534 students

C-2.3 (b) - What is the maximum seat capacity (defined as first-year enrolment capacity)?

584 students

C-2.3 (c) - What is the anticipated date of maturity?

September 2021

C-2.4 <u>UM Requirement</u>: Address the impact of the proposed change on access to post-secondary education of under-represented groups. Identify any particular demographic experiencing special difficulties either in gaining admission to, or completing the requirements of, the program.

The request for reallocated seat categories includes 10 seats earmarked for the Canadians of Indigenous Ancestry Category (CIAC). This group is currently underrepresented in the Asper School (4.6% of Asper undergraduate students versus 8.9% in the university). The CIAC was created to provide more Indigenous students with a pathway to obtain admission to the Asper School.

As we are requesting that unfilled seats in one category be used in another category, if the demand for the CIAC category is greater than 10 in any given year, more eligible CIAC students could be admitted. This may be possible if there are unfilled seats in one of the other categories, e.g., if not all 40 seats in the Manitoba Post-Secondary Institutions Mobility category are used.

D-1 Describe how this significant modification aligns with the strategic plans of your institution:

The request for reallocation of seats will allow more Manitoban students to pursue their education at the Asper School of Business. This is in alignment with the following goals outlines in the *Taking our Place* Strategic Plan 2015-2020 of the University of Manitoba:

Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources. The Asper School of Business offers the BComm (Hons) degree, which is a professional program.

Increase opportunities for experiential learning. The Asper School of Business has a large co-op program that provides students valuable experiential on-the-job learning opportunities, in addition to contributing short-term professionally-trained employees for Manitoba organizations. Furthermore, education at Asper includes a variety of experiential learning activities such as international exchange, national and international case competitions, business plan competitions, new venture challenges, etc., to name a few.

Enhance student mobility. The Manitoba Post-Secondary Institutions Mobility category will allow students in other Manitoba post-secondary institutions to graduate with a business degree from Asper. Further, the Asper School has a very active international exchange program that will allow students international mobility for one or two terms of their degree program.

Make the University of Manitoba the institution of first choice for potential students, staff and faculty. This is not possible if we do not make education at our institution accessible to potential students. The Asper School has been turning away two applicants for every one student admitted in the undergraduate program. Consolidating the admission categories, thereby allowing the Asper School to admit more students, will reduce this ratio to some extent.

D-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this significant modification within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

Asper's Faculty Council endorsed the proposal at its January 10, 2020 meeting. The proposal is subsequently being submitted to the Deputy Provost (Academic Planning and Programs) for review.

> Decision-Making body: Senate (consultation only)
>
> Decision:
>
> Date:
>
> Decision-Making body: Board of Governors (consultation only)
>
> Decision:
>
> Date:
>
> Decision-Making body: President
>
> Decision:
>
> Date:

D-3 Responsibility to consult

D-3.1 If this program subject to mandatory review or approval by organizations external to the institution (such as regulatory bodies, Apprenticeship Manitoba, etc.), please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

The Asper School of Business is accredited by the AACSB (Association to Advance Collegiate Schools of Business), which is the most recognized business school accrediting body. However, AACSB does not expect consultation for enrollment increases.

D-3.2 What agencies, groups, or institutions have been consulted regarding the significant modification of this program?

UM Internal Note: the unit is to consult with other academic units to identify how the proposed changes might affect quality, access to, and resources associated with the programs offered by that unit, as well as impact on service teaching by supporting faculties/schools. Outline the consultation process with other units and append letters of support, as appropriate.

Letters of Support from the following are attached:

University 1
Faculty of Arts
    Department of Economics
    Department of Psychology
    Department of Labour Studies
    Department of Native Studies
    Department of Political Studies
    Department of Anthropology
    Department of History
    Department of Philosophy
    Department of Sociology and Criminology
Faculty of Science
    Department of Mathematics
    Department of Statistics
Faculty of Agricultural and Food Sciences
Registrar's Office
Enrollment Services
Management Library
Information Services and Technology (IST)
Physical Plant (Caretaking Services)
Security Services
Career Development Centre, Asper School of Business

The proposal was distributed to Asper's Faculty Council and discussed at length at its January 10, 2020 meeting. Besides faculty and representative support staff, the Council includes the President and Vice-President of the Commerce Students' Association. Both student executives were present when the proposal was presented and discussed, and they expressed their support for the proposal.

Faculty Council subsequently overwhelmingly endorsed the proposal.

D-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

The University of Manitoba is the only post-secondary institution in the province that offers a four-year BComm (Hons) degree program.

Although the University of Winnipeg, Brandon University, Booth University College, and University College of the North all offer three-year BBA programs, those are not equivalent to the 4-year BComm (Hons) program offered by the Asper School of Business.

D-4.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program:

The Asper School of Business currently has 2+2 articulation agreements with four Manitoba post-secondary institutions. The quota for each and the number of students that have been admitted to Asper under those agreements over the past 5 years are shown in Appendix 2.

Considering the average intake from the four Manitoba institutions has been just over 32 over the past 5 years, rather than continuing with quotas for each of the four schools, we propose creating a Manitoba Post-Secondary Institution Mobility Category with a pool of 40 seats that would be available to applicants from any of the four schools on a competitive basis. Having a pool of seats rather than quotas for each institution allows greater utilization of the total seats in the category by any institution that has demand greater than its current quota.

D-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Most Canadian U15 business schools offer 4-year BComm degrees. The Asper School's is currently the only one in Manitoba.

D-5.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program.

See D-4.1.

D-6 Describe any changes in labour market demands in Manitoba for graduates of this Program as a result of this significant modification:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

Asper business graduates are highly sought after by Manitoba employers. Over the past five years, 90% of Asper BComm graduates were employed full-time within three months of graduation.[2] Demand for business graduates will remain as long as there are corporations, small- and medium-businesses, not-for-profit organizations, and governments. The additional students that can be admitted to the Asper School if this proposal is approved will allow the university to graduate more highly-trained professionals for the Manitoba professional business workforce.

D-7 If copies of any internal or peer evaluations with respect to the significant modification of this program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

Not applicable.

D-8 Does this significant modification entail an increase to tuition, or the establishment of or increase to fees that apply to students in this program of study?

UM Internal Note: Comment on potential impact on student access to and affordability of education that may result from the change.

None.

SECTION E – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

E-1 If one-time or pilot funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

None.

E-2 If ongoing funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

None.

E-3 If new funding is not being requested, how will the significant modifications to the program be funded? *(Include such information as: where reallocated funding will come from, and the implications of reallocating that funding on other programs/activities of the institution.)*

All incremental costs associated with the additional student intake will be covered by the tuition revenue generated from the additional 110 students admitted under the Regular category. No additional funds will be requested from the university.

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[2] Year-wise Asper School's Employment Reports are available at www.umanitoba.ca/asper/cdc/employment_info.html

E-4 What are the resource implications to the institution in delivering the significantly modified program of study?

(Include such information as; budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc)
UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

All relevant university governing bodies, including Senate, have previously approved the Asper School to admit up to 584 students per year (Regular + Supernumerary categories). In other words, the Asper School has the capacity to educate 584 students. However, the actual number of undergraduate students admitted has been around 475, due to the Supernumerary categories being undersubscribed. A 20% increase to our undergraduate student body, as per this proposal, will have resource implications, as discussed below.

Budget: Incremental costs associated with the expected increase in enrollment will be covered with the additional tuition revenues generated.

Physical Space: With a 20% increase in the undergraduate student body, we will see increased demand for classroom spaces, study spaces, computer labs, washrooms, etc. One way to alleviate this additional demand would be to schedule course sections during the evenings and/or weekends. Three-hour classes on Fridays will also be considered. Currently, the Drake Centre is underutilized from Friday to Sunday and during the evenings. Offering course sections during these times (as in currently done in the MBA and MFin programs) would distribute the demand for physical space. More importantly, it would attract students who hold daytime jobs that are currently not being served well by the Asper School. Working students would greatly increase the quality of the student body, enrich in-class discussions, and make it a more positive educational experience for all students. A similar difference has been noticed between part-time and full-time students in the MBA program. An added advantage will be the increased ability to attract business practitioners who cannot teach during the daytime, but would be available to teach classes during evenings or weekends.

Demands on Other University Services: There will be additional demands on the Registrar's Office, Enrollment Services, Management Library, Information Services & Technology, Building Caretaking, and Campus Security due to the enrollment increase. See statements of support attached. Although MBA/MFin classes are held during the evenings and weekends, the additional demand for building caretaking and security will be significant if undergraduate classes are also held during those times.

E-5 Please describe new and existing staffing resources needed to provide this significantly modified program of study:.*(Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.)*
UM Internal Note: Identify how the proposed changes will impact on the *quality of instruction* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

Class Sizes and Course Sections: The primary resource implication of the enrollment increase will be the need for larger class sizes or for additional course sections. Class sizes will adhere to the Asper School's Teaching Guidelines and will not be increased beyond the maxima specified in that document. Our analysis shows that several courses will require additional sections. An examination of the historical utilization of course sections indicates that some courses will require no additional sections whereas some others will require one or more additional sections each year. The need for additional sections can be met to some extent by offering more courses online and/or increasing the section sizes of online courses.

Teaching Faculty: Adding course sections implies that the School will need to hire more faculty to teach those courses. The intent is to hire more tenure-track faculty. In the meanwhile, sessional instructors will be hired to staff the additional course sections. However, the AACSB (Asper's accrediting body) requires that we meet a minimum ratio of courses taught by scholarly academics in comparison to those taught by professional practitioners. Therefore, hiring sessional instructors will be an interim solution and we will hire tenure-track faculty in the long run to avoid losing our accreditation. It is forecasted that the increased revenues from the enrollment increase will be sufficient to cover the cost associated with new faculty hires.

Demands on Asper Programs/Services: Undergraduate students in the Asper School are served by the Undergraduate Student Advisors in the **Undergraduate Program Office** (UGPO). A 20% increase in the number of students represents a significant demand on student advisors' time. Given the increase in students will be stepwise over the next two years, the need for additional FT or PT student advising staff in the UGPO will be considered based on need over this period.

Currently, about 25% of Asper undergraduate students participate in the **Co-op Program**. Assuming the same proportion of the additional 110 students admitted in the Regular category will opt for co-op means about 28 more students will need to be placed in co-op positions by the Asper School's Career Development Centre (CDC). In reality, however, the number could be lower than 28 because some of those 110 students may not meet the minimum 3.0 GPA required to participate in the program (recall they will have lower marks/GPA when they enter the Asper School compared to the other 420). In addition, there would be some attrition of students. Having to place an additional 25-30 students in co-op positions is not an onerous task. Should that require the hiring of one more CDC staff member, the need for additional personnel will be analyzed at that time. See attached CDC's statement of support for the enrollment increase.

Currently, about 20% of Asper students participate in the **International Exchange Program**. Of the 110 additional students admitted in the Regular category, we can expect about 22 more to opt for international exchange. Following the same logic as for the co-op program, in reality, the additional number of students may be smaller than 22, because the international exchange program requires a minimum 3.0 GPA to participate. We have steeply increased the number of our international exchange partners of the past several years and therefore, there is no shortage of international exchange placements. There will be additional demands placed on the International Exchange Coordinator's time. Any additional staffing needs in this regard will be addressed at that time.

Demands on other Faculties: The Asper undergraduate program requires students to take 24 credit hours of required core courses between the Faculty of Arts and Faculty of Science (e.g., ECON, MATH, and STAT). In addition, 15 credit hours of electives are to be taken in a Faculty other than Asper. The exact division of credit hours between the Faculty or Arts and Faculty of Science depends on students' choice of electives. Historically, we have observed that many students tend to take 30 CH of Faculty of Arts courses and 9 CH of Faculty of Science courses. The increase in the number of Asper students will result in a greater demand for seats in courses in both Faculties.

Over half of the additional students will be admitted via Advanced Entry. Most of these students would have taken many of the required core courses offered in the Faculty or Arts and Faculty of Science prior to entering Asper. Students transferring from other Manitoba post-secondary institutions such as RRC would have completed most of these courses in their institution. Demand for non-Asper UofM courses from such transfer students will not be significant. Therefore, the real additional demand for seats in the Faculty of Arts and Faculty of Science will be from the 55 Direct Entry students each year. Going by our historical record of Advanced Entry applicants, a sizable proportion of the additional 55 students are likely to be those who are in University 1 (U1) or one of the two Faculties and have taken the courses required for the BComm in the Faculty of Arts and Faculty of Science with the intention of transferring to Asper in a future year.

To a smaller extent, U1 will also face greater demand. This is likely to happen in the case of some students who choose to be in U1 at the University of Manitoba rather than go to another university to pursue their business education, in the hope that they will get admission to the Asper School in a future year. This has already been happening for the past several years and whether the number of such students will increase because Asper increased its Regular category admission quota can be speculated. However, we expect that some students will choose to remain in Manitoba rather than go to another province if the Asper School offered them Direct Entry admission.

See statements of support from U1 and the relevant departments of the Faculty of Arts and Faculty of Science.

E-6 Please describe the effect of the significant modification of this program on existing capital infrastructure and equipment:

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

The addition of 110 undergraduate students per year to the student body will place additional demands on physical spaces such as classrooms, computer labs, study spaces, and washrooms. This is not further elaborated here, as the implications and possible solutions have been discussed under E-4.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President*:*	***Vice-President/Academic****:*
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

For use by joint programs only:

President*:*	***Vice-President/Academic****:*
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

SUBMIT COMPLETED FORM

Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments *(double-click to engage check box):*

- ☐   Cover letter
- ☐   Program of Study Financial Form
- ☐   Any supporting documentation *(reviews, letters of support, etc.)*

If you have any questions or require further information, please contact:
Post-Secondary Education and Labour Market Outcomes
Manitoba Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1833
PSE-LMO@gov.mb.ca

APPENDIX 1

<u>How New Admission Target of 584 will be Utilized</u>

Admission to the 584 seats will be distributed as follows:

- 530 seats will be offered through the Regular admission category, consisting of:
  - Previous year's Direct Entry students who persist to Year 2 of the program.
  - Advanced Entry students (transferring from another UofM Faculty or another post-secondary institution) with all required foundational courses. Referred to as Track 1.
  - Advanced Entry students (transferring from another UofM Faculty or another post-secondary institution) missing one or more required foundational courses. Referred to as Track 2. This category will be capped at 30 seats.
- 40 seats will be earmarked for transfers from four Manitoba post-secondary institutions (RRC, ACC, UCN, and ETP), henceforth referred to as the Manitoba Post-Secondary Institutions Mobility category.*
- 10 seats will be earmarked for the Canadians of Indigenous Ancestry category.*
- 4 seats will be earmarked for the Special Consideration category.**

* Any unused seats from these categories will be offered to eligible Track 1 applicants that year.
** Special Consideration category admission decisions are made after the regular admission category admission decisions are completed.

Following the above reallocation of admission categories, there will be an increase of 110 seats to the Regular category admission target (from 420 to 530).

Some attrition in the number of students progressing from Year 1 to Year 2 is expected. Any extra seats due to attrition of DE students from Year 1 to Year 2 will be offered to Track 1 Advanced Entry applicants.

The Asper School has two international articulation agreements for 50 seats with Ningbo University (2+2 agreement; average of 6 students came to Asper over the past 5 years) and 50 seats with Renmin University (1+3 agreement; 0 students have come to Asper since agreement was signed). Both agreements expire in 2021 and are not being renewed

APPENDIX 2

Articulation Agreements with Manitoba Post-Secondary Institutitions: Historical and Proposed Numbers

Manitoba Post-Secondary Institution	Current Quota	Average Intake over past 5 years*	Proposed Quota
Red River College (RRC)	20	30**	
Assiniboine Community College (ACC)	10	<1	
École technique et professionnelle at USB (ETP)	10	1	40
University College of the North (UCN)	10	<1	
Total	**50**	**32**	**40**

* Numbers are rounded.

** Intake exceeds quota because Asper obtained permission to offer unused seats from the other 30 seats to RRC students.

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STATEMENTS OF SUPPORT

from:
    University 1
    Faculty of Arts
    Department of Economics
    Department of Psychology
    Department of Labour Studies
    Department of Native Studies
    Department of Political Studies
    Department of Anthropology
    Department of History
    Department of Philosophy
    Department of Sociology and Criminology
Faculty of Science
    Department of Mathematics
    Department of Statistics
Faculty of Agricultural and Food Sciences
Registrar's Office
Enrollment Services
Management Library
Information Services and Technology (IST)
Physical Plant (Caretaking Services)
Security Services
Career Development Centre, Asper School of Business

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English   ☐ Mathematics   ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019   ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

University 1 could potentially see an increase in the number of students, particularly from students who may enter U1 with the intention of transferring to the Asper School in a future year. This happens already, but there could be an increase of such students.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

<u>Attach</u> responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: University 1

Department or Program: Choose one

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

We are in support of Asper school's request to convert undersubscribed Supernumerary admission categories to the Regular category.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

SECTION J – SIGNATURES

Department Approval: _____

                    Type Name   Signature   Date

Faculty/College/School Approval:

Brandy Usick   _BUsick_   February 13, 2020

                    Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English   ☐ Mathematics   ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019   ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Economics could potentially see an increase in the number of students taking ECON 1010 and ECON 1020, as these are in the BComm (Hons) core. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, the actual increased demand experienced by the department should be less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the _Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes_. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F – UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Economics (018)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether _and_ why your unit supports the curriculum/course change _or_ outline any specific concerns the proposing unit and SCCCC should be aware of.

If I understand the statement correctly, although the potential student capacity is unchanged, The Faculty of Management anticipates enrolling about 110 more students a year. This should have conflicting impacts on the economics department. On one hand it could increase the number of students taking Econ1010 and 1020, which are required by the BComm (Hons) core. On the other hand, it could potentially take majors away from economics and into Asper. We currently have a fair number of majors that, I think, view it as a second best to Asper.

The economics department supports the Management Faculty's right to make changes to its own entrance criteria.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B*.

As stated in the section above it could increase enrollment in Econ1010 and Econ1020, although by how much is unclear. These courses are currently quite full, many with waitlists, so this could exacerbate this problem. It might have a negative impact on the number of economics majors as people opt for Management over Economics.

Despite these possible problems, Economics does not object to these changes.

SECTION J – SIGNATURES

Department Approval: Ian Hudson   Ian Hudson Digitally signed by Ian Hudson Date: 2020.02.13 16:09:58 -06'00'   02/13/2020

                    Type Name   Signature   Date

Faculty/College/School Approval:

          Greg Smith   Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.14 09:12:37 -06'00'   14 Feb 2020

                    Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐   possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐   possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑   possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐   other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐   Written English   ☐   Mathematics   ☐   RIC List

Indicate the SCCCC deadline your unit will meet: ☐   Fall 2019   ☑   Spring 2020

Indicate date on which request for support – Part A sent to other unit(s):   February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is Psychology. Therefore, Psychology could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across various areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Psychology (017)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Psychology's undergraduate program is already oversubscribed with a waiting list on nearly every course we offered this year.

There is no accommodation to increase seats in courses this coming year and so this request will put a stressed resource under even greater stress. However, our Psychology 1200: Introduction to Psychology course is delivered by Blended Method (part on-line and part in class) as well as by Distance. So, there is potential to manage the additional load, in addition to a corresponding request for an increase in stress on the course from Kinesiology and Recreation earlier this year.

Although this puts our department under additional stress in an already stressful scenario, I am reluctant to prevent any undergraduates from taking an intro course in our department. However, the request does have consequences for our own students. Psychology 1200: Introduction to Psychology is a prerequisite that Psychology Majors must take to qualify for 2000-, 3000-, and 4000-level courses in our program. So, the additional stress on our already wait-listed courses has potential to delay graduation of Psychology Majors.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

I expect the majority of additional enrollments will be in our Psychology 1200: Introduction to Psychology course. As noted in section H, this will put an oversubscribed course under additional stress and could, in theory, delay Psychology Majors from progressing in time into our 2000-, 3000-, and 4000-level courses. This could cause problems for graduation times by Psychology Majors.

I will encourage ARTS to increase enrollment to Psychology 1200: Introduction to Psychology in light of this change (especially in light of a corresponding request for additional seats in Psychology 1200: Introduction to Psychology to accommodate increased enrollments in Kinesiology and Recreation earlier this year).

SECTION J – SIGNATURES

Department Approval: Randy Jamieson

Randall K. Jamieson
Digitally signed by Randall K. Jamieson
Date: 2020.02.23 10:01:59 -06'00'

February 23, 2020

| Type Name | Signature | Date |

Faculty/College/School Approval:

Greg Smith

Digitally signed by Greg Smith
DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA
Date: 2020.03.25 10:53:17 -06'00'

25 Feb 2020

| Type Name | Signature | Date |

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐   possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐   possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑   possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐   other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐   Written English   ☐   Mathematics   ☐   RIC List

Indicate the SCCCC deadline your unit will meet: ☐   Fall 2019   ☑   Spring 2020

Indicate date on which request for support – Part A sent to other unit(s):   February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which LABR courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

<u>Attach</u> responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Labour Studies (153)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

Labour Studies supports the proposed change. It has no negative implications for our program.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

There might be additional demand for spaces in LABR 2300, which we should be able to accommodate without difficulty.

SECTION J – SIGNATURES

Department Approval: _David Camfield_____ David Camfield <small>Digitally signed by David Camfield Date: 2020.02.14 13:13:10 -06'00'</small> 2020-02-14
<div style="padding-left: 18em">Type Name   Signature   Date</div>

Faculty/College/School Approval:

   Greg Smith   <small>Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.17 17:02:43 -06'00'</small> 17-Feb 2020
<div style="padding-left: 18em">Type Name   Signature   Date</div>

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- [ ] possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- [ ] possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- [✓] possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- [ ] other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

- [ ] Written English
- [ ] Mathematics
- [ ] RIC List

Indicate the SCCCC deadline your unit will meet: [ ] Fall 2019   [✓] Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details the NATV courses that the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Native Studies (032)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

We support this change, and would note that as a grade of C or better in NATV 1200 or NATV1220 and NATV1240 is required to take the courses you list, we understand that their enrollments will be impacted as well.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

This request does not require a curriculum change.

SECTION J – SIGNATURES

Department Approval: _Cary Miller_____ Cary Miller `Digitally signed by Cary Miller Date: 2020.02.14 13:51:33 -06'00'` February 14, 2020
                       Type Name   Signature   Date

Faculty/College/School Approval:

         Greg Smith   `Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.03.18 15:12:22 -06'00'` 18 Feb 2020
                       Type Name   Signature   Date

UNIVERSITY OF MANITOBA

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐   possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐   possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑   possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐   other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐   Written English   ☐   Mathematics   ☐   RIC List

Indicate the SCCCC deadline your unit will meet: ☐   Fall 2019   ☑   Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which POLS courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Political Studies (019)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

Political Studies does not have concerns about these changes and thanks the Asper School for bringing them to our attention.

That said, POLS 3250 and 3270 also fulfill degree requirements for the GPE program and so are typically full. It may be difficult for increased numbers of Asper students to access these courses. I recommend we discuss additional appropriate POLS courses that could be taken in place of POLS 3250 or 3270.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

The changes may result in increased enrollment pressures for POLS 3250 and 3270; however, we will not be making any course or curriculum changes in response to this.

SECTION J – SIGNATURES

Department Approval: ___Royce Koop_____ Royce Koop Digitally signed by Royce Koop Date: 2020.02.17 12:02:22 -06'00' __February 17, 2020__
                               Type Name   Signature   Date

Faculty/College/School Approval:

           Greg Smith   Digitally signed by Greg Smith DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty of Arts, email=Greg.Smith@Umanitoba.ca, c=CA Date: 2020.02.17 14:53:00 -06'00'   17 Feb 2020
                               Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- [ ] possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- [ ] possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- [✓] possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- [ ] other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

[ ] Written English	[ ] Mathematics	[ ] RIC List

Indicate the SCCCC deadline your unit will meet: [ ] Fall 2019   [✓] Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is Anthropology. Therefore, Anthropology could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across the 7 areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Anthropology (076)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

We see the impacts of additional students seeking to take our introductory level courses as positive. We think that Anthropology can offer valuable points of reflection for students from Asper who often work across cultural divides and for whom diversity is an important consideration. We would thus be happy to accommodate additional Asper students. In any case, as the request states, the likely increased demand is likely to be slight.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

We do not foresee a major impact on any of our courses and feel that we would be able to accommodate the slight increase in demand without difficulty.

SECTION J – SIGNATURES

Department Approval: Derek Johnson   Derek Johnson Digitally signed by Derek Johnson February 14, 2020
                                                                        Date: 2020.02.14 13:55:20 -06'00'
                            Type Name   Signature   Date

Faculty/College/School Approval:

                        Greg Smith   Digitally signed by Greg Smith   14 Feb 2020
                                                                          DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty
                                                                          of Arts, email=Greg.Smith@Umanitoba.ca, c=CA
                                                                          Date: 2020.02.14 16:45:59 -06'00'
                            Type Name   Signature   Date

UNIVERSITY OF MANITOBA

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

The BComm (Hons) core requires students to take 6 CH from a basket of seven disciplines, one of which is History. Therefore, History could potentially see an increase in the number of students taking its courses. As many of the 110 students might be in another UofM Faculty and taking Asper-required courses anyway, and the students are distributed across the 7 areas, the actual increased demand experienced by the department should be far less than 110 per year.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

<u>Attach</u> responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: History (011)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The History Department supports the request. The Department has the capacity to meet any increased demand for the Foundation courses as any HIST 1000 or 2000-level courses can be applied to this requirement.

The International Business Major currently lists HIST 2720 The World since 1945 (6CH) as an approved option. This course is no longer offered and has been replaced by the following courses:

HIST 2730 Modern World HIstory, 1914-1945: The 30 Years' Crisis (3CH)
HIST 2732 Modern World History, 1945-1992: The Age of Three Worlds (3CH)
HIST 2834 Modern World History, 1980-Present: New World Order? (3CH)

These courses are all offered regularly and would have capacity to meet demand from this program.

We also regularly offer HIST 2670 History of Capitalism (3CH) that would also be relevant for the International Business Major in lieu of HIST 2720. We support Asper adding this course to their lists of approved options as they deem appropriate.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B*.

No impact on HIST courses/curriculum that would require changes.

SECTION J – SIGNATURES

Department Approval: __Tina Mai Chen__   Tina Chen   February 24, 2020

             Type Name   Signature   Date

Faculty/College/School Approval:

     Greg Smith   25 Feb 2020

             Type Name   Signature   Date

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST FOR ACTION
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English ☐ Mathematics ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019 ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. Be as specific as possible, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which PHIL courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Philosophy (015)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Philosophy department supports the request by Management to convert some of its undersubscribed Supernumerary admission categories to the Regular category.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

Philosophy could potentially see an increase in the number of Asper students taking PHIL 2290, PHIL 2750, PHIL 2790, and PHIL 2830. We have reviewed these courses and it is unlikely that a problem will arise.

SECTION J – SIGNATURES

Department Approval: <u>Rhonda Martens</u> *Rhonda Martens* <u>Feb. 21, 2020</u>
        Type Name   Signature   Date

Faculty/College/School Approval:
<u>Greg Smith</u>   25 FEB 2020
     Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

[ ]   possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

[ ]   possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

[✓]   possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

[ ]   other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

[ ]   Written English   [ ]   Mathematics   [ ]   RIC List

Indicate the SCCCC deadline your unit will meet: [ ]   Fall 2019   [✓]   Spring 2020

Indicate date on which request for support – Part A sent to other unit(s):   February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which SOC courses the above change could potentially impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Arts [Faculty of]

Department or Program: Sociology and Criminology (077)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Sociology and Criminology has no objection to the proposed reallocation of admission capacities and the related potential for increased enrolment in our courses. We cannot guarantee that there will be space for Asper students in our heavily-subscribed courses, but in the majority of our courses there are currently no registration restrictions favouring Sociology and Criminology students over other U of M students.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

The Department of Sociology and Criminology does not foresee any significant impacts due to the proposed change, and no course/curriculum changes would be required on our part.

SECTION J – SIGNATURES

Department Approval: __Frank Cormier__ | Frank Cormier $\begin{smallmatrix}\text{Digitally signed by Frank Cormier}\\\text{Date: 2020.02.18 14:11:46 -06'00'}\end{smallmatrix}$ | February 18, 2020

             Type Name   Signature   Date

Faculty/College/School Approval:

            Greg Smith $\begin{smallmatrix}\text{Digitally signed by Greg Smith}\\\text{DN: cn=Greg Smith, o=University of Manitoba, ou=Faculty}\\\text{of Arts, email=Greg.Smith@Umanitoba.ca, c=CA}\\\text{Date: 2020.03.18 15:39:41 -06'00'}\end{smallmatrix}$ 18 Feb 2020

             Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

- [ ] possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)
- [ ] possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit
- [✓] possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)
- [ ] other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

- [ ] Written English   [ ] Mathematics   [ ] RIC List

Indicate the SCCCC deadline your unit will meet: [ ] Fall 2019   [✓] Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which MATH courses the above change could impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department or Program: Mathematics (136)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Mathematics supports this request. Anticipated impact is minimal: minor increases in demand for required courses in Actuarial Mathematics or Finance, namely MATH 1500, MATH 1520, MATH 1230, as well as MATH 1220, MATH 1300, MATH 1700, MATH 1232, and MATH 2720. Given that the reported number of students who meet the requirements for entry but are not admitted far exceeds the anticipated 110 student increase, the Department of Mathematics expects the increase on demand to be quite minimal.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B*.

MATH 1500, MATH 1520, MATH 1230, MATH 1220, MATH 1300, MATH 1700, MATH 1232, and MATH 2720. Anticipated impact is minor increase in demand. Given that the reported number of students who meet the requirements for entry but are not admitted far exceeds the anticipated 110 student increase, the Department of Mathematics expects the increase on demand to be quite minimal. Overall, we anticipate adding at most an additional lab/tutorial to MATH 1500 to accommodate a modest increase in enrollment.

No further action anticipated. In particular, no course changes as a result of the request.

SECTION J – SIGNATURES

Department Approval: ___Derek Krepski_____ Derek Krepski Digitally signed by Derek Krepski Date: 2020.02.26 12:42:45 -06'00' Feb 26, 2020
| Type Name | Signature | Date |

Faculty/College/School Approval:

Pak Ching Li   Pak Ching Li Digitally signed by Pak Ching Li Date: 2020.02.27 19:26:16 -06'00' Feb 27,2020
| Type Name | Signature | Date |

UNIVERSITY OF MANITOBA

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐ possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐ possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑ possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐ other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐ Written English   ☐ Mathematics   ☐ RIC List

Indicate the SCCCC deadline your unit will meet: ☐ Fall 2019   ☑ Spring 2020

Indicate date on which request for support – Part A sent to other unit(s): February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Please see attached page that details which STAT courses the above change could impact.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

Attach responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Science

Department or Program: Statistics (005)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Department of Statistics has no major concerns and supports this request. The impact on enrollments in Introductory Statistics courses should be minimal, relative to the size of these courses.

It should be noted, that starting in Fall 2020 the Department will be offering STAT 2800 as a replacement to STAT 3400 which will not be offered anymore. The impact on enrollments in the two probability courses (STAT 2400 and STAT 2800) should also be easily manageable as these courses are mostly taken by B. Comm. students that are in the Actuarial Mathematics concentration, a small proportion of Asper students overall.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020). *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.***

No changes to courses and programs from the Department of Statistics will result from this request.

SECTION J – SIGNATURES

Department Approval: <u>Alexandre Leblanc</u>   Alexandre Leblanc _{Digitally signed by Alexandre Leblanc Date: 2020.02.25 15:34:24 -06'00'} <u>February 25, 2020</u>

             Type Name   Signature   Date

Faculty/College/School Approval:

      <u>Pak Ching Li</u>   Pak Ching Li _{Digitally signed by Pak Ching Li Date: 2020.02.27 19:28:36 -06'00'} <u>Feb. 27, 2020</u>

             Type Name   Signature   Date

STATEMENT OF SUPPORT: PART A – REQUEST <u>FOR ACTION</u>
SCCCC Fall 2019/Spring 2020

UNIVERSITY OF MANITOBA

Complete Sections A through D of this form. Send a copy, together with Part B and any additional supporting documentation, to unit(s) from which you are seeking a statement of support. The completed form (Sections A through E) is to be submitted to SCCCC along with Statements of Support (Part B) received. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*.

SECTION A –UNIT REQUESTING STATEMENT OF SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION B – REASON FOR REQUEST FOR SUPPORT

☐   possible curricular overlap or infringement or conflict of jurisdiction with another unit(s)

☐   possible curriculum/course changes in another unit(s) arising from proposed curriculum/course change in your unit

☑   possible impact on demand (increased or decreased) for a specific course(s) in another unit(s)

☐   other (Please elaborate below, in Section C.)

Request for assessment of course intended to satisfy:

☐   Written English   ☐   Mathematics   ☐   RIC List

Indicate the SCCCC deadline your unit will meet: ☐   Fall 2019   ☑   Spring 2020

Indicate date on which request for support – Part A sent to other unit(s):   February 13, 2020

Request that a response be provided by the date indicated: February 24, 2020

SECTION C – DESCRIPTION OF PROPOSED CURRICULUM/COURSE CHANGE

Briefly describe the proposed curriculum/course change in your unit and outline the request for support. <u>Be as specific as possible</u>, including with respect to the potential impact on courses/curricula in the other unit(s).

The Asper School is submitting a request to convert some of its undersubscribed Supernumerary admission categories to the Regular category. If approved, there will likely be an increase of up to 110 students to the Asper School's admission target. Half these additional students will be admitted via Direct Entry from high schools and half via Advanced Entry. Following approval, the total number of students the Asper School could potentially admit per year will remain unchanged from its current maximum approved capacity of 584, as the request is for a reclassification of admission categories.

Agriculture will not see an increase in the number of students taking AGRI 3030 when titled "Cooperatives in Business and Community", as this topic of the course is no longer being taught.

SECTION D – UNIT(S) RECEIVING REQUEST FOR STATEMENT OF SUPPORT

List the faculties/colleges/schools/departments solicited for a statement of support.

University 1, Faculty of Arts (Economics, Psychology, Anthropology, Labour Studies, History, Native Studies, Philosophy, Political Studies, and Sociology), Faculty of Science (Mathematics and Statistics), Faculty of Agricultural and Food Sciences, Registrar's Office, Enrollment Services, Management Library, Information Services and Technology (IST), Physical Plant (Caretaking Services), and Security Services.

SECTION E – STATEMENT(S) OF SUPPORT RECEIVED

<u>Attach</u> responses received from other units to your faculty/college/school submission to SCCCC.

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the _Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes_. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F –UNIT REQUESTING SUPPORT

Faculty/College/School: Management

Department or Program: Management, Faculty of (06)

SECTION G – UNIT RESPONDING TO REQUEST

Faculty/College/School: Agricultural and Food Sciences

Department or Program: Agriculture, General (065)

SECTION H – RESPONSE TO REQUEST

Identify any impacts on course/curricula in your unit. Indicate whether <u>and</u> why your unit supports the curriculum/course change <u>or</u> outline any specific concerns the proposing unit and SCCCC should be aware of.

The Faculty of Agricultural and Food Sciences has no concerns with respect to the impact on AGRI 3030. AGRI 3030 is a topics course, the "Cooperatives in Business and Community" topic has not been offered in several years. If we do decide to offer it in the future we would consider Asper students when setting the course capacity.

See next page.

SECTION I – IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND ACTION REQUIRED

- List courses/programs in your unit that would be impacted by the proposed course/curriculum changes.
- Describe the impact on your courses/programs and respond, in particular, to the reason for the request for support indicated on the preceding page, in Section B – Reason for Request for Support
- **Indicate when your unit will submit corresponding changes to the SCCCC (e.g. Fall 2019 or Spring 2020).** *In most cases, this will be the SCCCC deadline indicated on the preceding page, in Section B.*

No courses or programs are impacted where a submission to SCCCC would be required.

SECTION J – SIGNATURES

Department Approval: _____

| Type Name | Signature | Date |

Faculty/College/School Approval:

Jitendra Paliwal   Jitendra Paliwal   Digitally signed by Jitendra Paliwal   February 24, 2020
DN: cn=Jitendra Paliwal, o=University of Manitoba, ou=Faculty of Agricultural and Food Sciences, email=j.paliwal@umanitoba.ca, c=CA
Date: 2020.02.24 11:04:54 -05'00'

| Type Name | Signature | Date |

MEMO

REGISTRAR'S OFFICE
Room 400 UMSU University Centre
PH: 474-9425

Date: February 25, 2020

Memo To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and
                      International)
From: Neil Marnoch, Registrar

Re: **Proposed enrolment changes in the Asper School Business Program**

Subbu,

I have reviewed the proposal to re-allocate spaces available to students applying to enter the B. Comm. Honours program in the Asper School of Business. As the re-allocation will shift spaces from undersubscribed groups to categories that are in high demand, the change is expected to increase the number of students enrolled in the B. Comm. program. As you have pointed out, many of the students who will be admitted to the Asper School as a result of this change are students who are currently studying at the University of Manitoba, some of whom enrol in Business related courses in hopes of future entry. The result of more students being enrolled in the B. Comm. program is expected to be an increase in demand for courses at all levels of the program.

In general, the university has classroom capacity to accommodate increased sections or seat capacity within existing courses. Such increases, however, will require careful timetabling that is completed in a coordinated and balanced manner, and may require that classes be held in non-traditional time periods. Your proposal indicates that the Asper School anticipates such changes and has begun to think about strategies to adjust the timetable to meet the increased demand.

Given the School's willingness to make the necessary adjustments and to be flexible in its timetabling practices, I have no concerns regarding the Registrar's Office ability to support this change.

Neil Marnoch
Registrar

UNIVERSITY
OF MANITOBA | Enrolment Services

TO: Dr. Gady Jacoby, Dean, Asper School of Business

           Dr. Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and
           International), Asper School of Business

FROM: Jeff Adams, Executive Director, Enrolment Services JA

DATE: February 13, 2020

SUBJECT: **Admission target increase**

I am in full support of the Asper School of Business' proposed target increase. This change will be viewed in an extremely positive manner by prospective students, locally and internationally. Our Student Recruitment Officers frequently provide me with feedback indicating that significant demand for the program exists; increasing the number of students admitted to the program will help us attract more very qualified students to the University of Manitoba.

The increase in available seats could result in an increased number of applicants and I can confirm that this increase in workload can be accommodated by the Admissions Office.

CC: Laurie Schnarr, Vice-Provost (Students)
Erin Stone, Director of Admissions
Lisa Kachulak-Babey, Director of Student Recruitment

University of Manitoba Libraries

Statement for Program Modification

UM | Libraries

Faculty   Asper School of Business

The Libraries' collection can support this program, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

If the request to increase the undergraduate admission capacity is approved, the Libraries will provide the above services to up to 110 additional students in the Asper School's undergraduate program each year.

Donna Sikorsky
Acting Head, Law, Architecture/Fine Arts,
Management, and Music Libraries

Kristen Kruse
Coordinator, Collections Management

Lisa Hanson O'Hara
Vice Provost (Libraries) & University Librarian

February 25, 2020
Date

Information Services And Technology

Mario Lebar, CIO
Office 107C
Administration Building
Winnipeg, Manitoba
Canada   R3T 2N2
Tel: (204) 474-8668

Date: February 26, 2020

To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

From: Mario Lebar, Chief Information Officer, Information Services & Technology

Re: Request for Statement of Support

IST can provide Friday evening and weekend classroom A/V support contingent upon Asper providing additional funding.

Thank you,

Mario

University of Manitoba

Caretaking Services, Physical Plant

89 Freedman Crescent
Winnipeg, Manitoba
Canada, R3T 2N2

Memo

To: Subbu Sivaramakrishnan

From: Sukhjinder Singh

Date: February 25, 2020

Re: Request for Statement of Support

_____

We have assigned 4.5 staff members to the Drake Centre. Going forward we will make sure these 4.5 FTEs and the same level of cleanliness is maintained in the Drake Centre.

University of Manitoba | SECURITY SERVICES

Welcome Centre
423 University Crescent
Winnipeg, MB R3T 2N2
P: 204-474-9312
F: 204-474-7534

MEMORANDUM

Date: February 24, 2020

To: Subbu Sivaramakrishnan, Associate Dean (Undergraduate Program and International)

From: Chris Bohonis, Assistant Director, Security Services

Re: Increased undergraduate admission capacity

In response to the anticipated request by the Asper School of Business to increase its undergraduate admission capacity, Security Services would like to formally support this request. I acknowledge that our department will continue to work with the Asper School of Business in providing a safe and secure environment to all of its stakeholders.

Safety and security initiatives currently in place at the Asper School of Business include CCTV installations and upgrades, Safe Walk program and a dedicated security presence during assigned hours.   Security Services does not foresee any reason to eliminate or reduce any of these initiative and at the very least, we would work with the Asper School of Business to find suitable alternatives, if required.

We welcome the opportunity to provide our services to a larger undergraduate enrollment and we look forward to working collaboratively with the Asper School of Business in the years to come.

Regards.

Career Development Centre
254 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
T: 204 474 6596
asper_cdc@umanitoba.ca

University of Manitoba | Asper School of Business

February 24, 2020

The Career Development Centre (CDC) at the Asper School of Business provides career support to students and alumni. As part of its mandate, the department connects students to employers locally, nationally and internationally who are looking to hire students for co-ops, internships and post-graduate opportunities.

On average, over the past 5 years the CDC has posted over 1300 positions each year for Asper students - with ~600 of these positions representing graduate opportunities. Our database shows the CDC has connections with over 2000 registered companies and over 5000 unique employer contacts, all interested in recruiting business talent to their organizations - both within the province and outside.

The CDC conducts annual surveys of Asper's graduating classes. Over the past 5 years, the Asper School of Business has graduated on average 409 graduates per year, with 92% of these grads remaining in Manitoba. Asper grads enjoy a high rate of employment success with 90% employed within 3 months of graduation.

Employers are telling us that competition for Asper graduates is stiff. They have expressed challenges in recruiting the number of quality students needed to meet their organization's needs. Businesses are adapting their recruitment strategies to be more far ranging, looking at schools outside the province for the graduates they need to be innovative and successful. This is both more costly and less effective than seeking talent within the province. Increasing the number of students admitted to the Asper School could offset this trend and help meet the business needs of Manitoba companies. More graduates will allow Manitoba companies to recruit high quality business graduates, already in the province, who can provide the skills and knowledge to enable Manitoba organizations to compete locally and in the global market.

Based on the employment success of our current Asper graduates, coupled with the challenges expressed by employers actively recruiting business talent, I believe increasing the number of students admitted annually to the Asper School of Business will meet the needs of Manitoba organizations and the demand for business education in the province of Manitoba. As such, I am in support of increasing enrollment at the Asper School of Business.

Sincerely,

Kelly Mahoney
Director - Career Development Centre & Co-op Programs
Asper School of Business, University of Manitoba

ASPER SCHOOL OF BUSINESS

umanitoba.ca/asper/cdc

University of Manitoba

Office of Provost and Vice-President (Academic)

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

Date: March 2, 2020

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

From: Dr. Todd Mondor, Deputy Provost (Academic Planning and Programs)

Re: Request for Temporary Reallocation and Increase to Admission Targets, Bachelor of Social Work Program

---

Under the Admission Targets Policy and Procedure and at the request of Dr. Michael Yellowbird, Dean of the Faculty of Social Work, I am requesting that you consider a temporary reallocation of the historically unfilled seats currently associated with Social Work's two sites of delivery (Inner-city, and Distance) and any remaining unfilled seats from the Fort Garry site to the Northern site for the Fall 2020 intake. As well, in support of the reallocation, to consider a temporary increase of up to five additional seats to be available for the Northern site.

As noted in the attached memo, Dean Yellowbird has requested these changes to accommodate enrollment of two cohorts of students at the Northern site effective Fall 2020.

I have reviewed and am supportive of Dean Yellowbird's request. I have asked that he undertake a review of all admission targets in the Faculty and bring forward a formal request to revise targets for Fall 2021.

As you are aware, the Admissions Targets Policy and Procedure provides the President with the authority to approve changes to admission targets to a program following consultation with the Dean/Director, Senate, and the Board of Governors.

Please provide your advice concerning this matter to the Office of the University Secretary by Friday, March 6th, 2020, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc.:   Dr. Janice Ristock, Provost and Vice-President (Academic)
         Ms. Laurie Schnarr, Vice-Provost (Students)
         Dr. Michael Yellowbird, Dean, Faculty of Social Work
         Mr. Jeff Leclerc, University Secretary
         Mr. Jeff Adams, Director, Enrolment Services
         Ms. Cassandra Davidson, Academic Programs Specialist

Memo

To: Dr. Todd Mondor Deputy Provost (Academic Planning and Programs)

From: Dr. Michael Yellow Bird Dean Faculty of Social Work

cc: Jeff Adams Executive Director of Enrolment Services, Cassandra Davidson Academic Programs Specialist

Date: Feb 28th, 2020

Re: Temporary Reallocation of seats Faculty of Social Work Undergrad

---

The Faculty of Social work is requesting a temporary reallocation of unfilled seats across admission targets to accommodate two cohorts in the Northern program. The Faculty of Social work has not met target in the undergraduate program over the past 5 years. The average unfilled seats over the past 5 years is 51 seats. (Please see attached document for a detailed breakdown)

 Currently there are 2 cohorts that have made requests and meet the admission criteria.

- One cohort is in the Pas Maximum student enrollment would be approximately 30.
- Second cohort is from the Island Lake First Nations, enrollment would be approximately 20

We are requesting that the unfilled seats be allotted to the two Northern cohorts and requesting up to 5 extra seats be added to accommodate the cohorts if extra seats are required.

The Northern program has not met target over the past 5 years. The 5-year average of unfilled spots is 21. We would use the allotted spots from the Northern program since this cohort is from the North. We would reallocate the seats from Inner City. The 5-year average of unfilled spots at Inner City is 19 for a total of 40 seats. The remaining 10 seats would be reallocated from the Distance Delivery program and from any unfilled seats from the Fort Garry program. We are requesting 5 extra seats be added to accommodate the cohorts if extra seats are required. (Please see attached document for a detailed breakdown of all programs)

The request is for one intake year fall 2020 term followed by a formal review of the Social Work targets overall with any proposed revisions moving forward for approval for fall 2021.

The intended purpose is to offer the Bachelor of Social Work degree to Northern and rural communities who have requested the Faculty of Social Work to offer the degree in their communities, using a blended model for delivery. The offering of the degree would provide Northern, rural and Indigenous agencies opportunities to ensure that workers are receiving education required to work in the field. There is a high demand for social workers in rural and Northern areas, especially in Child Welfare. In Manitoba, we have the highest number of children in Care and agencies are demanding that workers have their Bachelor of Social work degree. The new legislated Bill C92 which is an Act respecting First Nations, Inuit and Metis child youth and families is also informing the necessity of skilled qualified social workers in Rural and Northern communities.

The Meth crisis in Manitoba as well as the high number of suicides amongst young people (especially in Indigenous) Northern communities are also driving forces that agencies have identified to ensure higher education is being offered to their staff.

Many students in Northern communities have been working with University College of the North to receive their electives that are required prior to admission to the faculty of social work. Most of the students have achieved the required number of electives and are ready to begin the Bachelor of social work program. Students who have not yet met the elective requirements will be able to do so through IUS course offerings or online-distance offerings. We are requesting to use the unfilled seats and admit the two cohort groups into the Faculty of Social Work. Note that all students must meet the minimum entrance requirements to be admitted as part of the cohort.

The Bachelor of Social Work degree will be delivered using a blended model. The resource implications to the University as a whole will be minimal. IT and library services will be required. Space will be provided by the agencies that request a cohort be offered in their community and they would be paying for the space. We will be using CISCO web ex to teach the on-line blended component of the program. The Faculty of Social work has a full time Educational Tech support person who will ensure that all students are trained and supported while using technology. The students would be supported using Academic advisors from the Northern or Distance Delivery site. Support staff resources would also be shared between the Northern and the Distance Delivery site.

Faculty from the Thompson office would teach part of the BSW curriculum and sessional instructors would be hired as required. The practicum's will be completed at the student's agency and most of the students would be employed by the agency therefore liability insurance would not be a factor.

The Faculty plans to review targets for future years and will be presenting a plan to the President, as per the Admission Targets Policy and Procedure, to ensure enrolment targets are able to include future cohort students from Manitoba. This would address the demographic needs of students living in rural and Northern Manitoba. The students cannot leave their community to obtain their degree due to the fact that most of them have families and are currently working in the social service field without a Bachelor of Social Work degree.

In addition, our cohort model aligns and supports our Faculty's strategic plan

The cohort model is part of priority 1 student experience:

- The use of technology and communication to improve the student experience

The cohort model is part of priority 2 Programs and resources:

- The use of technology to enhance teaching effectiveness and program accessibility

Our efforts to provide education to Northern, rural, and Indigenous community agencies also support several priorities within the "Taking Our Place: University of Manitoba's Strategic Plan, 2015 – 2020:

I.   *Inspiring Minds through innovation and quality teaching:*

B. We are increasing our enrolment and providing students with flexible learning opportunities by incorporating a blended model using online learning technology which helps optimize enrolment and mobility of programs. Our BSW degree also incorporates indigenous content.

II. *Driving Discovery and Insight:*

D. Our cohorts include Indigenous Perspectives in our curriculum, scholarly work, and research.

III. *Creating Pathways to Indigenous Achievement:*

A. Our cohorts will foster greater understanding of Indigenous knowledge, cultures, and traditions among our students, faculty, staff, and the agencies they work with.

IV. *Building Community:*

B. Our cohorts will not only increase the diversity of the University of Manitoba, but also makes our University the institution of first choice. In the near future, it is very possible that other University online programs, from different Provinces, will begin to attempt to serve rural and Indigenous communities in Manitoba, unless we act.

V.   *Forging Connections:*

A. Our cohorts establish important connections between Northern communities, Indigenous leadership, Indigenous and non-Indigenous agencies.

In closing, our cohorts enable us to meaningfully engage in community outreach to Northern, rural and Indigenous communities, and agencies, and help to prepare Indigenous social workers to make a difference by meeting the challenges to people living in the North. Many agencies and communities throughout Manitoba have, and continue to, request that the Faculty of Social work offer cohorts in their communities – and we are committed to do that, and excited and proud that students from these communities have chosen to earn their professional degrees through the University of Manitoba and the Faculty of Social work. Our cohort model meets the needs of individuals living outside the city of Winnipeg and we deeply appreciate your support in this important initiative.

Sincerely,

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Admission Targets for Faculty of Social Work
2015-2020

Year	Target	Registered	Difference
2019-2020	280	241	-39
2018-2019	280	208	-72
2017-2018	280	240	-40
2016-2017	280	222	-58
2015-2016	280	231	-49

*Admission Target-280; Thompson 45, Inner City 60, Distance 100, Fort Garry 75

The Faculty of Social Work did not meet the admission target of 280 students in the past five years by 258 spots (**average of 51 spots per year**).

Breakdown by program

Thompson Program					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020					
External	10	6	4	3	-7
Northern	35	28	22	22	-13
TOTAL	45	34	26	25	-20
2018-2019					
External	10	14	4	2	-8
Northern	35	21	21	15	-20
TOTAL	45	35	25	17	**-28**
2017-2018					
External	10	9	6	6	-4
Northern	35	31	31	28	-7
TOTAL	45	40	37	34	**-11**
2016-2017					
External	10	11	6	5	-5
Northern	35	27	27	17	-18
TOTAL	45	38	33	22	**-23**
2015-2016					
External	10	3	3	1	-9
Northern	35	23	23	19	-16
TOTAL	45	26	26	20	**-25**

The Thompson Program did not meet the admission target of 225 students in the past five years by 107 spots (**average of 21 spots per year**).

Inner City					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	60	107	40	40	-20
2018-2019	60	33	33	33	**-27**
2017-2018	60	38	38	36	**-24**
2016-2017	60	50	50	44	**-16**
2015-2016	60	57	57	49	**-11**

The Inner City Program did not meet the admission target of 300 students in the past five years by 98 spots (**average of 19 spots per year**).

Distance Delivery					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	100	284	117	101	
2018-2019	100	261	106	87	**-13**
2017-2018	100	304	122	100	
2016-2017	100	288	125	88	**-12**
2015-2016	100	255	133	86	**-14**

The Distance Delivery Program did not meet the admission target of 500 students in the past five years by 38 spots (**average of 7 spots per year**).

Fort Garry					
Year	Target	Applicants	Admitted	Registered	Difference
2019-2020	75	210	98	75	
2018-2019	75	194	77	71	-4
2017-2018	75	258	77	70	-5
2016-2017	75	239	92	68	-7
2015-2016	75	226	95	76	

Fort Garry Campus did not meet the admission target of 375 students in the past five years by 15 spots (**average of 3 spots per year**).