

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

---

**Members Present**

Dr. D. Barnard,  
Chair  
Dr. C. Adams  
Prof. C. Anderson  
Prof. G. Anderson  
Prof. John  
Anderson  
Prof. Judith  
Anderson  
Prof. B. Austin-Smith  
Dean S. Baum  
Dean J. Beddoes  
Dean M. Benarroch  
Prof. P. Blunden  
Prof. T. Booth  
Mr. M. Bourrier  
Very Rev. R. Bozyk  
Prof. M. Brabston  
Prof. T. Chen  
Mr. M. Chu  
Prof. D. Churchill  
Prof. N. Cicek  
Prof. P. Dass  
Dean E. Dawe  
Prof. D. Delay  
Ms. L. Demczuk  
Ms. C. Dizon  
Prof. M. Domaratzki  
Ms. A. Ducas  
Prof. W. El-Matary  
Prof. B. Elias  
Prof. A. Farenhorst  
Prof. G. Fitzell  
Prof. M. Gabbert  
Prof. G. Giesbrecht  
Prof. J. Gilchrist  
Ms. S. Gottheil  
Dean N. Halden  
Prof. B. Hallman  
Mr. M. Hasan  
Prof. R. Hechter  
Dean G. Hepburn  
Prof. J. Honeyford  
Prof. J. Hughes

Prof. P. Hultin  
Dr. D. Jayas  
Ms. L. Johnson  
Ms. M.-A. Kandrack  
Prof. S. Karimi  
Mr. J. Kearsley  
Dr. J. Keselman  
Mr. M. Khan  
Prof. W. Kinsner  
Dean D. Mandzuk  
Prof. S. McClement  
Prof. D. McMillan  
Acting Dean, T.  
Mondor  
Dean J. Mulvale  
Ms. T. Nagra  
Prof. D. Oliver  
Ms. S. Olson  
Ms. M. Oluwafemi  
Prof. W. Oxford  
Prof. G. Restall  
Dr. H. Sectar  
Prof. B. Shay  
Mr. T. Smythe  
Prof. R. Tate  
Dean J. Taylor  
Dean L. Turnbull  
Dean R. Urbanowski  
Prof. D. Walker  
Prof. B.-C. Wang  
Mr. B.  
Warnakulasooriya  
Prof. P. Wener  
Dean K. Wittenberg  
Mr. J. Leclerc,  
University Secretary  
Dr. S. Coyston,  
Recording Secretary

**Assessors Present**

Mr. E. A-Iyeh  
Dr. D. Collins  
Prof. F. Deer  
Dr. J. Doering  
Ms. D. Hallock

Prof. D.  
Hiebert-Murphy  
Mr. N. Marnoch  
Prof. K. Matheos  
Ms. J. Morrill  
Dr. J. Ristock  
Prof. G. Smith  
Dr. M. Torchia

**Regrets**

Mr. J. Adams  
Mr. J.-V. Auclair  
Prof. R. Bhullar  
Prof. O. Botar  
Prof. F. Burczynski  
Prof. J. Carlberg  
Ms. K. Corbin  
Rector G.  
Csepregi  
Prof. R. Currie  
Mr. S. Dorge  
Prof. T. Falkenberg  
Mr. M. Gussakovsky  
Mr. B. Hill  
Ms. A. Kilgour  
Mr. K. Laberinto  
Prof. L. Landrum  
Ms. C. LeBlanc-Tod  
Ms. H. Loewen  
Prof. S. Logsetty  
Ms. J. McConnell  
Prof. A. McNicol  
Ms. D. Nedohin-Macek  
Dean B. O'Connell  
Prof. S. Passmore  
Prof. D. Polyzois  
Ms. E. Popowich  
Prof. M. Rastegar  
Ms. A. Smith  
Mr. G. Sobie  
Dr. D. Stewart  
Ms. A. Wickens

**Absent**

Prof. R. Biscontri  
Dean. D. Brown  
Mr. A. Coelho Reis  
Prof. J. Cranston  
Dean N. Davies  
Prof. R. Desai  
Prof. M. Gallant  
Dr. G. Glavin  
Ms. M. Goldberg  
Prof. P. Hess  
Dean A. Iacopino  
Prof. R. Koop  
Ms. K. Metcalfe  
Ms. J. Minarik  
Mr. S. Moulton  
Mr. H. Piyadasa  
Dean B. Postl  
Ms. C. Reitano  
Dr. M.-J. Romaniuk  
Ms. B. Schott  
Prof. A. Schultz  
Prof. A. Schwann  
Prof. H. Singh  
Mr. M. Trembath  
Prof. C. Trott  
Ms. C. Van  
De Kerckhove

**Also Present**

Prof. J. Barry  
Prof. B. Coyle  
Ms. C. Davidson  
Ms. L. Decock  
Ms. A. Domingo  
Prof. M. Edwards  
Mr. G. Flemming  
Ms. S. Gagnon  
Prof. S. Kirkland  
Ms. C. Plumton  
Mr. D. Rollins  
Ms. V. Shantz  
Ms. S. Utsunomiya  
Ms. M. Yoshida

The Chair informed Senate that the Speaker of the Senate Executive Committee was Professor John Anderson, Faculty of Science.

The Chair welcomed newly elected and re-elected Senators, including Dean Urbanowski, College of Rehabilitation Sciences.

## **I MATTERS TO BE CONSIDERED IN CLOSED SESSION**

- 1. Report of the Senate Committee on Honorary Degrees  
[May 19, 2016]**
- 2. Report of the Senate Committee on Honorary Degrees  
[June 14, 2016]**

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

## **II ELECTION OF SENATE REPRESENTATIVES**

- 1. To the Senate Executive Committee**

Page 5

The Chair indicated that one representative was to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to fill a vacancy left by Dr. Doering, whose term would have ended on May 31, 2017.

The University Secretary opened nominations.

On a motion duly moved and seconded, Acting Dean Mondor was nominated.

On a motion duly moved and seconded, nominations were closed.

Acting Dean Mondor was declared **ELECTED** to the Senate Executive for a term ending May 31, 2017.

- 2. Election of a Student Member to the Senate Executive Committee**

Page 6

The Chair reminded Senators that the composition of the Senate Executive Committee provides for a member elected by the students to be a member of Senate. There is also a provision for one assessor member chosen by and from the student Senators.

**Ms. Nagra MOVED, on behalf of the Student Senate Caucus, nominating Ms. Allison Kilgour to serve as the voting member on the Senate Executive Committee.**

**CARRIED**

The Chair said UMSU would advise the University Secretary's office when a Student Assessor had been chosen to serve on Senate Executive. Senate would be informed of that appointment at the October meeting.

[Secretary's note: With the request of more than nine Senators, item III (3) was transferred for discussion under item XI Additional Business.]

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

1. **Report of the Senate Committee on Medical Qualifications** Page 7  
**RE: Dr. Quais Mujawar**

The Chair said a curriculum vitae for Dr. Mujawar had been made available for inspection by members of Senate in the Office of the University Secretary and in the Dean's Office, College of Medicine, prior to the meeting.

2. **Reports of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes**

- a) **RE: Department of Psychology [April 20, 2016]** Page 8

- b) **RE: Department of Agribusiness and Agricultural Economics and Physician Assistant Studies Program [May 18, 2016]** Page 9

Professor John Anderson MOVED, on behalf of the Senate Executive Committee, THAT Senate approve the three items in the Concurrence Without Debate category.

**CARRIED**

### **IV MATTERS FORWARDED FOR INFORMATION**

1. **Report of the Senate Committee on Awards – Part A** Page 14  
**[May 9, 2016]**

2. **Reports of the Senate Committee on Academic Review**

- a) **RE: Undergraduate and Graduate Program** Page 33  
**Reviews**

- b) **RE: Annual Report on the Status of Academic** Page 34  
**Program Reviews, April 1, 2015 – April 30, 2016**

3. **In Memoriam: Dr. Kanta Gupta** Page 39

Dean Baum honoured Dr. Kanta Gupta, a former faculty member in the Department of Mathematics. Dr. Gupta was internationally renowned for her research in group theory, including expertise in the study of automorphisms in varieties of groups and algebras. Among her many awards and honours, Dr. Gupta was elected a Fellow of the Royal Society of Canada in 1990 and was named as a Distinguished Professor in 2003.

4. **In Memoriam: Dr. William Stuart Frederick Pickering** Page 40

The Chair offered a tribute to Dr. William Stuart Frederick Pickering. A former faculty member in the Department of Sociology, Reverend Pickering was a much-loved faculty member of St. John's College having served there as Chaplain and Dean of Residence and as a Lecturer in Pastoral Theology between 1958 and 1966.

5. **Requests to Extend Suspension of Admissions to Undergraduate (B.H.Ecol., B.Sc. in Textile Sciences, P.B.Dip. in Agrolgy) and Graduate Programs (Ph.D. in Cancer Control, M.Sc. in Family Social, Sciences, M.A. in Icelandic, M.Sc. in Textile Sciences)** Page 41

Dr. Barnard said he had received requests to extend the suspension of admissions to various undergraduate and graduate programs, as outlined in the agenda. The *Admission Targets* policy specifies that the President may suspend admissions to a program for defined time periods, at intervals of no more than twenty-four months, following consultation and discussion with the applicable unit's dean or director, and with Senate and the Board, subject to the provisions of the provincial Programs of Study Regulation.

Professor Morrill raised a concern that the *Admission Targets* policy was perhaps being used in a way that was not intended, to create a process with fewer layers of oversight for closing academic programs. She recalled that, at the November 4, 2015 meeting, Senate had been advised that sections 2.4 and 2.6 of the policy would not be used to close academic programs and that a proposal to close a program would be considered by various governing bodies at the University, including the Senate and the Board of Governors as part of a separate process. Professor Morrill observed that, if admissions to a program were suspended and the suspension of admissions was subsequently extended under the policy, any subsequent proposal to close the program would merely be a formality, as there would be no students enrolled and no pipeline of students coming into the program. She asked if future proposals to close academic programs would involve, as an initial step, the suspension of admissions under the *Admission Targets* policy.

Dr. Collins said the various requests to suspend admissions to programs included under item IV (5) do not involve a change in process. He noted that the proposals do not entail requests to close programs but to suspend admissions. The reasons for the requests do not relate to admission targets but to other things, including the transfer of programs from the former Faculty of Human Ecology to the Faculty of Health Sciences and resource implications not associated with admission targets.

6. **Items Approved by the Board of Governors**  
**[May 24, 2016]**

Page 50

V **REPORT OF THE PRESIDENT**

1. **President's Report**

Page 51

Dr. Barnard said he and other representatives from the University had recently met with representatives of the new provincial government. He reported that the meetings had been very positive and would form the basis for what he anticipated would be a productive working relationship, with a very knowledgeable level of engagement.

2. **Strategic Enrolment Management Update**

Dr. Barnard invited Ms. Gottheil and Dr. Doering to provide an update from the Strategic Enrolment Management Planning (SEMP) Committee. A copy of the presentation, *Strategic Enrolment Management Goals: Assessment, Spring 2016*, is appended to the minutes of the meeting.

Ms. Gottheil recalled that, in 2013 (Senate, June 19; Board of Governors, June 25), the University had established a Strategic Enrolment Management Planning Framework, 2013-2018, with various targets including a total enrolment target of 32,000 students contingent upon available resources, including financial, human, and space resources. She observed that total enrolment, as of November 1, 2015, was 29,929 students, including 25,460 undergraduate students, which was approaching the target of 25,600 for undergraduate enrolment.

Ms. Gottheil said the undergraduate retention rate between the first and second year, for students who were registered full time (based on an 80 percent course load) when they entered the University, is 85.2 percent. The target is 90 percent. The undergraduate retention rate has declined compared to the previous two years. The reason for this was not known.

Ms. Gottheil reported that the undergraduate graduation rate after six years, for students who were registered full-time in their first year, was 49.8 percent, which is the lowest rate among U15 institutions. The target is 60 percent by 2018. Ms. Gottheil said the average undergraduate graduation rate for U15 institutions (69.0 percent) had declined. The reason for the decline is not understood, but some speculate that a changing economy might have led some students to drop to part-time enrolment or to discontinue their studies.

Dr. Doering recalled that the University's goal is for graduate enrolment to be equivalent to 20 percent of total enrolment by 2018, which would be 6,400 students. He reported that, as of November 1, 2015, graduate student enrolment was 3,800 students or 12.6 percent of total enrolment, which is the lowest proportion among U15 institutions.

Dr. Doering said the relative distribution of Masters and Doctoral students is approximately 2.5:1.0 (or 40 percent), compared to an average ratio of 2.0:1.0 (or 55 percent) for U15 institutions.

Dr. Doering said the University had established a target of 80 percent for Master's student graduation rates after five years, which was the mean among U15 institutions when the target was set. He said the graduation rate for Master's students, which has been essentially stable in recent years, was 72 percent. The median number of terms to completion for Master's degrees (8.0 terms) remained unchanged. It continues to be higher than the target of 7.0 terms and the median for the U15 (6.0 terms).

Dr. Doering reported that the University had met and exceeded its target for 75 percent Doctoral student graduation after nine years. He said the University had achieved a graduation rate of 76.0 percent, which is higher than the U15 median of 73.5 percent. Dr. Doering said the University had also met its target for the median number of terms to completion for Doctoral students, 15.0 terms, which is also the median for U15 institutions.

Dr. Doering said international undergraduate and graduate student enrolment continues to increase annually. It had exceeded the established targets of 10 percent of undergraduate enrolment and 20 percent of graduate enrolment. A working group that was struck to consider international enrolment targets did not recommend changes, given that international student enrolment at the University compares with the U15 averages for both international undergraduate and graduate enrolment, but agreed that the University should continue to monitor international student enrolment.

Dr. Doering said the international undergraduate retention rate between the first and second year (89.5 percent) is slightly better than that for domestic undergraduate students (85.2 percent), but the international undergraduate graduation rate after six years (46.5 percent) is lower than for domestic undergraduate students (49.8 percent).

Ms. Gottheil reminded Senators that the University is committed to increasing Indigenous student enrolment. It had established targets of 10 percent of total undergraduate enrolment and 5 percent of total graduate enrolment. Indigenous undergraduate enrolment had increased to 7.8 percent but had plateaued in the last four years. Indigenous graduate enrolment had increased to 4.8 percent, as the University had focused on creating a pipeline of students from undergraduate programs.

Ms. Gottheil said the Indigenous undergraduate retention rate between the first and second year (77.5 percent) continues to be lower than that for the overall undergraduate student population (85.2 percent). The Indigenous undergraduate graduation rate after six years (38.9 percent) is also lower than the graduation rate for undergraduate students overall.

Ms. Gottheil provided an update on enrolment planning activities and initiatives. She said the SEMP Committee had developed a Strategic Enrolment Management (SEM) Implementation Plan with strategies for meeting SEM targets and sub-committees had been established to begin to carry out those strategies. She said the University would also consider ways to better integrate dual processes for admission, including for direct entry and University 1 and for international enrolment including enrolment under articulation agreements with

international institutions. A review of University 1 as an admission category and the first year experience at the University would begin in 2016/2017, with input from the University community, to identify things that might be done to improve student outcomes.

Professor Churchill asked if the lower undergraduate graduation rate after six years at the University of Manitoba, versus other U15 institutions, could be explained by University of Manitoba students taking more time in their first years to explore different program options before making a final decision on their program of study. He asked whether there are data on the proportion of undergraduate students, who do not graduate after six years, who leave the University but subsequently enroll at another postsecondary institution. Ms. Gottheil said there are students at all of the U15 institutions who explore different programs in their first years at university because, prior to admission, many students are unaware of the variety of programs available. Ms. Gottheil said the *Report on Survey of 2009-10 Early Leavers from Universities and Colleges in Manitoba (February 10, 2012)* indicates that roughly 40 percent of early leavers do enroll at another postsecondary institution in Manitoba. Data on the number of early leavers who might enroll at a postsecondary institution outside of Manitoba are not available.

In response to a question, Dr. Collins said other institutions do offer three-year undergraduate degrees. Based on the number of comments on three-year programs made by external reviewers, who have participated in academic program reviews, he surmised that these programs are not as common at other places.

Professor Chen asked about the impact of decreased time to completion on the size of graduate programs. Dr. Doering said that, although there might be some variability across programs, graduate student enrolment had grown in most units in recent years.

Observing that the Manitoba Bureau of Statistics has projected that the Manitoba population would exceed 1.5 million in next ten years and 1.7 million in the next twenty years, Professor Wang suggested that it would be necessary for the University to define what sort of institution it should be and how it might accommodate potential enrolment increases, otherwise these additional students might be absorbed by other postsecondary institutions in the province. Professor Wang asked if enrolment information for other postsecondary institutions in the province was available. Observing that international enrolment increases account for a larger portion of undergraduate enrolment increases at the University in recent years, Professor Wang speculated that local domestic students are attending other institutions within and outside of Manitoba. He proposed that the University might undertake a systematic study of enrolment at postsecondary institutions in the province.

Ms. Gottheil said the Office of Institutional Analysis does analyse demographic data annually. Although there has been a decline in the secondary school population in the province recently, enrolment projections are for continued enrolment growth at the University over the next ten years. She said the decline in the number of domestic students has been offset by immigration into the

province. Ms. Gottheil said the presentation constitutes a report on the current Strategic Enrolment Management Planning Framework, 2013-2018, which includes targets for the five-year period indicated. At the end of this period, the University would re-evaluate the targets. Ms. Gottheil observed that the Indigenous enrolment rate is very low when compared to the Indigenous population in the province. She said the University has an opportunity and an obligation to increase domestic enrolment, but it will be necessary to work with partners in the colleges and secondary schools.

Dr. Collins said comparative enrolment data for other postsecondary institutions in the province are not available, as institutions are not required to make this information public.

Observing that the University had met its targets for international graduate student enrolment, Professor Cicek surmised that, if the University is to meet its target for graduate enrolment, it would be necessary to double the enrolment of domestic graduate students. He asked if specific initiatives had been identified in order to accomplish this. Dr. Doering said providing increased graduate student support would be the key to increasing domestic graduate enrolment. He said the University had allocated an additional \$5 million to graduate student funding over the last five years. Graduate student support is also one of the five priorities in the Front and Centre capital campaign at the University.

Remarking on the large proportion of undergraduate students who complete three-year degree programs, which do not prepare students for graduate study, Professor Chen suggested that consideration might be given to the relationship between the large number of three-year degree programs at the University and efforts to increase domestic graduate enrolment.

Mr. Warnakulasooriya asked if there are data that show whether graduation rates and time to completion differ for students who complete course-based versus thesis-based Master's degrees. Dr. Doering said students in course-based programs tend to have longer times to completion, as students in these programs, including degrees in Education, Nursing, and Social Work, often are enrolled part-time, employed full-time, and have families. He observed that other institutions in the U15 would also have part-time students in course-based programs pursuing similar degrees. Dr. Doering said the U15 does not disaggregate data for students in course- and thesis-based programs, so the University does not have access to this data for other places. For this reason, the data have not been disaggregated for the presentation.

## **VI QUESTION PERIOD**

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

The following question was received from Professor Morrill, UMFA Assessor:

In the last Senate meeting, in response to events at Brandon University, President Barnard provided information to Senate about U of M's procedures in



the case of sexual assault and sexual violence on campus. I would like a clarification of the university's reporting of these incidents on campus.

- 1) President Barnard said that in some cases there is a formal investigation under the RWLE policy. Again as a point of clarification, does that mean that there could be perhaps three categories of incidents:
  - a. Those where, for some reason, an investigation does not proceed,
  - b. Those investigated under RWLE policy, and
  - c. Those investigated under some other policy or authority.

Do I have that right? What are the criteria used to determine what cases are investigated under RWLE?

- 2) For cases investigated pursuant to RWLE, President Barnard said that the University "does not generally publish investigation reports due to privacy legislation, but is *transparent* (emphasis added) about the fact that an incident has occurred" (April 6 minutes, pg 4).
  - a. What does transparency mean in this context? Are incidents of sexual assault reported, either on a case by case base or in summary form, and to whom?
  - b. If a member of the university or general community wants to find out how many sexual assaults have occurred on campus over the last five years, can they get that information?

With respect to the first question, Ms. Gottheil confirmed that some incidents are investigated under the *Respectful Work and Learning Environment (RWLE)* policy and some are not, as described above. She said this is the case, as the University's first concern when a disclosure is received is to support the person who has been assaulted. In all cases, the University works to ensure that those who disclose an assault are aware of the University's policies and complaint procedures, so they are able to make informed choices about filing a formal complaint. Information is provided through the sexual assault website and resource material for responding to a disclosure, as well as through presentations and services coordinated through the Office of Human Rights and Conflict Management, through the Student Support Case Manager, and through Security Services.

Ms. Gottheil said all formal complaints (i.e. complaints made in writing by the complainant) are investigated under the *RWLE* policy. Also, there are situations where the University is compelled to institute an investigation, for example, where there is reasonable cause to believe that there might be a pattern of behaviour and that other members of the University community might be at risk. The Vice-President (Administration) is responsible for making a decision as to whether allegations warrant a University-instituted investigation.

In response to question 2 a., Ms. Gottheil said that many units on campus work with or receive disclosures and reports from people who have been sexually assaulted, including Student Residences, the Student Counselling Centre, University Health Service, the Student Support Case Manager in Student Affairs, Security Services, and the Office of Human Rights and Conflict Management. These offices respect the

individual's right to decide how much and to whom they disclose information about their assault. In situations where the disclosure suggests that the safety of the University community is at risk, or where reporting is required by law (for example in the case of a minor), the University will investigate the matter and will report as required by law. Ms. Gottheil said two offices report the number of disclosures received. The Office of Human Rights and Conflict Management tracks sexual harassment complaints (including sexual assault complaints) received under the *RWLE* policy. The information is reported annually and is posted on the unit's webpage. Security Services tracks reports of sexual assault to their unit. The information is included in a monthly report on the Security Services' webpage. Ms. Gottheil said that, in all cases, the University must be mindful of its legal obligations to protect the privacy of individuals under *The Freedom of Information and Protection of Privacy Act* and under *The Personal Health Information Act*.

Responding to question 2 b., Ms. Gottheil said the Security Services reports date back to 2010 and the reports of the Office of Human Rights and Conflict Management date back to 2012.

Ms. Gottheil informed Senate that the proposed *Sexual Assault* policy, which would be considered by the Board of Governors (June 22, 2016), includes language regarding reporting. She said the University is cognizant that there is underreporting of sexual assaults on the campus and at other postsecondary institutions across North America. She said there are instances where people have disclosed an assault and have sought support services (e.g. counselling) but have indicated that they do not want to formally report the incident to other offices on campus or to the police. In such cases, the University will respect the individual's wishes unless there is a legal obligation to report. For example, in the case of a minor, the University is obligated to report to the minor's parents or to Child and Family Services, as appropriate, if there is reasonable belief that the minor has been abused or is in danger of abuse, or if the minor has been subjected to aggression or sexual harassment that endangers life, health or emotional well-being.

## **VII      CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 18, 2016**

**Professor Brabston MOVED, seconded by Professor Kinsner, THAT the minutes of the Senate meeting held on May 18, 2016 be approved as circulated.**

**CARRIED**

## **VIII     BUSINESS ARISING FROM THE MINUTES**

- |            |  |         |
|------------|--|---------|
| <b>1.</b>  | <b><u>Proposed Revisions to Withdrawal Policies and Associated Changes</u> (revised)</b> | Page 59 |
| <b>(a)</b> | <b><u>Revised Voluntary Withdrawal Policy</u></b>  | Page 63 |
| <b>(b)</b> | <b><u>Authorized Withdrawal Policy and Procedure</u></b>                                 | Page 68 |
| <b>(c)</b> | <b><u>Repeated Course Policy</u></b>   | Page 76 |

The Chair recalled that Senate had considered proposed changes to the *Voluntary Withdrawal* policy and other related policies in January. Senate had referred the revised policies back to Senate Executive with the understanding that proponents of the revised policies would remove the provision for Limited Access from the documents and there would be further discussion of the Limited Access provision. He said that, following a period of consultation with staff in the Registrar's Office and with representatives of UMSU and the Student Senate Caucus, changes had been made to the *Voluntary Withdrawal* policy and the *Repeated Course* policy, to address the concerns raised at Senate in January.

Dr. Collins said that, subsequent to the January meeting, it was determined that removing the Limited Access provision would compromise the viability of the suite of revised policies. The proposed *Repeated Courses* policy and the revised *Grade Point Averages* policy would remove many incentives for repeated course attempts. Without the Limited Access provision, however, the number of voluntary withdrawals might increase.

Dr. Collins said that, rather than removing the Limited Access provision, revisions made to the *Repeated Course* policy following the January meeting provide for Limited Access with a limited duration of three terms. A student who elected either to voluntarily withdraw (VW) from and subsequently repeat a particular course or to repeat a course for which he/she had previously received credit would be subject to Limited Access to that course for the following three terms. During those three terms, the student would be prevented from registering for that course during the Initial Registration Period. The student could register for that course following the Initial Registration Period, provided there was space available in the course. Thus, students subject to Limited Access would only be affected in courses with limited spaces. Concurrent changes proposed for the *Grade Point Averages* policy that would discourage course repeats for the purpose of improving a grade would open up some spaces in courses currently subject to enrolment pressures.

Dr. Collins said students who VW from a course but do not subsequently re-register in that course, including, for example, students in their first two years at the University who VW from courses as they explore future program options, would not be affected by the Limited Access provision.

Dr. Collins said limited duration Limited Access could be supported by Aurora INB. A student subject to Limited Access for a particular course(s) would be able to register for that course(s) immediately following the Initial Registration Period without the need for a manual override in Aurora INB. A manual process would be required to clear the Limited Access restriction at the end of the three-term Limited Access period. Dr. Collins said the Registrar's Office would continue to work with Information Services and Technology to identify a solution that would remove the need for a manual process.

Dr. Collins briefly reviewed amendments made to the *Repeated Course* policy following the January Senate meeting, to facilitate a limited duration Limited Access provision, as set out on pages 60 – 61 of the agenda. He said an editorial amendment to section 2.11 of the *Voluntary Withdrawal* policy was intended to eliminate confusion between the terms “Limited Access” and “limited enrolment”. No changes had been made to other policies and procedures included with item VIII (1) on the agenda.

Dr. Collins said the limited duration model for Limited Access had been developed in discussion with Ms. Kunzman, former Vice-President (Advocacy), UMSU, and Ms. Kilgour (student Senator).

**Professor Judy Anderson MOVED, seconded by Dean Turnbull, THAT Senate approve revisions to the *Voluntary Withdrawal* policy, the *Authorized Withdrawal* policy and procedure, the *Grade Point Averages* policy, and the introduction of a *Repeated Course* policy, effective September 1, 2016.**

Observing that data provided with the proposal show that the major issue with VWs and course repeats involves 1000- and 2000- level courses, Professor Oliver suggested that the limited duration Limited Access provision should only be applied to students who elect to re-register in or repeat 1000- and 2000- level courses after either voluntarily withdrawing from or receiving credit in those courses. Based on experiences in his own department, he raised a concern that, given enrolment resources in some units, implementation of the proposal might adversely affect some upper year students who require access to particular 3000- and 4000- level courses, including required and elective courses, in order to graduate. Professor Oliver anticipated that implementation of the Limited Access provision would lead to (i) longer times to graduation, (ii) additional stress for students, which would be counter to other conversations at the University regarding student experience, including mental health and wellness, (iii) additional resource pressures in academic units related to increased requests for Authorized Withdrawals, as students seek to find a way to manage course load, and the need for manual overrides to remove the Limited Access restriction at the end of the three-term period.

Mr. Marnoch said it would not be possible to apply the Limited Access provision only to 1000- and 2000- level courses in Aurora INB.

Dr. Collins acknowledged that the Limited Access provision might delay graduation if a student could not re-register for a course from which he/she had withdrawn or previously completed for credit. He countered that, in the absence of a Limited Access provision, it is the students who cannot register for limited enrolment courses that they have not previously registered for who have their time to completion compromised. Consequently, this group of students currently experiences the same sort of stress that Professor Oliver anticipated for a much smaller number of upper-year students who would be subject to Limited Access. Dr. Collins noted that one difference would be that, in upper level courses,

particularly in professional programs, units would sometimes have sufficient resources to create additional spaces to accommodate students subject to Limited Access who had been prevented from registering during the Initial Registration Period.

With respect to the need for manual overrides, Dr. Collins reminded Senators that a significant number of manual course overrides are currently required to facilitate graded course repeats. The vast majority of these (around 90 percent) are for 1000- and 2000- level courses. The number of manual course overrides that would be required is expected to decrease with the implementation of the Limited Access provision, as course overrides would be completed by an automated process following the Initial Registration Period.

Professor Kandrack reiterated a concern, which she had raised at Senate in January, that proposed changes to the *Voluntary Withdrawal* policy and related documents were punitive. She asked if the changes being proposed were consistent with policies and practices at other U15 universities. Professor Kandrack also raised a concern that the proposed revisions might adversely impact student retention and attrition rates, particularly if students subject to the Limited Access provision chose not to continue their studies because they could not register for courses that they required to proceed in their program.

Regarding the policies and practices at other U15 universities, Dr. Collins replied that comparisons would be difficult, as the magnitude of VWs and course repeats taken by students at the University of Manitoba is unique. He underscored that students are not to blame for this situation, as the University has facilitated policies and processes that encourage students to use VWs and course repeats. Dr. Collins said the proposed changes are not intended to be punitive but to be more fair by redressing existing issues concerning access to courses for first and second year students who repeatedly find that they cannot register for required courses because spaces in those courses have been filled by students who have already received credit in those courses.

Dr. Collins said there is evidence from other North American universities that uncontrolled VWs and course repeats are associated with longer times to completion. He suggested that an undergraduate graduation rate after six years of 49.8 percent at the University might be explained in part by its policies and practices concerning VWs and course repeats.

The motion was **CARRIED**.

## **IX      REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

### **1.      Report of the Senate Executive Committee**

Page 102

Professor John Anderson said Senate Executive had met on June 8, 2016. Comments of the committee accompany the reports on which they were made.

Professor Anderson reported that the Committee had made a recommendation on nominations to the Senate Committee on Nominations, to replace members whose terms ended on May 31<sup>st</sup>.

**Professor John Anderson MOVED, on behalf of the committee, THAT the following nominations to the Senate Committee on Nominations be approved by Senate for three-year terms ending May 31, 2019:**

- a) Professor Witold Kinsner (new appointment, Senator), representing Architecture and Engineering;
- b) Professor Marie Edwards (re-appointment), representing Health Sciences;
- c) Ms. Vera Keown (re-appointment) representing Libraries and Student Affairs; and

**THAT the following nominations be approved by Senate for one-year terms ending May 31, 2017:**

- a) Mr. Ifeanyi Nwachukwu (new appointment, graduate student);
- b) Ms Mercy Oluwafemi (new appointment, undergraduate student).

**CARRIED**

**2. Report of the Senate  
Planning and Priorities Committee**

Ms. Ducas said the Committee was considering graduate course changes beyond nine credit hours for the Joint Master of Public Administration degree, which is offered jointly with the University of Winnipeg.

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

**1. Reports of the Faculty Council of Graduate Studies on**

**a) Program and Curriculum Changes**

**(i) RE: Policy on Recognition for Prior Learning  
for the Master of Education, Université de  
Saint-Boniface**

Page 104

Acting Dean Mondor said the Université de Saint-Boniface was proposing modifications to the Master of Education program, to recognize up to a maximum of 6 credit hours of prior learning. He said the course- and thesis-based programs require that students complete 30 and 18 credit hours of course work, respectively. Students who had been granted 6 credit hours in recognition of prior learning would still be required to complete 24 and 12 credit hours of course work in the course- and thesis-based programs, respectively.

**Acting Dean Mondor MOVED, seconded by Dr. Keselman, THAT Senate approve the Report of the Faculty Council of Graduate**

**Studies on Program and Curriculum Changes concerning a Policy on Recognition for Prior Learning for the Master of Education degree, Université de Saint-Boniface, effective September 1, 2016.**

**CARRIED**

**(ii) RE: University of Manitoba Collaborative Ph.D. Program Page 106**

Acting Dean Mondor said the Faculty of Graduate Studies was proposing to establish an administrative framework, the University of Manitoba Collaborative Ph.D. Program, which would support students at the University and a partnering institution. Applicants would be required to meet the University's requirements for admission to the Faculty of Graduate Studies. Students admitted to the collaborative Ph.D. program would be required to complete one year in residence at each institution and to satisfy the degree requirements of each institution. Students would write and defend only one thesis. The Advisory Committee would include representatives of both institutions, including an advisor from each institution. Graduates of the Collaborative Ph.D. program would receive a transcript and a parchment from both institutions that would reference that the degree had been completed in collaboration with a partner institution.

Acting Dean Mondor said there was demand for the proposed Collaborative Ph.D. Program at the University. He referred members to a letter of support that had been provided by the Department of Mathematics and said that, in several instances already, informal arrangements had been made for students to complete their degree in partnership with another institution. He said the proposed program would make it possible to formalize those existing arrangements.

Acting Dean Mondor said twelve of the U15 universities had established collaborative Ph.D. programs.

**Acting Dean Mondor MOVED, seconded by Dean Halden, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning a proposal for a University of Manitoba Collaborative Ph.D. Program, effective September 1, 2016.**

Professor Blunden expressed support for the proposal. He said the proposal would make it possible for faculty in the Department of Physics and Astronomy to pursue international research funding that is contingent upon a student receiving a degree from an institution in a particular country. Professor Blunden observed that doctoral programs at many European universities do not include residency or course requirements. Given these things, he asked, first, how the residency requirement at the partner institution would be monitored and, second, if it could be monitored, whether the student would be required to spend one continuous year at the partner institution. Third, he asked whether a student would be required to meet the minimum credit hour requirement

for graduate-level coursework in the Ph.D. program at the University of Manitoba where the student had completed equivalent course work, but at a lower level, at a European institution.

Acting Dean Mondor said students would be permitted to make multiple visits to the partner institution that added up to twelve months, in order to meet the residency requirement. With regard to Professor Blunden's third question, he noted that students might be granted advanced standing for up to one half of the courses work required in their doctoral program at the University.

Professor Blunden suggested that the proposal is not clear as to whether a student would be required to meet the University of Manitoba's admission and degree requirements where the University was the partner rather than the lead institution. The proposal might also clarify whether, in the case of a conflict between corresponding policies at the lead and partner institution, the policy at the lead institution would take precedence.

Acting Dean Mondor replied that the proposal is clear that, in order to receive a degree parchment and transcript from the University of Manitoba that recognizes the Collaborative Ph.D. program, a student would be required to meet all of the requirements of the degree program at the University, including requirements to complete GRAD 7500 – Academic Integrity Tutorial, a candidacy examination, and a thesis, among others. Students would also be subject to policies at the University, including the *Student Discipline Bylaw* and policies concerning academic integrity. Acting Dean Mondor said some faculty are interested in having opportunities for their graduate students participate in the Collaborative Ph.D. program, as the students could benefit by the broader exposure to different research laboratories and environments. In each case, it would be necessary to sort out the particular details of the collaborative program, but it is anticipated that, initially, only one or two students would opt to undertake a Collaborative Ph.D. program.

Professor Judy Anderson proposed several changes, as amendments to the motion. First, she proposed that, where the University of Manitoba is the lead institution, the thesis should be written in English, so faculty and students at the University could understand and evaluate the thesis and to ensure that the student, who is the author of the thesis, could function in English in the academic context. Second, she suggested that students who elect to undertake a collaborative Ph.D. program should do so within one year of starting the doctoral program, rather than three years, as an outstanding student should have completed the thesis proposal and candidacy exams within the first year of their program. Third, she suggested that faculty who would supervise a student in a collaborative Ph.D. program should have previous experience supervising doctoral students, to ensure they are aware of the Faculty of Graduate Studies' regulations and supplemental regulations for the particular degree program.



Acting Dean Mondor replied to each of Professor Anderson's proposals. With respect to the suggestion that the thesis should be written in English, he said the Faculty of Graduate Studies does not currently require that theses be written in English. He noted that, in some programs, including French, Spanish, and Italian, theses are not written in English. With respect to a student being able to function in English, he noted that any student who would undertake a collaborative Ph.D. program would have to meet the requirements for admission to the Faculty, including the English language proficiency requirement. Acting Dean Mondor said the Faculty was proposing that students be allowed up to three years from admission to transition to a collaborative Ph.D. program, provided that a student had not developed a thesis proposal or written the candidacy exam, as some students might not realize from the outset that they want to engage in a collaborative Ph.D. program. Finally, in response to the suggestion that faculty supervising a student in the Collaborative Ph.D. program should have previous supervisory experience, he observed that any faculty member appointed to a tenure-track position is a member of the Faculty of Graduate Studies and has the right to supervise graduate students. He said he would be hesitant, therefore, to support the proposed amendment without a broader discussion.

Professor Chen shared the concerns identified by Professor Anderson. With respect to the language of the thesis, she raised a concern that allowing students to complete the thesis in a language other than English might lead to a different standard for doctoral students and undergraduate students at the University. Students who have met the English language proficiency requirements for admission to Graduate Studies have demonstrated they possess the English language skills required to enter a graduate program, but they might not possess English-writing skills required to write an academic paper at the doctoral level at the start of their program. She asked if there would be some different requirement for a student in the Collaborative Ph.D. to demonstrate proficiency in written English prior to graduation where the thesis was not written in English. Professor Chen also raised a concern that, where a thesis would not be written in English, membership of a student's advisory committee might be determined based on individuals' fluency in a particular language, rather than expertise in the discipline.

Acting Dean Mondor said he would support an amendment to the motion to require that the thesis be written in English where the University of Manitoba was the lead institution, but he underscored that this was not a requirement of any graduate program at the University.

Observing that the proposal includes only one letter of support from a department, Professor Chen suggested that there had not been broad consultation with units regarding the sorts of guidelines that should be established in the Collaborative Ph.D. program and that the proposal required additional detail. For example, the proposal does not indicate whether a student would be permitted to undertake a collaborative Ph.D. program with an institution from which the student had previously earned a degree.

Observing that the University of Manitoba is an institution committed to respect for diversity, human rights, and non-discrimination, Professor Gabbert raised a concern that, notwithstanding various statements concerning intellectual property and ethics on page 115, the proposal does not stipulate that the University would not collaborate with institutions where these same principles either are not or cannot be respected. Similarly, the proposal neither references the University's commitment to academic freedom nor sets out an expectation that collaborating institutions would share the same principle, to ensure the protection of the academic freedom of the student and the student's advisor. Professor Gabbert indicated that he could not support the proposal and suggested that, given the concerns he and others had raised at the meeting, the proposal should be referred back to the Faculty of Graduate Studies for further consideration.

Acting Dean Mondor said the proposed program, including the agreement template included within it, does not differ from similar programs established at twelve other U15 institutions. He stressed that it would be a voluntary program that no student, faculty member, or advisor would have to enter into. He noted that there would be checks in place to ensure that students would meet the requirements of the Faculty of Graduate Studies. Establishment of the Collaborative Ph.D. program structure would also make it possible to normalize exchanges that are already taking place and to provide support for students who are currently undertaking these sorts of research trips to other universities.

The motion was **CARRIED**.

**b) Regulation Changes**

**(i) RE: Revisions to the Academic Guide**

Page 128

Acting Dean Mondor said the Faculty of Graduate Studies was proposing amendments to the *Academic Guide*, to include a statement referring to the University's *Conflict of Interest* policy and specifying that advisors, co-advisors, and members of an advisory committee must have no conflict of interest with the student.

**Acting Dean Mondor MOVED, seconded by Professor Brabston, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Regulation Changes concerning Revisions to the Academic Guide, effective September 1, 2016.**

**CARRIED**

**2. Proposal to Revise the Name of the Department of Medical Microbiology, Rady Faculty of Health Sciences**

Page 132

Dean Urbanowski said the Department of Medical Microbiology was proposing to change the name of the unit to, "Department of Medical Microbiology and Infectious Diseases". He briefly reviewed the rationale for the proposal, including that the revised name would: (i) better reflect the research and teaching focus of

faculty in the Department, in both the fields of medical microbiology (the study of pathogenic organisms) and infectious diseases (the study of disease pathologies caused by pathogenic organisms); (ii) reflect the longstanding leadership role that the Department has played in the development of the discipline of infectious diseases in Canada; (iii) clearly indicate the research activities of the Department to funding agencies and to the general public, given that the terminology “infectious diseases” is commonly used in funding announcements and by the media; (iv) reflect the Department’s role as academic lead in a regional infectious disease cluster that also includes the Public Health Agency of Canada’s National Microbiology Laboratory, the Canada Food Inspection Agency’s Foreign Animal Disease Laboratory, the National Laboratory for HIV Immunology, the International Centre for Infectious Diseases, and the National Collaborating Centre for Infectious Diseases; (v) potentially increase interest among students in graduate programs offered by the Department.

Dean Urbanowski said the proposal to revise the name of the Department had been endorsed by the Faculty of Health Sciences Executive Council on May 5, 2016.

**Dean Urbanowski MOVED, seconded by Ms. Ducas, THAT Senate recommend that the Board of Governors approve a proposal to change the name of the Department of Medical Microbiology to “Department of Medical Microbiology and Infectious Diseases,” effective upon approval by the Board.**

**CARRIED**

3. **Report of the Senate Committee on Awards – Part B** Page 135  
**[May 9, 2016]**

**Professor Hultin MOVED, on behalf of the committee, THAT Senate recommend that the Board of Governors approve the Report of the Senate Committee on Awards – Part B [May 9, 2016].**

**CARRIED**

4. **Reports of the Senate Committee on Admissions**

- a) **RE: Proposal for Direct Entry Admission Category, Interdisciplinary Health Programs, Rady Faculty of Health Sciences** Page 141

Ms. Gottheil said the Faculty of Health Sciences was proposing to establish an admission category for Direct Entry from high school into the Interdisciplinary Health Programs. She said Direct Entry into these programs had not been possible in the last two years, following the transfer of the programs from the former Faculty of Human Ecology to the Faculty of Health Sciences.

**Ms. Gottheil MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning a proposal for a Direct Entry Admission Category for the**

**Interdisciplinary Health Programs, Rady Faculty of Health Sciences, effective for the September 2017 intake.**

**CARRIED**

- b) **RE: Proposal from Enrolment Services to modify Terminology used in Special Consideration Categories** Page 143

Ms. Gottheil said that, as an institution, the University had recently been moving toward the use of the term “Indigenous” and away from using the term “Aboriginal”.

**Ms. Gottheil MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services to modify Terminology used in Special Consideration Categories for Admission, effective for the September 2017 intake.**

**CARRIED**

**5. Graduate Course Changes Beyond Nine Credit Hours  
RE: Department of Environment and Geography**

- a) **Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes** Page 146

Acting Dean Mondor said the Department of Environment and Geography was proposing the introduction of four courses totaling 12 credit hours. All of the courses are in Arctic science and reflect the teaching interests of new faculty in the department.

- b) **Report of the Senate Planning and Priorities Committee** Page 148

Ms. Ducas said the proposed course introductions reflect an increased emphasis on Arctic research in the Department. She said the Senate Planning and Priorities Committee had endorsed the proposal, which would not require additional financial or teaching resources.

**Ms. Ducas MOVED, seconded by Dr. Keselman, THAT Senate approve graduate course changes beyond nine credit hours in the Department of Environment and Geography, effective September 1, 2016.**

**CARRIED**

**6. Report of the Senate Committee on Instruction and Evaluation RE: Responsibilities of Academic Staff with Regard to Students, Revised Policy and Procedure** Page 149

Dr. Ristock said the *Responsibilities of Academic Staff with Regard to Students* (ROASS) policy was last revised in 1998. Proposed revisions include dividing the policy into a policy and a procedure and the addition of definitions of terms used in the documents. The revised documents had been developed in consultation

with the Senate Committee on Instruction and Evaluation, the Associate Deans Undergraduate, and executives of UMSU and the GSA. The revised policy and procedure had also been provided to UMFA for information and feedback.

Dr. Ristock briefly reviewed substantive changes to the policy and procedure, which included (i) expanded requirements regarding the content of course outlines, including goals for the course, scheduling of assessments, information on how and when evaluative feedback would be provided, to ensure students understand what the instructor's expectations are, in any given course; (ii) a new requirement that academic staff provide information on University and unit policies in a Policy and Resource Document that is to be presented to students in the first week of classes; and (iii) a formal process for making changes to a course outline mid-way through a term where the weighting of assignments would be changed.

Dr. Ristock said the Centre for the Advancement of Teaching and Learning (CATL) would develop and maintain sample templates and language for the Policy and Resource Document. Faculty members who chose to use the templates would be able to access them on the CATL website.

Dr. Ristock acknowledged Dr. Torchia, Director, CATL, and Ms. Usick, Director, Student Advocacy and Accessibility Services, who were instrumental in developing the revised policy and procedure.

**Dr. Ristock MOVED, on behalf of the committee, THAT Senate recommend that the Board of Governors approve the Report of the Senate Committee on Instruction and Evaluation concerning a revised policy and procedure on Responsibilities of Academic Staff with Regard to Students, effective September 1, 2016.**

In response to a question, Dr. Ristock said templates for the Policy and Resource Document had already been developed and would be posted on the CATL website pending approval of the revised policy and procedures by the Board of Governors (June 22, 2016). She said a communication strategy had also been developed to ensure that all instructors would be aware of the requirements for course outlines, in particular.

**CARRIED**

**7. Report of the Senate Committee on Nominations Page 195**

Professor Marie Edwards informed Senate that, at the request of the Student Senate Caucus, the nomination of Ms. Nimchonok to the Senate Committee on Appeals was rescinded.

There were no further nominations.

**Professor Edwards MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Nominations [dated June 8, 2016], as amended.**

**CARRIED**

## XI ADDITIONAL BUSINESS

### 1. Revised Student Accessibility Appeal Procedure

Page 214

Mr. Leclerc recalled that Senate had recently established *The University of Manitoba Accessibility* policy together with the *Student Accessibility Appeal* procedure and the Senate Committee on Accommodation Appeals (Senate, November 25, 2016). He said that it was noted, when preparing for the first appeal to be heard by the Committee, that the policy was missing some things, including a timeline by which an appeal would have to be filed. Proposed changes to the procedure would address these things and are supported by the Chair of the Committee and by the Provost.

**Dr. Jayas MOVED, seconded by Dean Turnbull, THAT Senate approve revisions to the Student Accessibility Appeal Procedure, effective upon approval by Senate.**

**CARRIED**

### 2. Report of the Senate Committee on Approved Teaching Centres RE: Cross-Registered Courses and Instructors for 2016-2017

Page 11

Professor Morrill asked if academic staff at Booth University College have the same academic freedom protections as academic staff at the University of Manitoba. She asked if this consideration is taken into account by departments when they review proposals for cross-registered courses and instructors.

Mr. Leclerc said that the Office of the University Secretary would ask Booth University College to provide a response to the first question, concerning academic freedom for teaching staff at that institution. He said that Booth University College is a long-standing approved teaching centre. He said Departments do review course outlines and instructors, noting that there were courses and one instructor that were not approved by some departments this year.

**Dr. Keselman MOVED, seconded by Dr. Jayas, THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors for 2016 - 2017.**

**CARRIED**

Dr. Barnard informed Senators that this was the final Senate meeting that Dr. Keselman would attend as Provost and Vice-President (Academic), as she would step down from the role of Provost on June 31<sup>st</sup> after having served thirty-two years in various administrative roles at the University. Dr. Barnard said she would be missed and thanked Dr. Keselman for her service on Senate and as Provost. Senators offered Dr. Keselman a round of applause.

## XII ADJOURNMENT

The meeting was adjourned at 3:41 p.m.

These minutes, pages 1 to 23, combined with the agenda, pages 1 to 226, and the presentation, *Strategic Enrolment Management Goals: Assessment, Spring 2016*, comprise the minutes of the meeting of Senate held on June 22, 2016.

ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER  
VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY  
TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER

# Strategic Enrolment Management Goals:

Assessment

Spring 2016

---

Senate Presentation

---

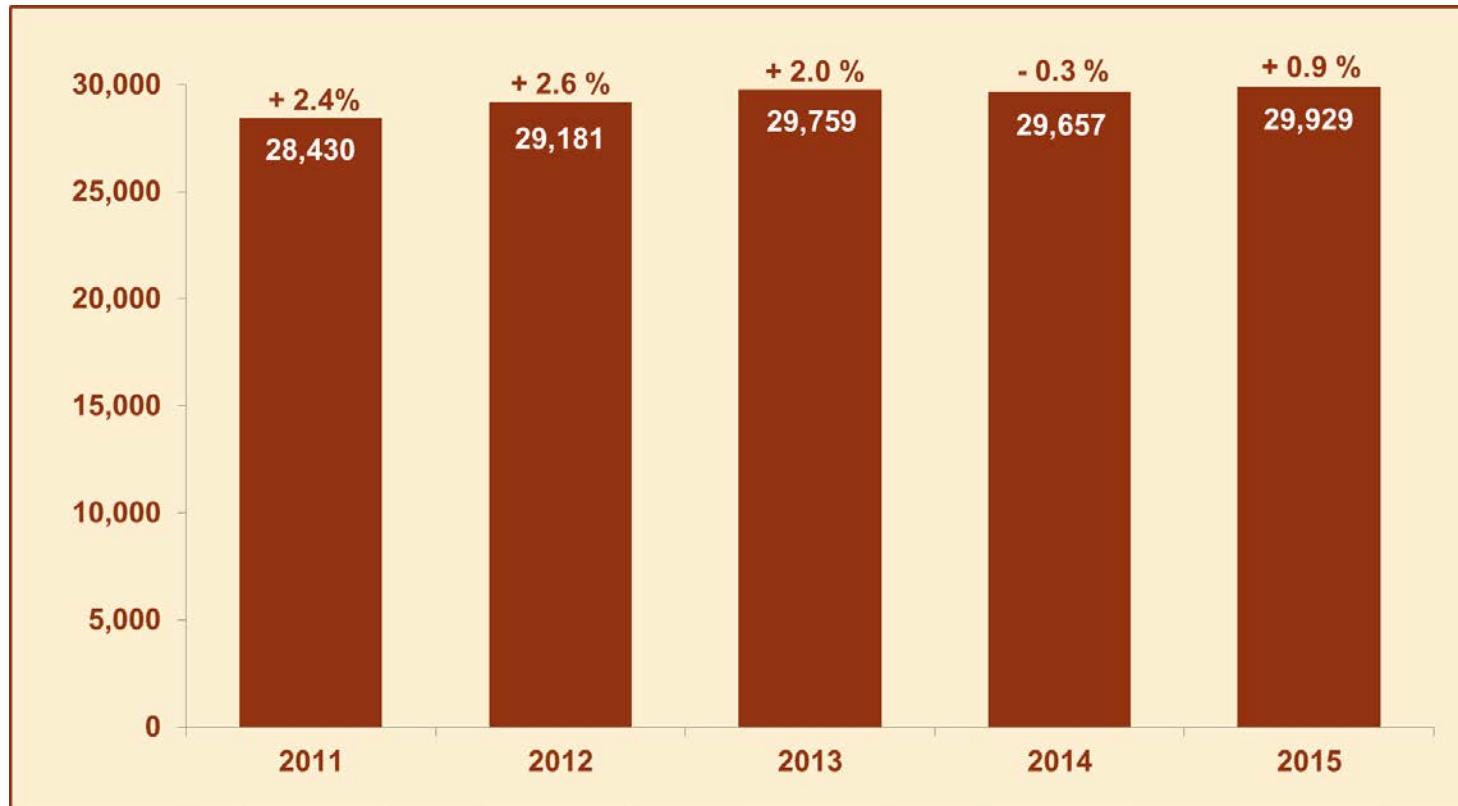
June 22, 2016



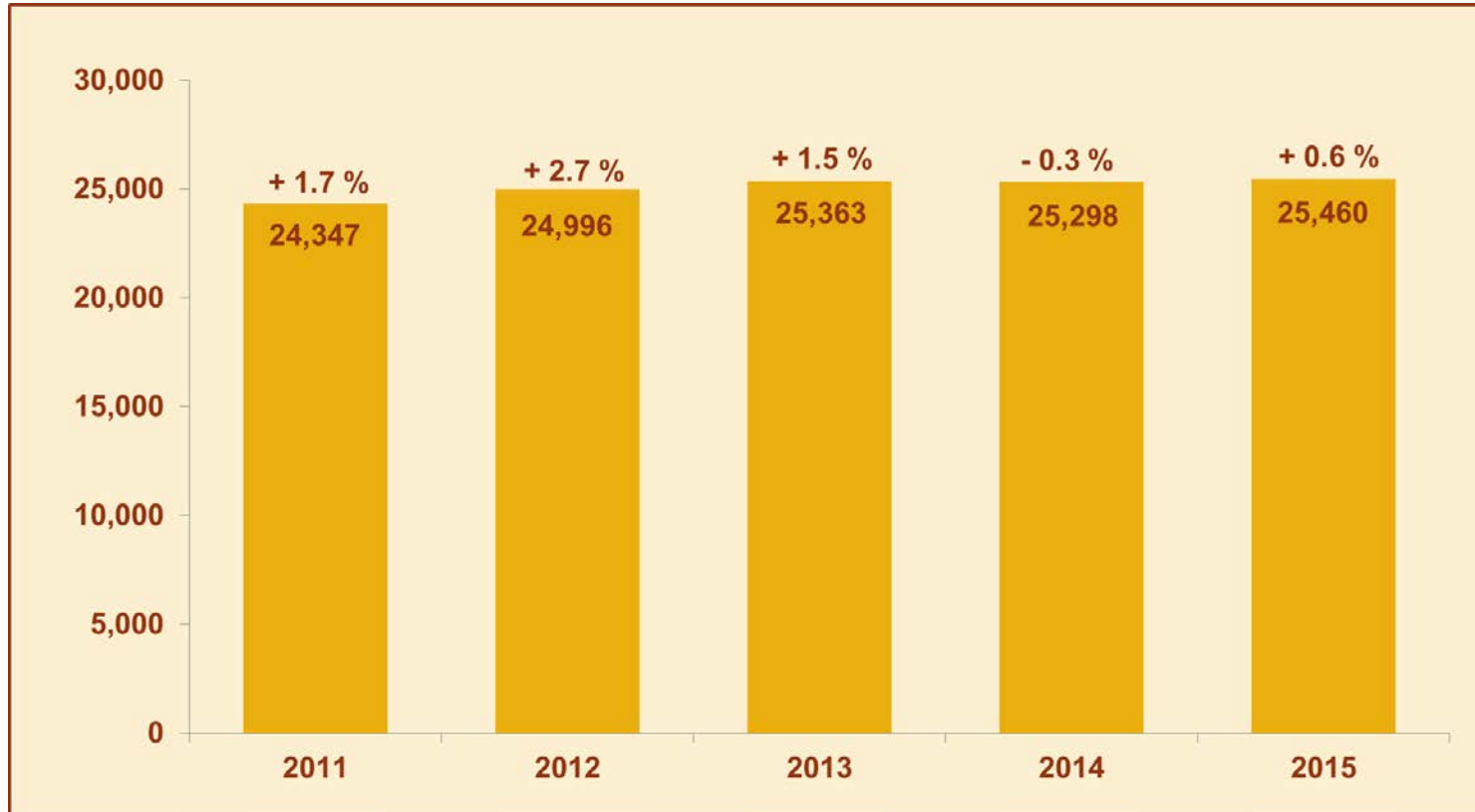
UNIVERSITY  
OF MANITOBA



**Total Student Enrolment Trends**  
(as at November 1)  
Capacity: 32,000

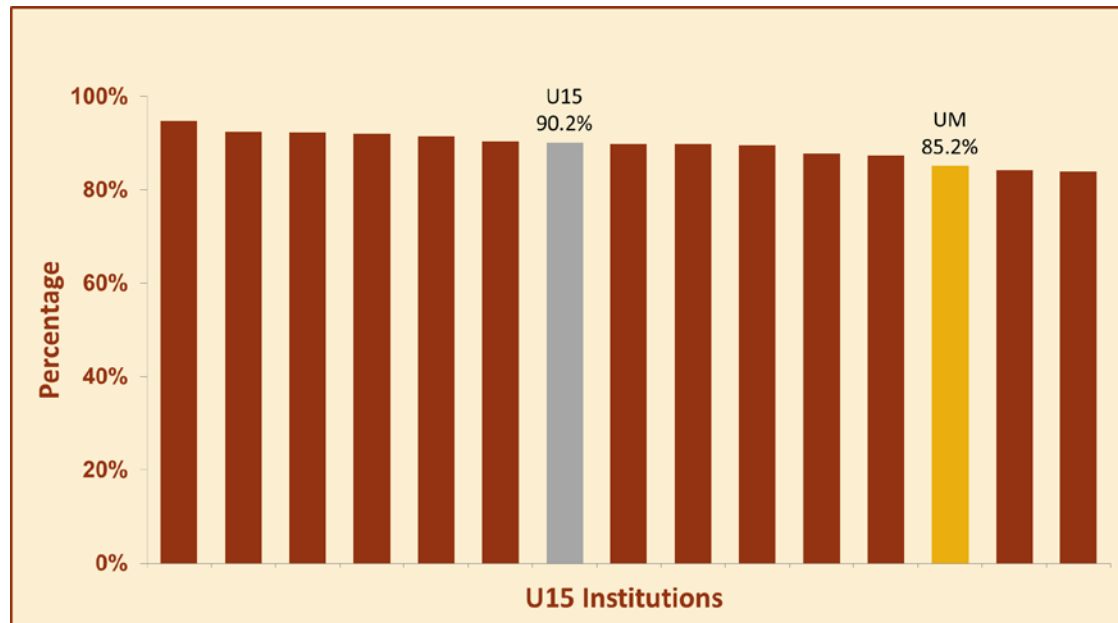


**Total Undergraduate Student Enrolment Trends**  
(as at November 1)  
Target: 25,600



# Undergraduate Retention Rates – First to Second Year U15 Institutions (2013 cohort)

Target by 2018: 90%



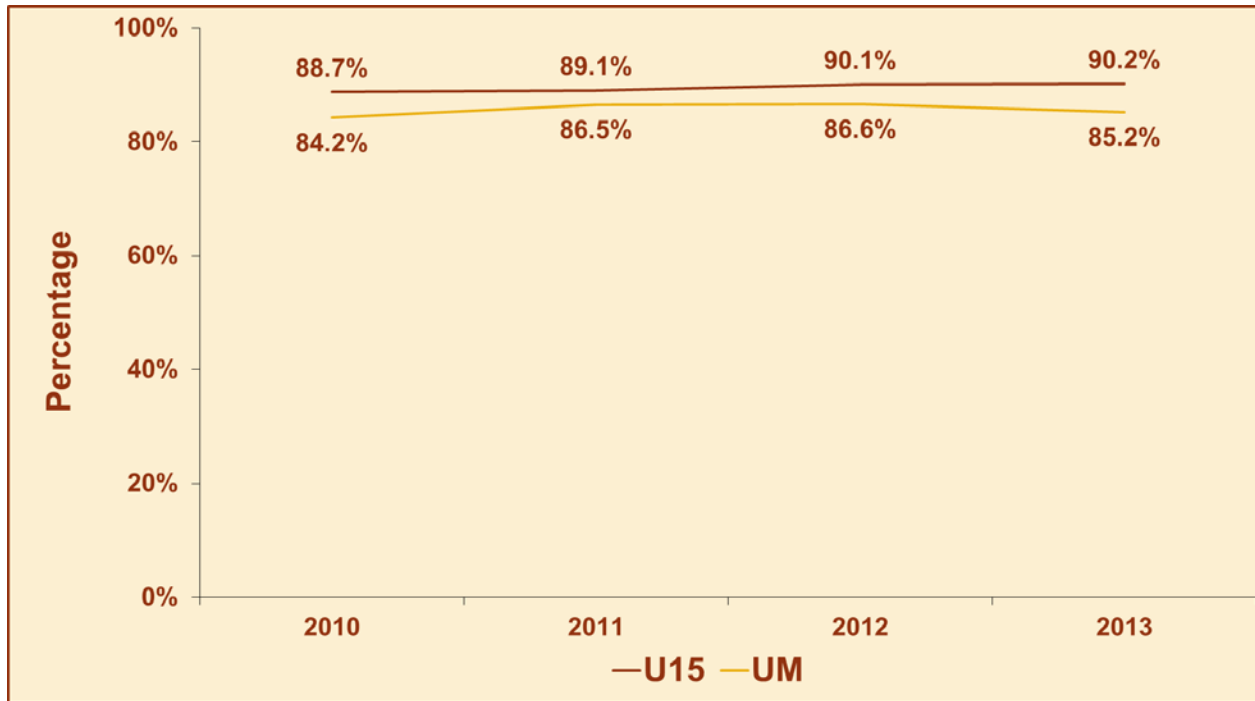
Source: CSRDE Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study
- First to Second Year refers to years at the U of M, and not within Program



# Undergraduate Retention Rates – First to Second Year

Target by 2018: 90%



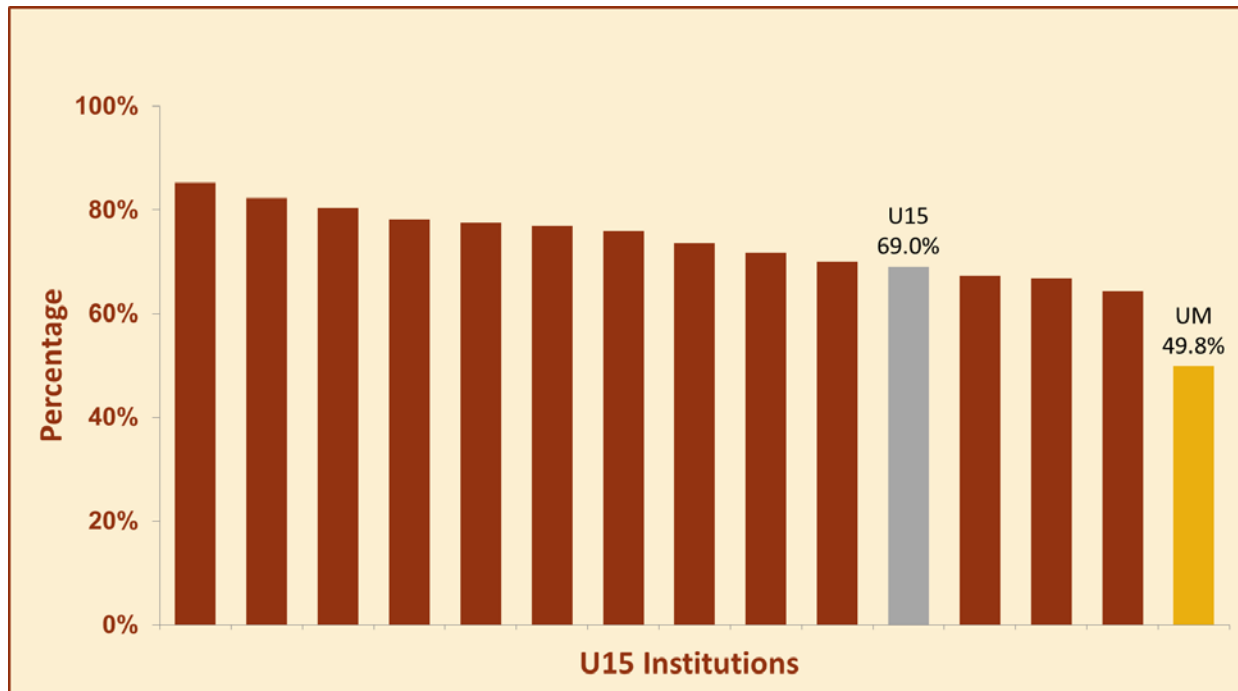
Source: CSRDE Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study
- First to Second Year refers to years at the U of M, and not within Program



# Undergraduate Graduation after 6 Years – U15 Institutions (2008 cohort)

Target by 2018: 60%



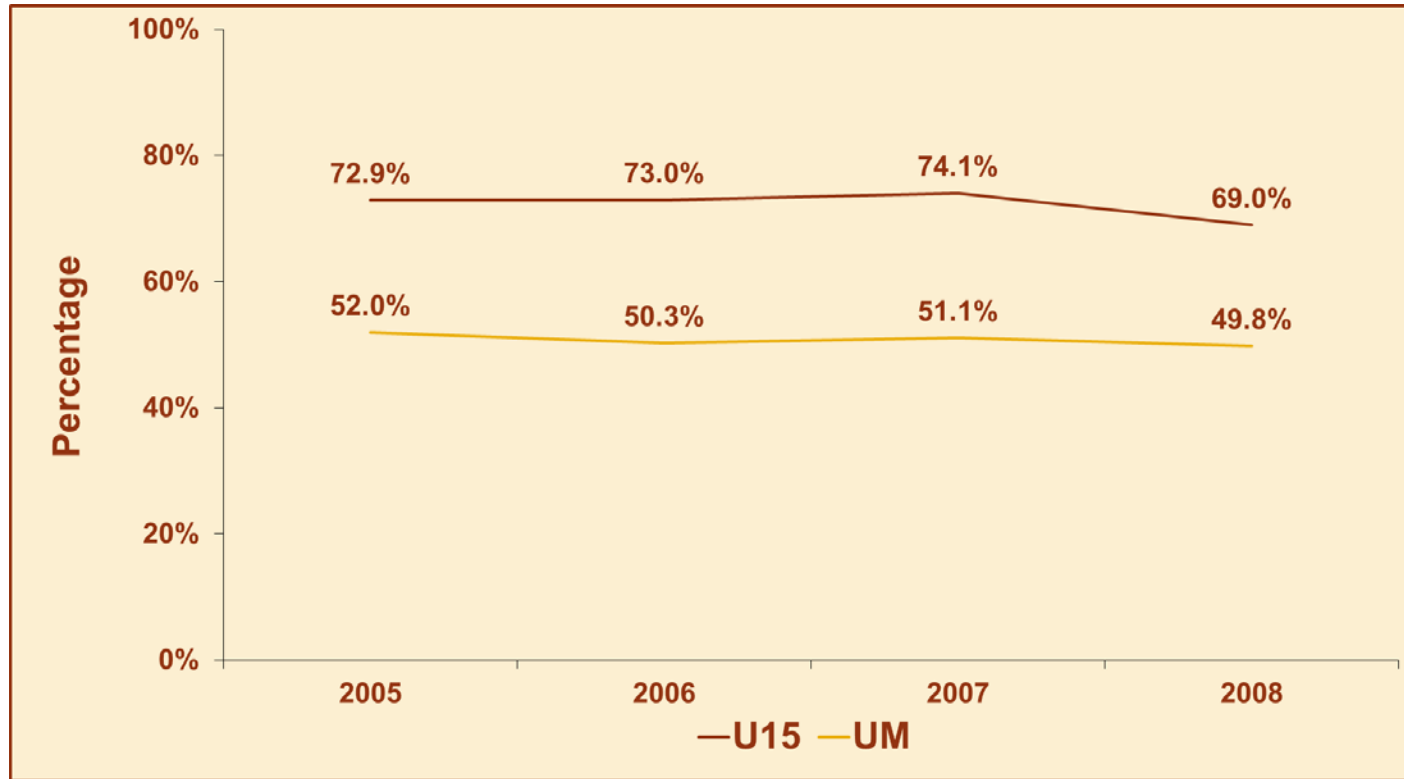
Source: CSRDE Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study



# Undergraduate Graduation after 6 Years

Target by 2018: 60%

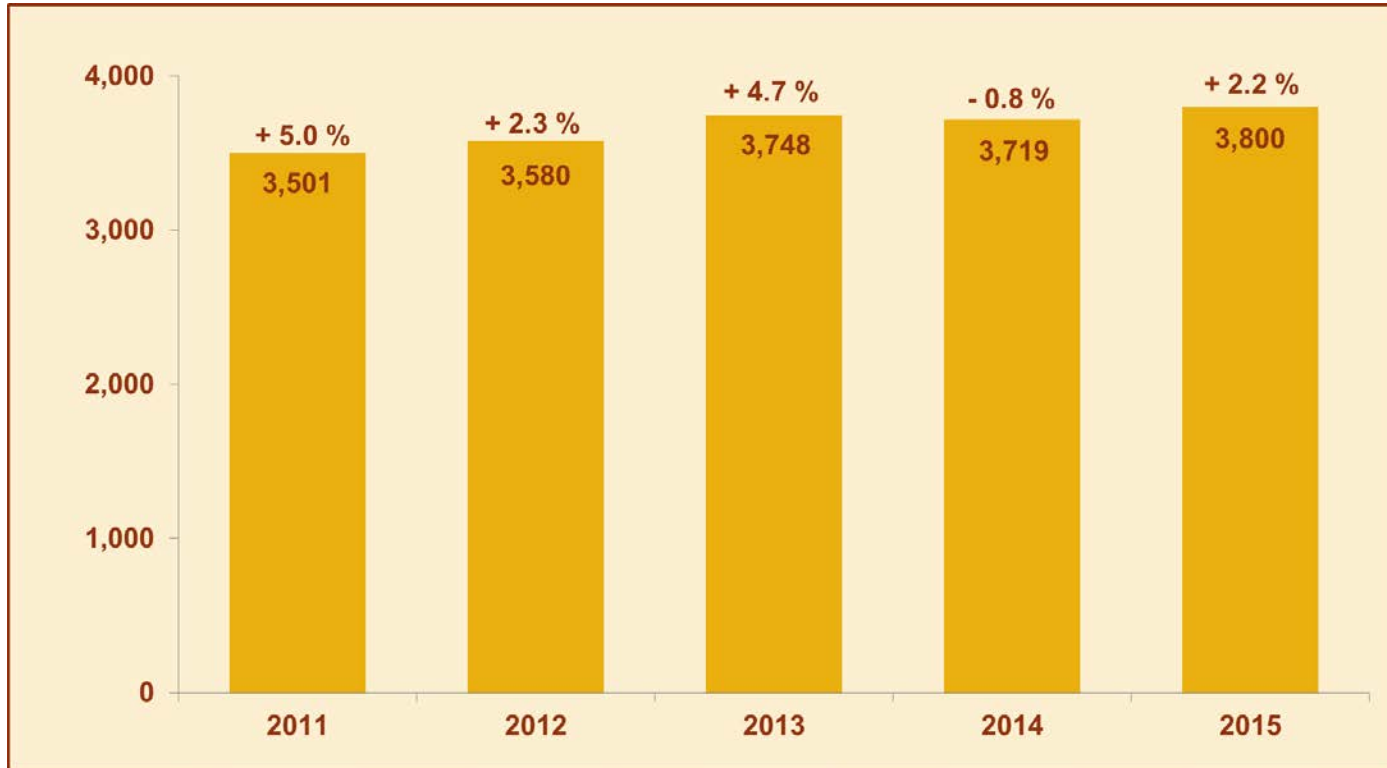


Source: CSRDE Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study



# Total Graduate Student Enrolment Trends (as at November 1) Target: 6,400

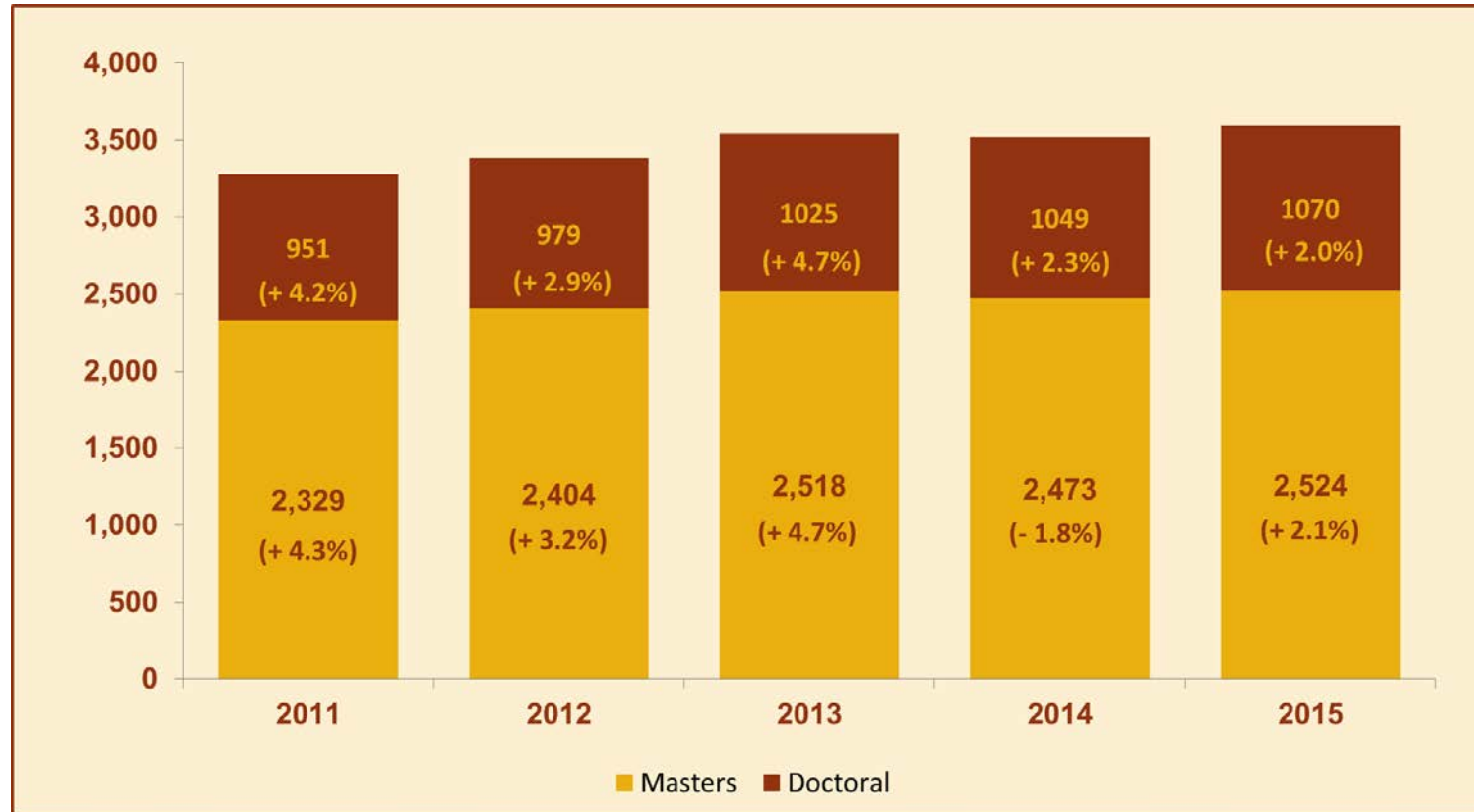


Figures exclude PGME students



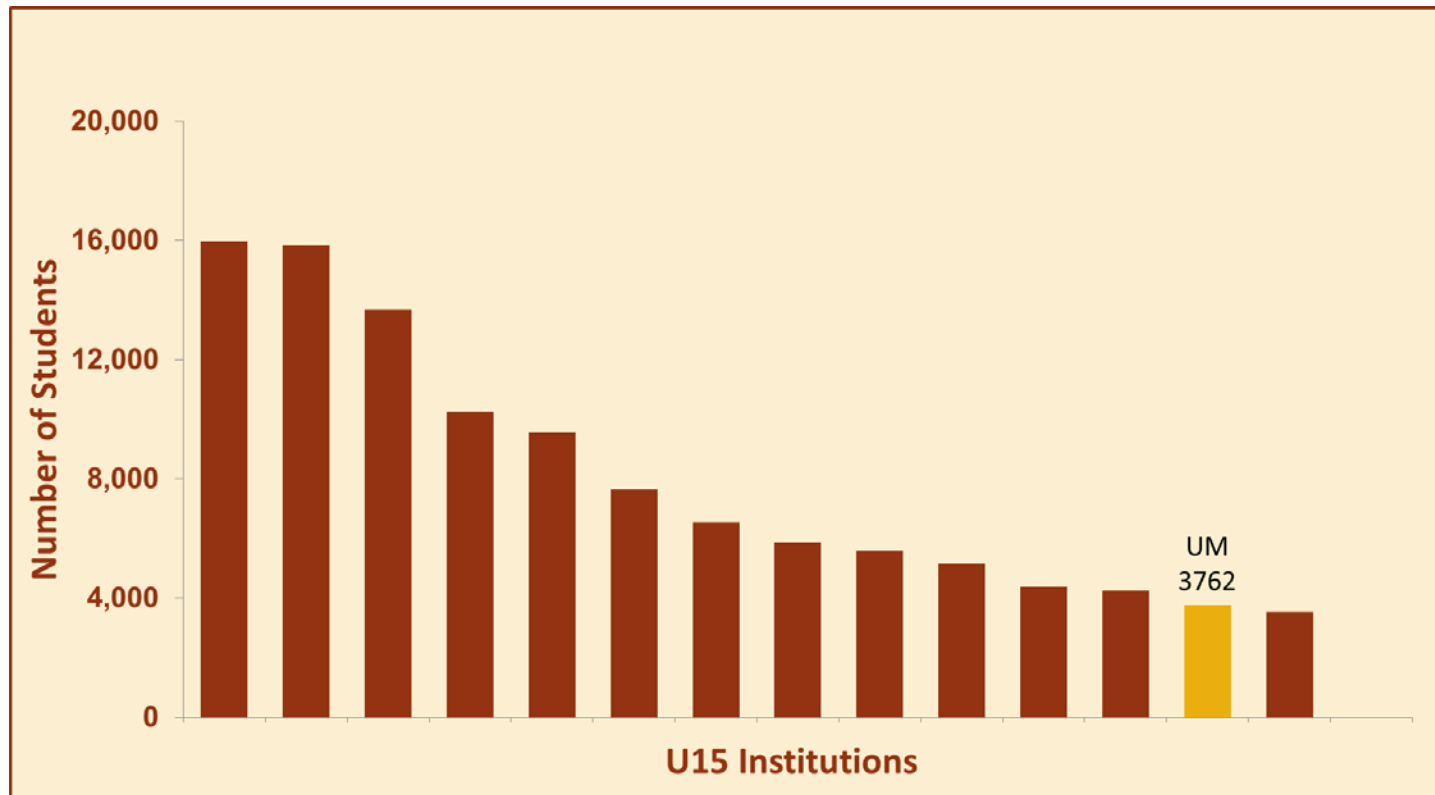
UNIVERSITY  
OF MANITOBA

# Total Masters & Doctoral Student Enrolment Trends (as at November 1) Target: 6,400





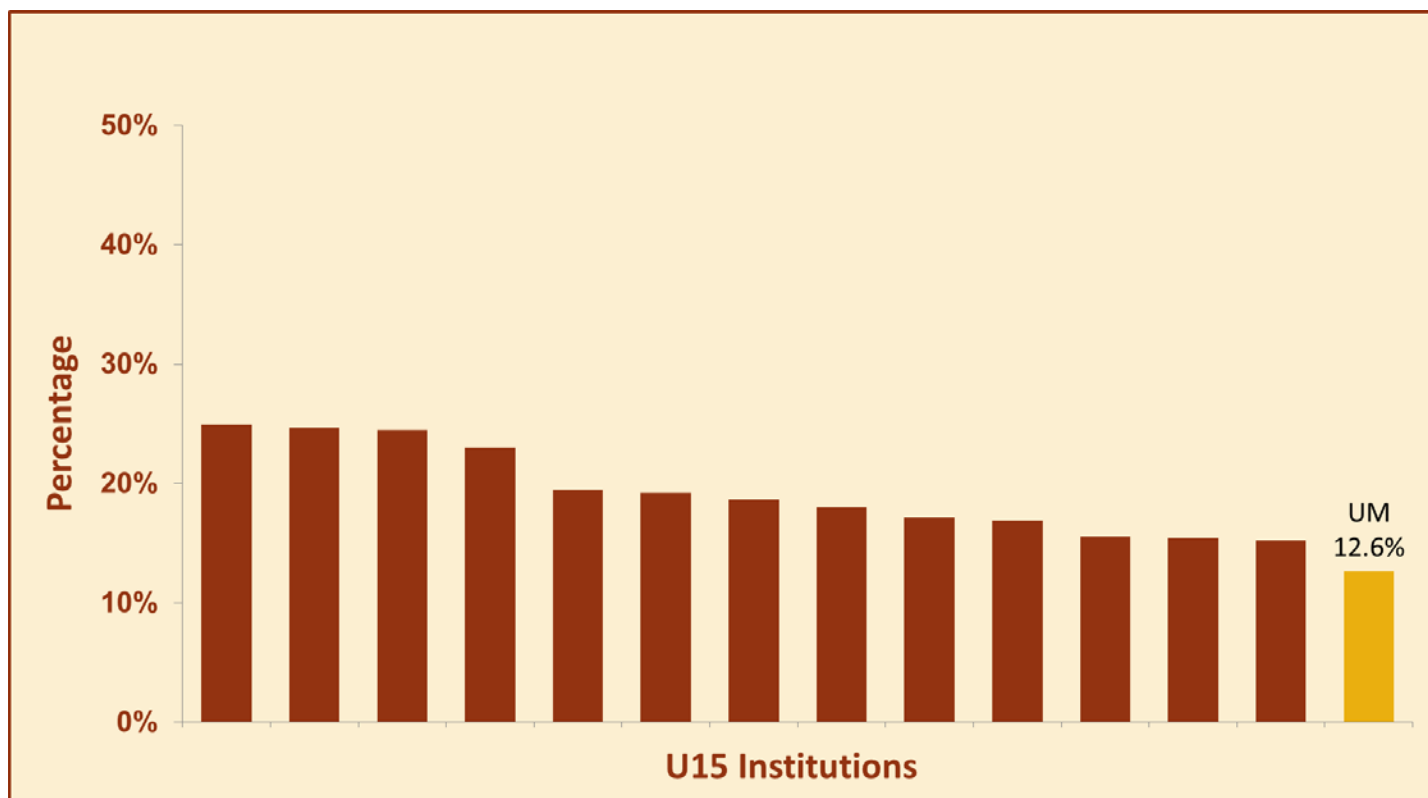
## Graduate Enrolment – U15 Institutions (2013-2014)



Total includes Masters, Doctoral, Graduate Diploma, Certificate and Other



## Graduate Enrolment Percentage of Institution – U15 Institutions (2013-2014)



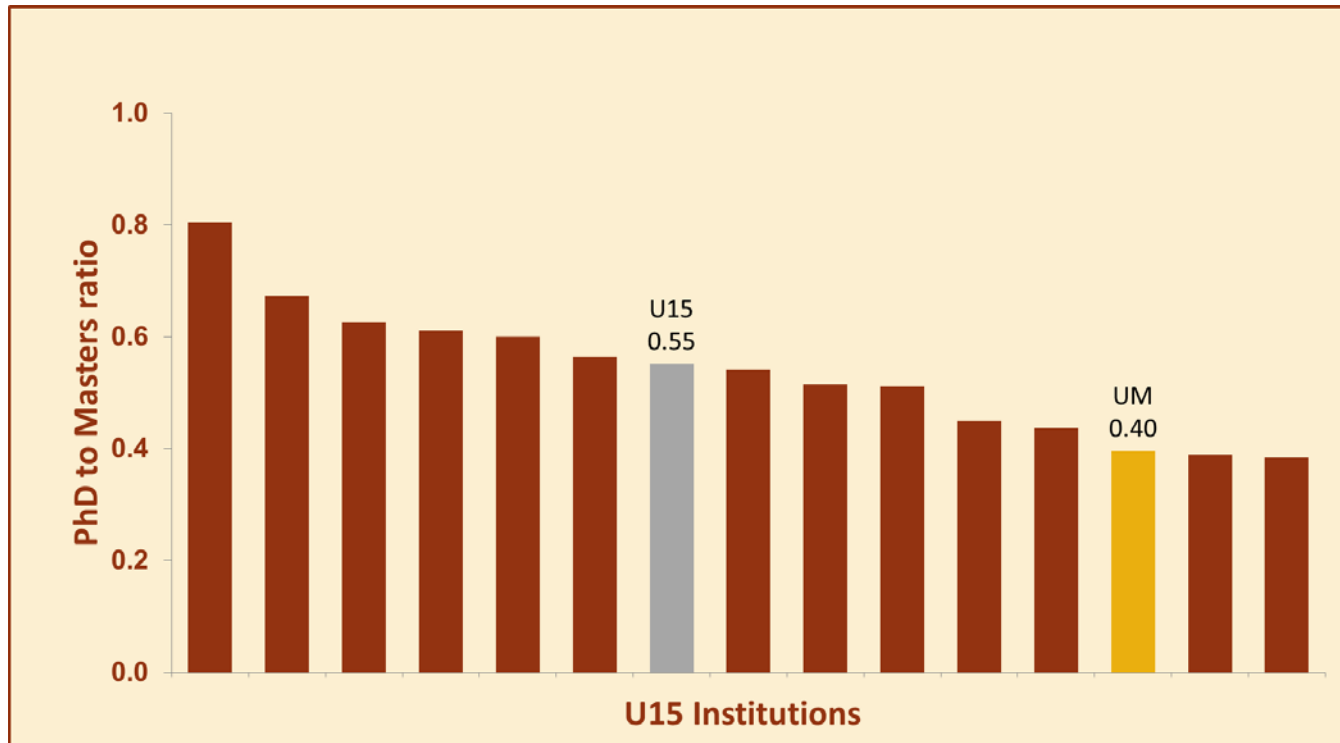
Total includes Masters, Doctoral, Graduate Diploma, Certificate and Other



ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER  
VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY  
TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER

## Ratio of Doctoral to Master's Students (D:M) – U15 Institutions (2013-2014)

Target by 2023: 0.5:1

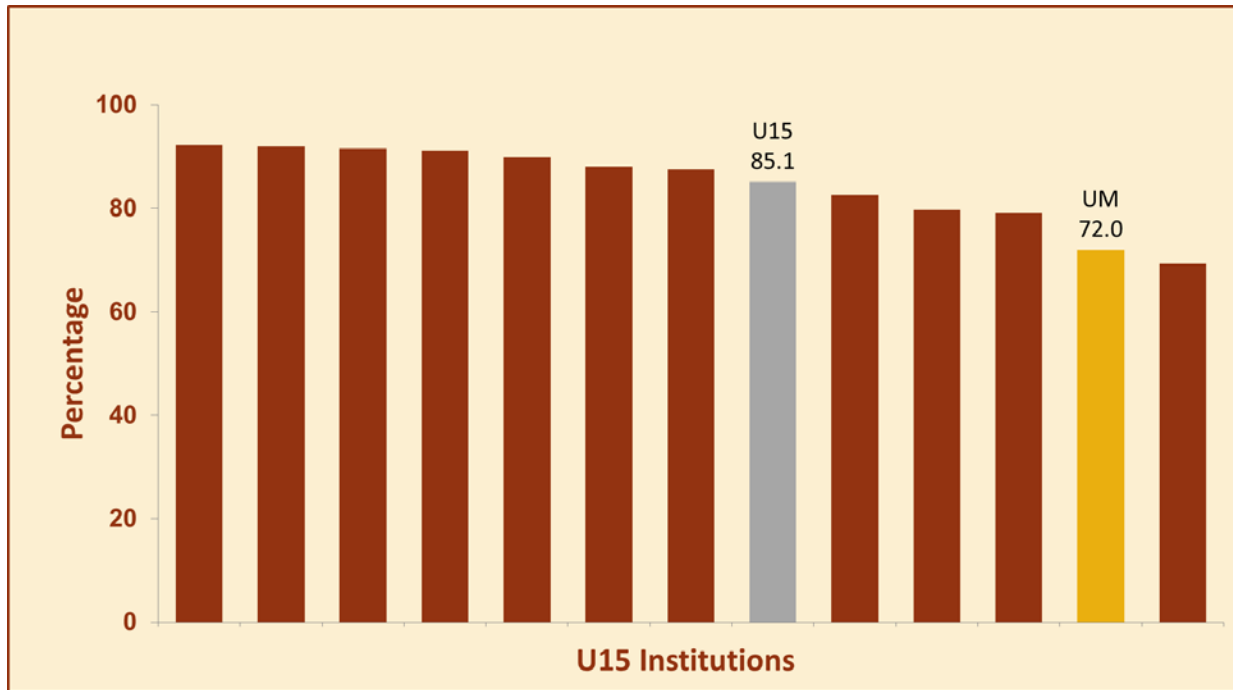


Master's includes both Thesis and Course based programs



# Master's graduation rates after 5 years – U15 Institutions (2007 cohort)

Target by 2018: 80%

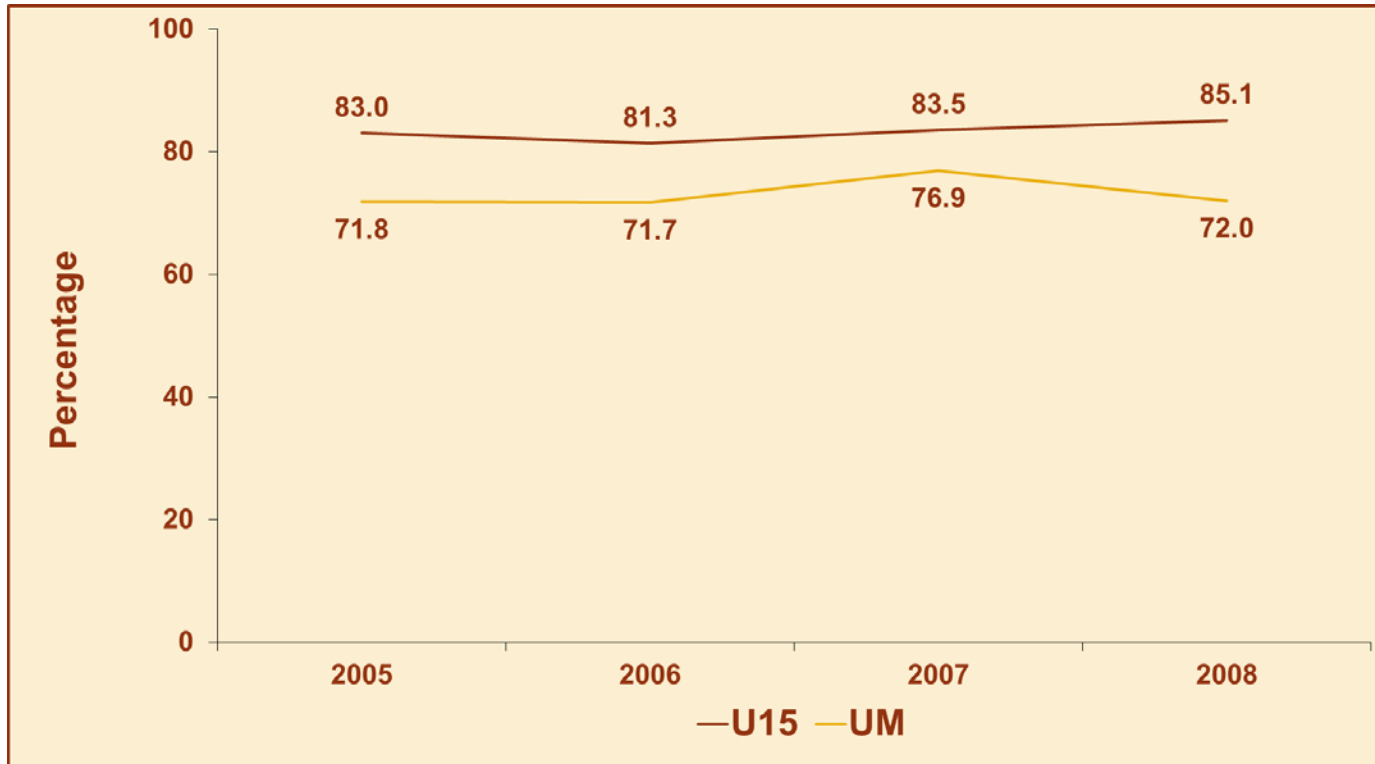


- Figure includes those students who were promoted to a doctoral program
- Master's includes both Thesis and Course based programs



# Master's graduation rates after 5 years – U15 Institutions

Target by 2018: 80%

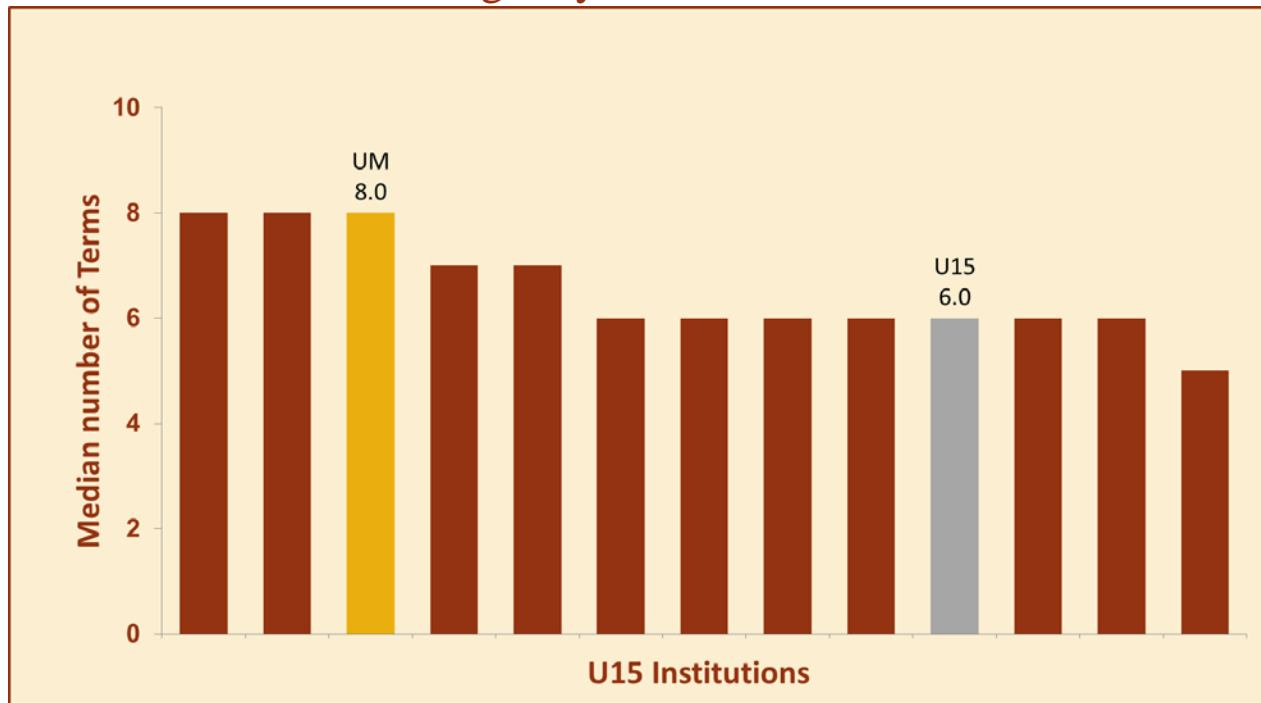


- Figure includes those students who were promoted to a doctoral program
- Master's includes both Thesis and Course based programs



# Median Number of Terms to Completion for Master's degree – U15 Institutions (2008 Cohort)

Target by 2018: 7 terms

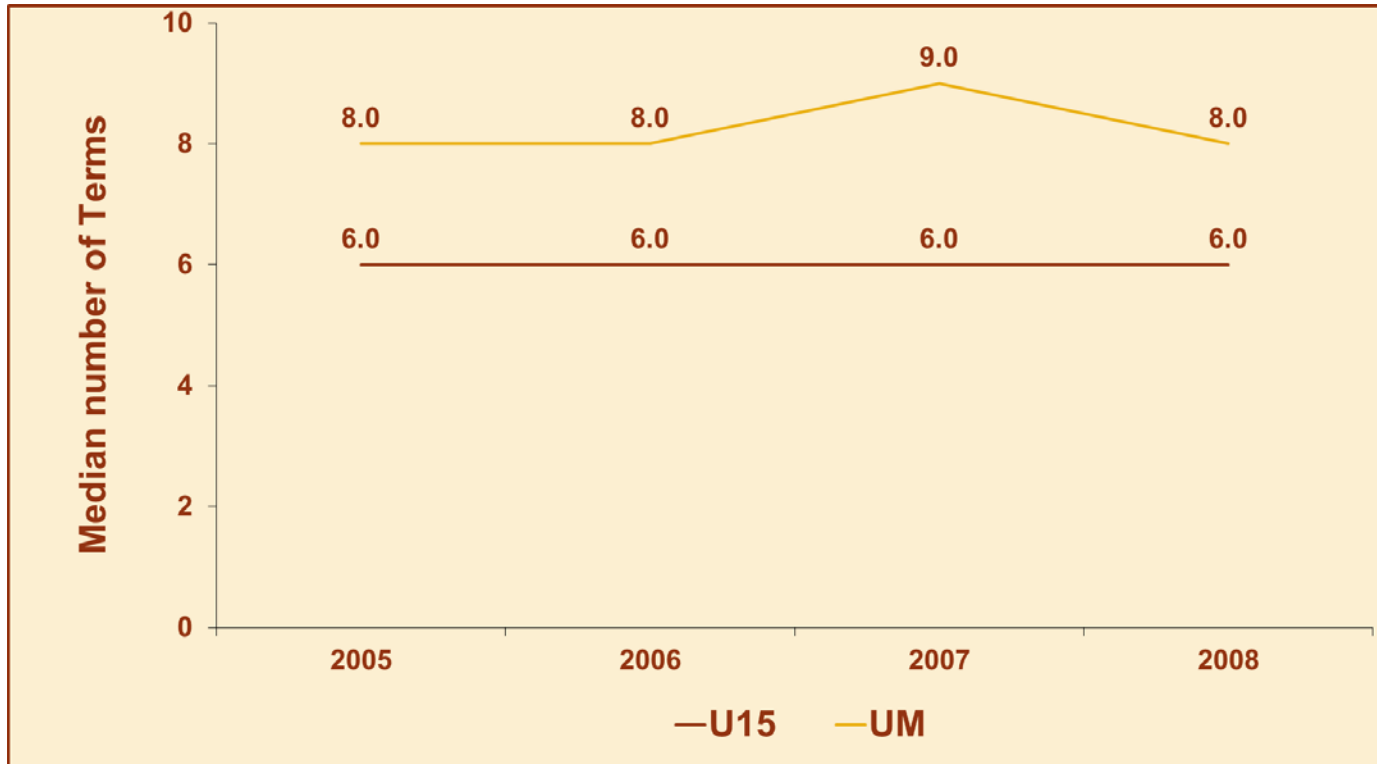


Master's includes both Thesis and Course based programs



# Median Number of Terms to Completion for Master's degree – U15 Institutions

Target by 2018: 7 terms

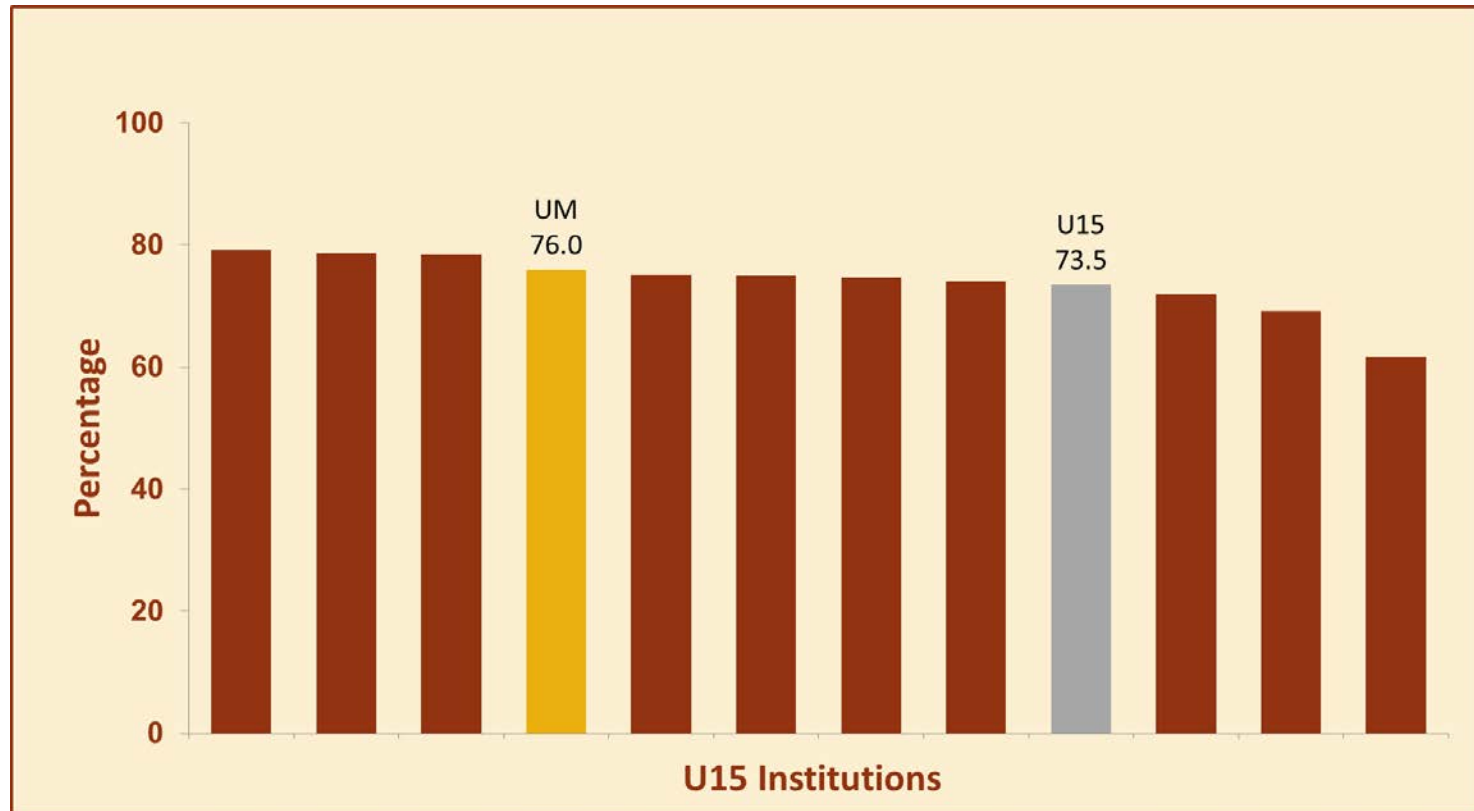


Master's includes both Thesis and Course based programs



# Doctoral graduation rates after 9 years – U15 Institutions (2004 cohort)

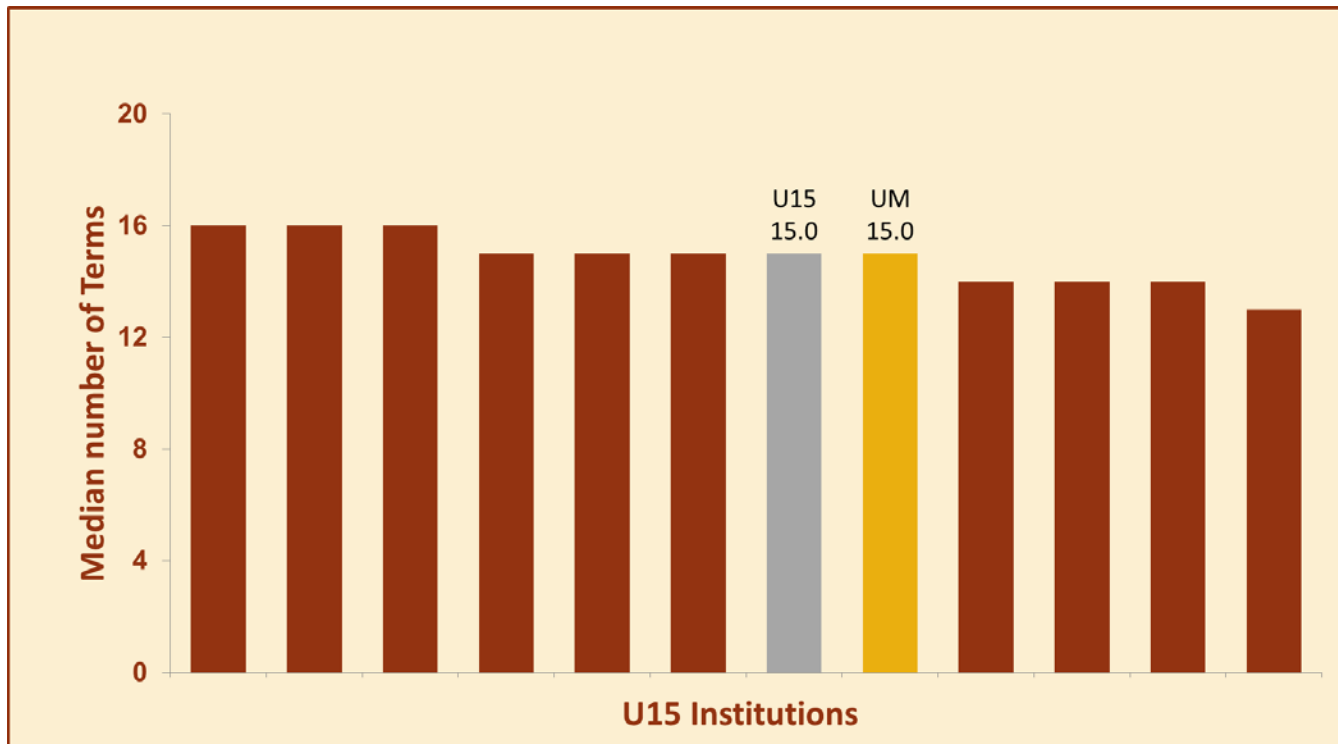
Target by 2018: 75%





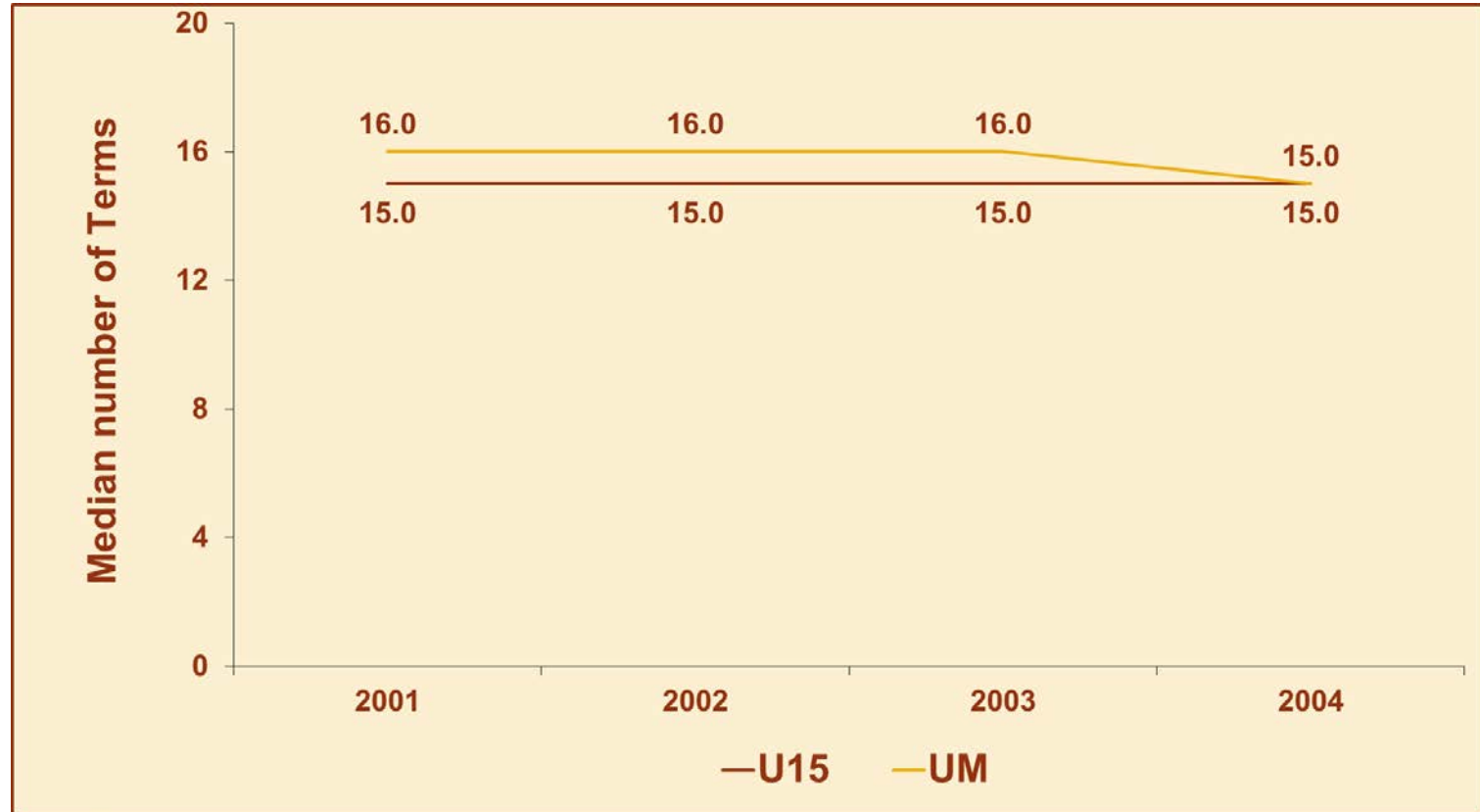
# Median Number of Terms to Completion for Doctoral Degree – U15 Institutions (2004 cohort)

Target by 2018: 15 terms

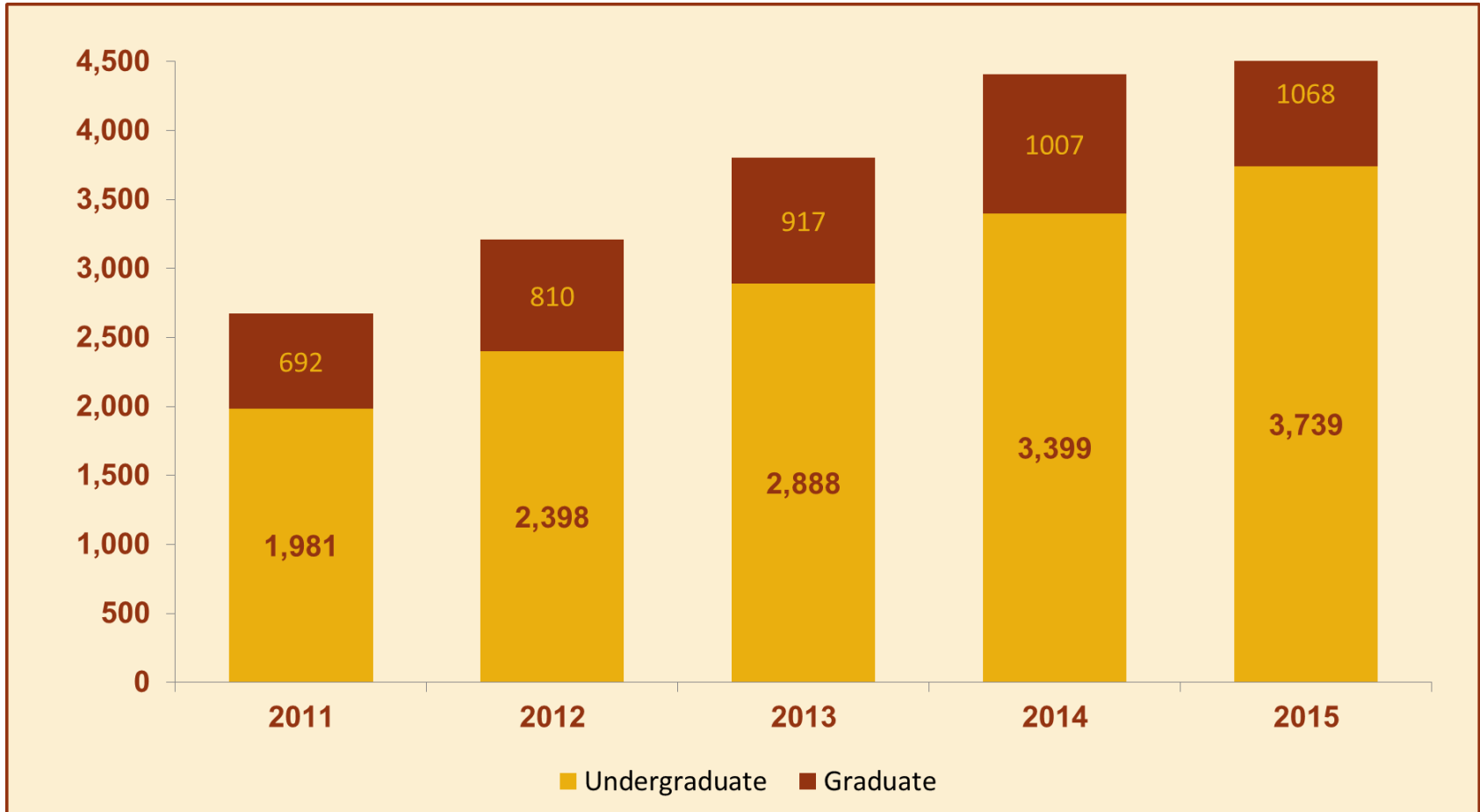


# Median Number of Terms to Completion for Doctoral Degree – U15 Institutions

Target by 2018: 15 terms

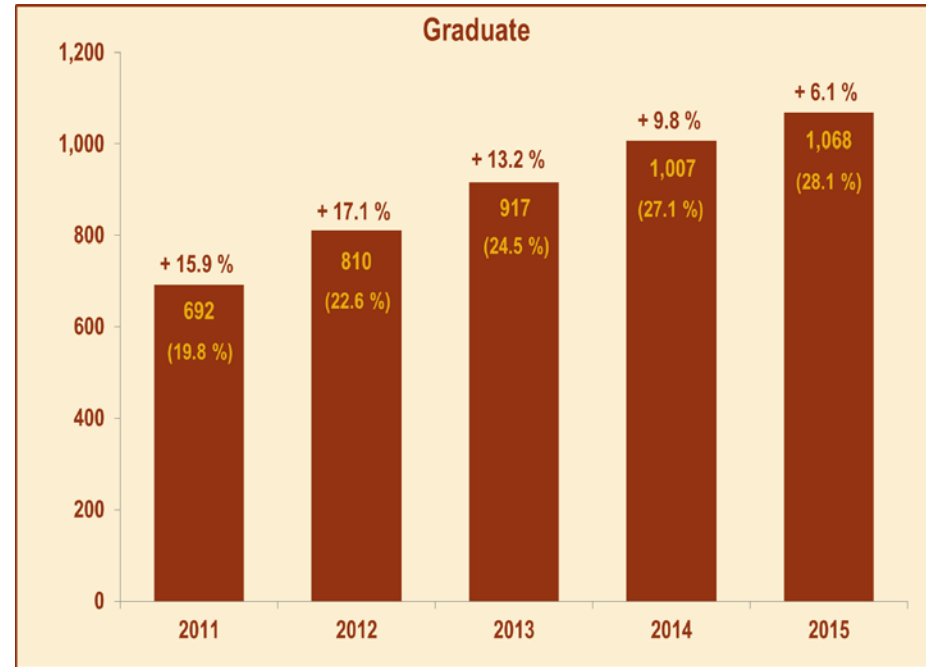
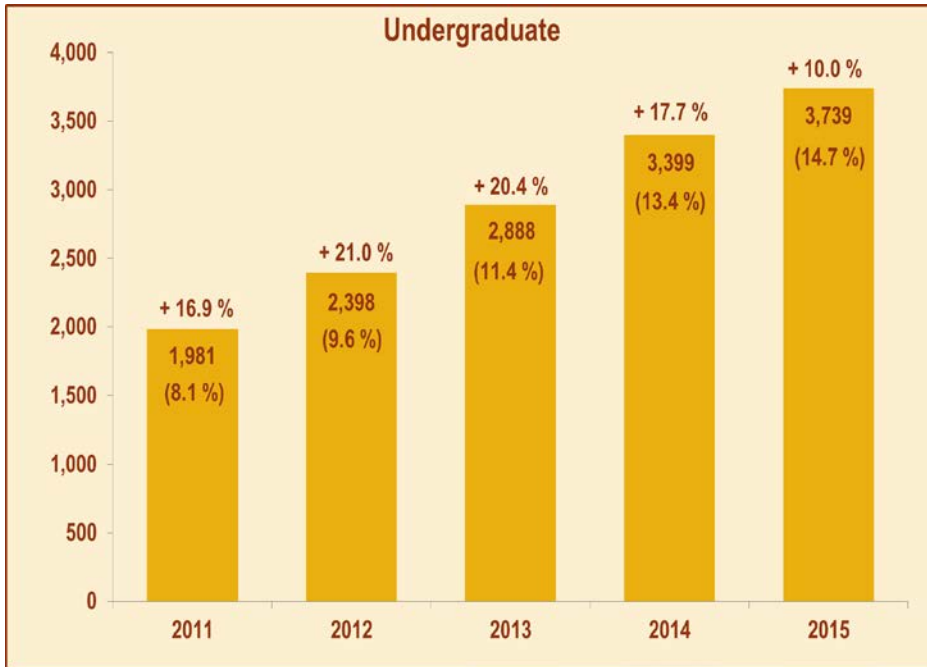


## International Student Enrolment

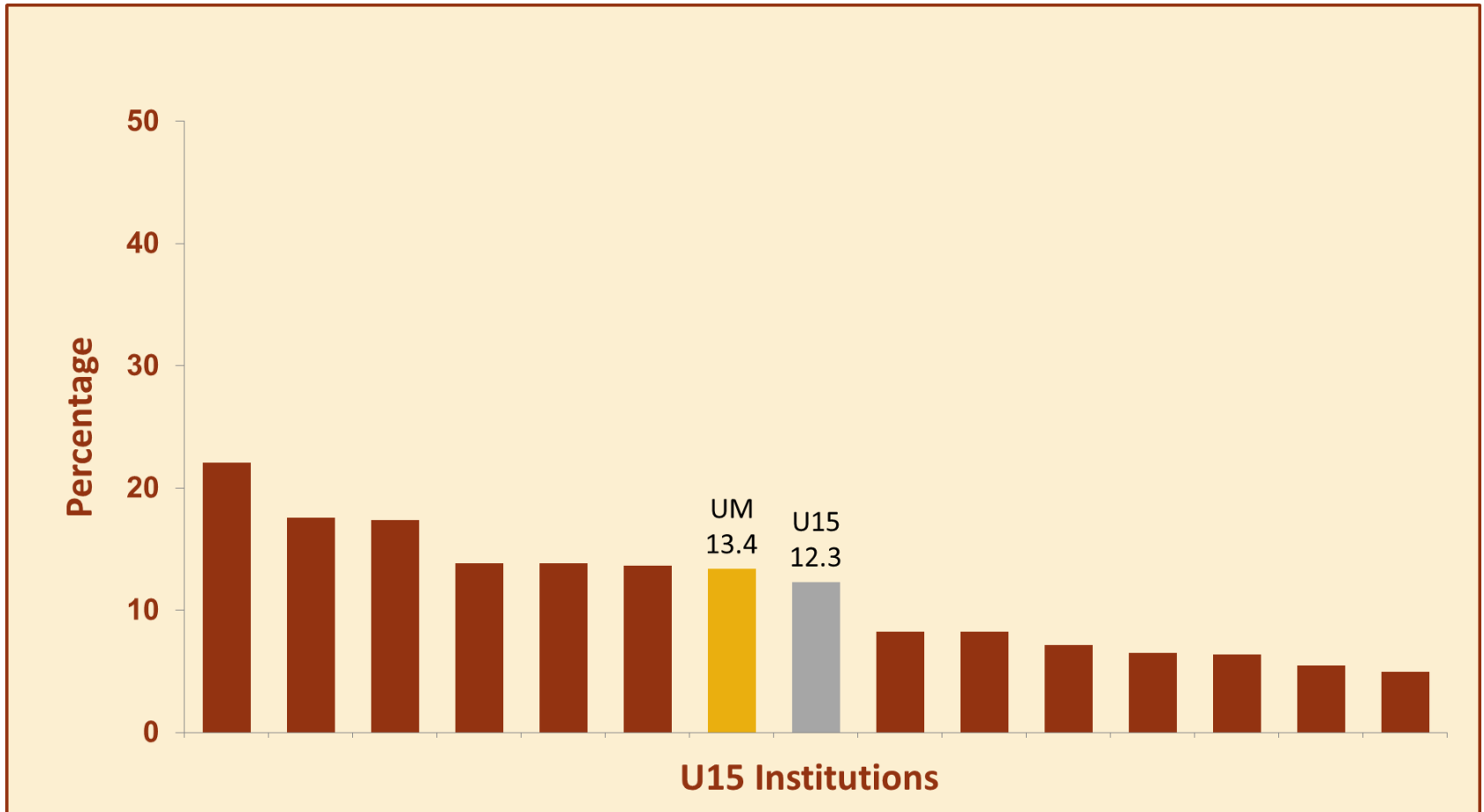


# International Student Enrolment

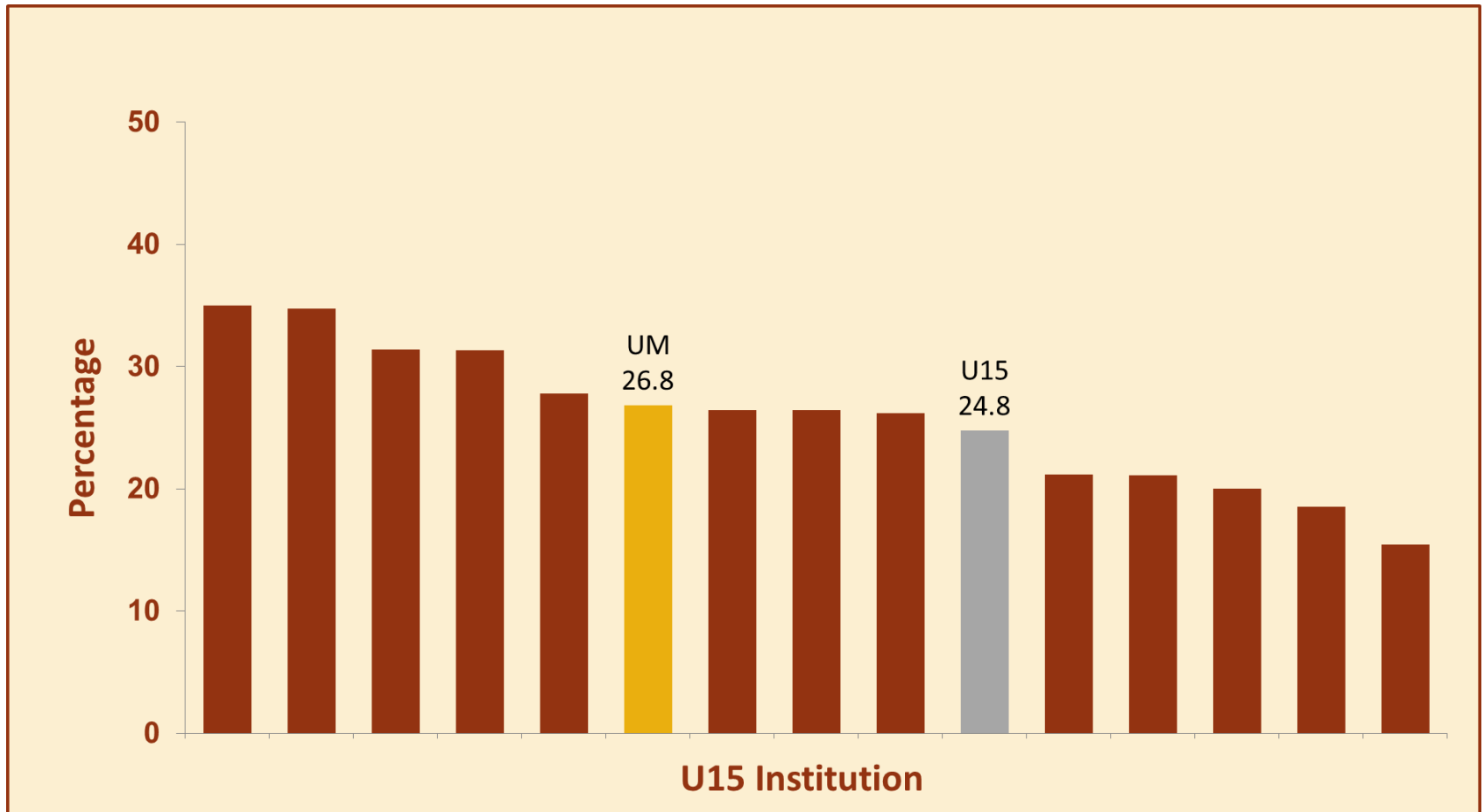
Target by 2018: 10% for undergraduate & 20% for graduate



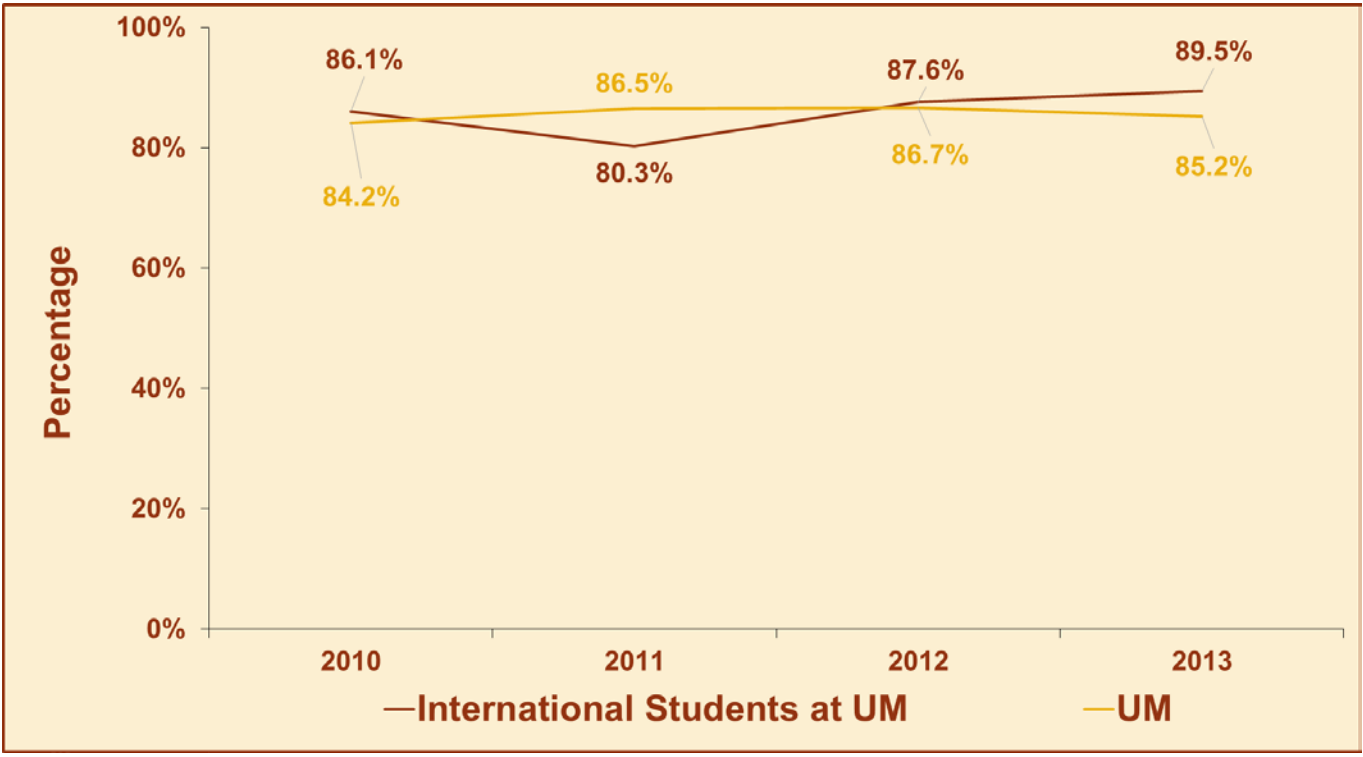
# International Undergraduate Student Enrolment – U15 Institutions



# International Graduate Student Enrolment – U15 Institutions



# International Undergraduate Retention Rates – First to Second year

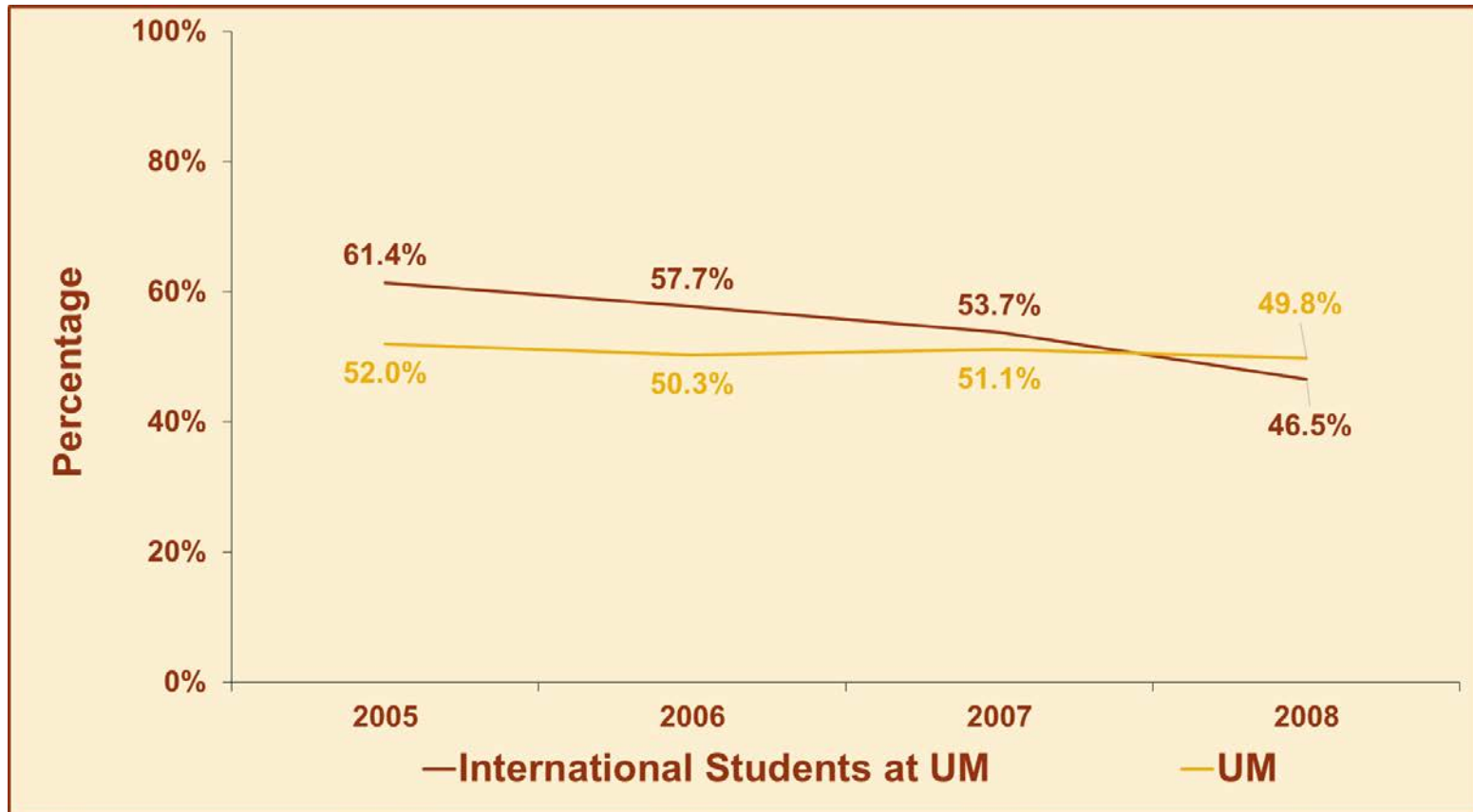


Based on Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study
- First to Second Year refers to years at the U of M, and not within Program



## International Graduation After 6 Years

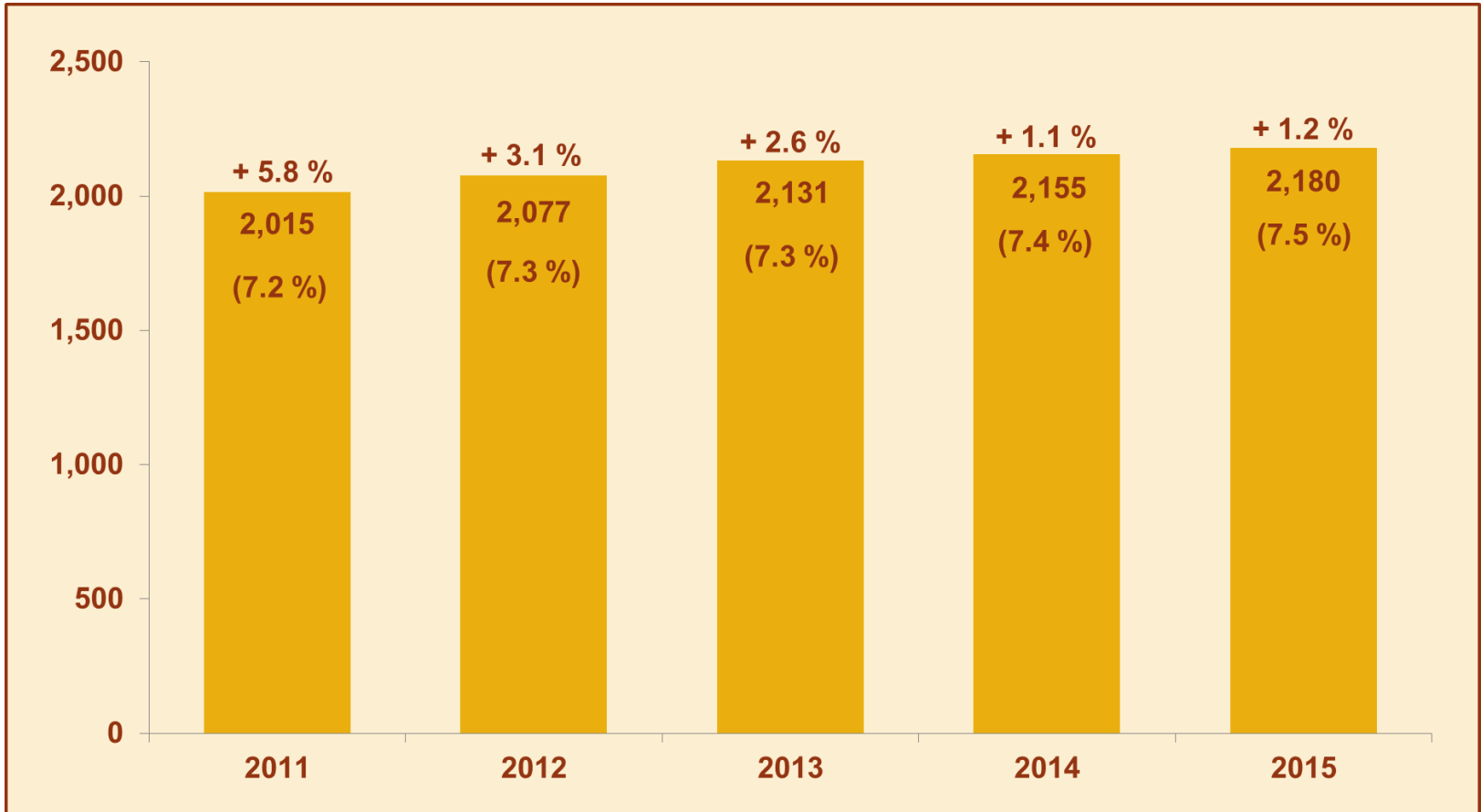


Based on Full-Time = 80%



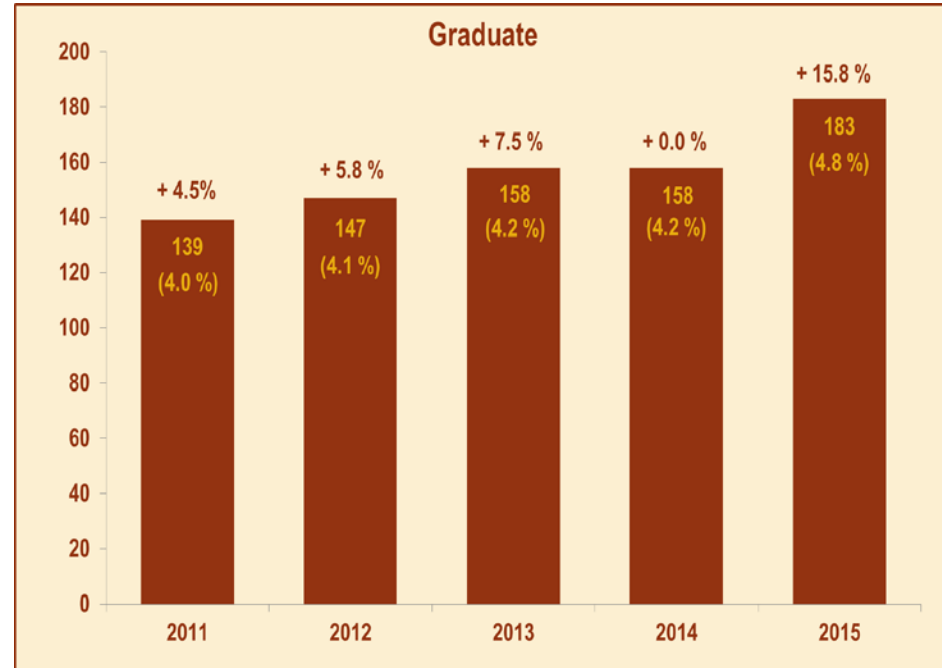
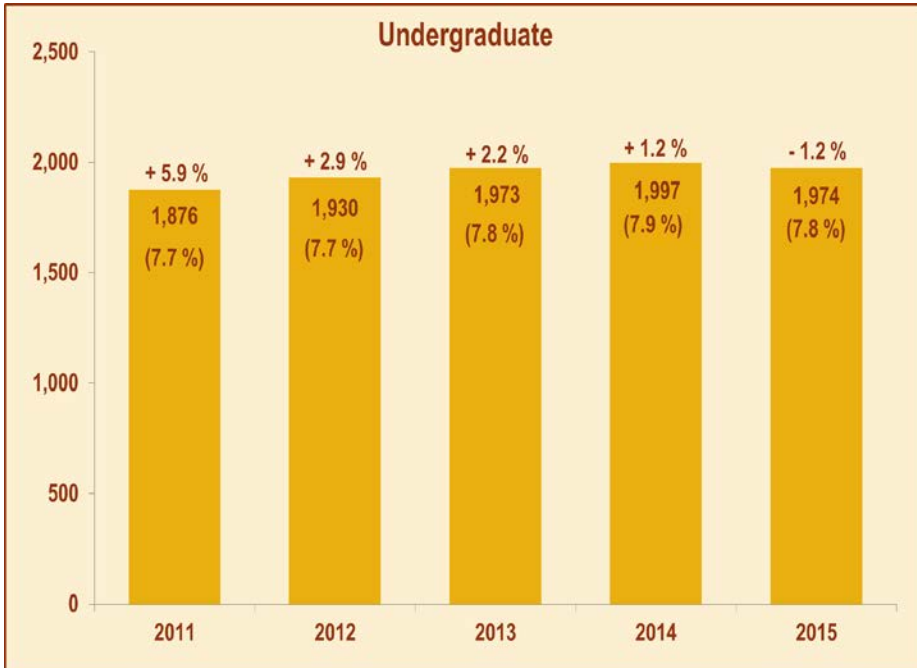


## Indigenous Enrolment

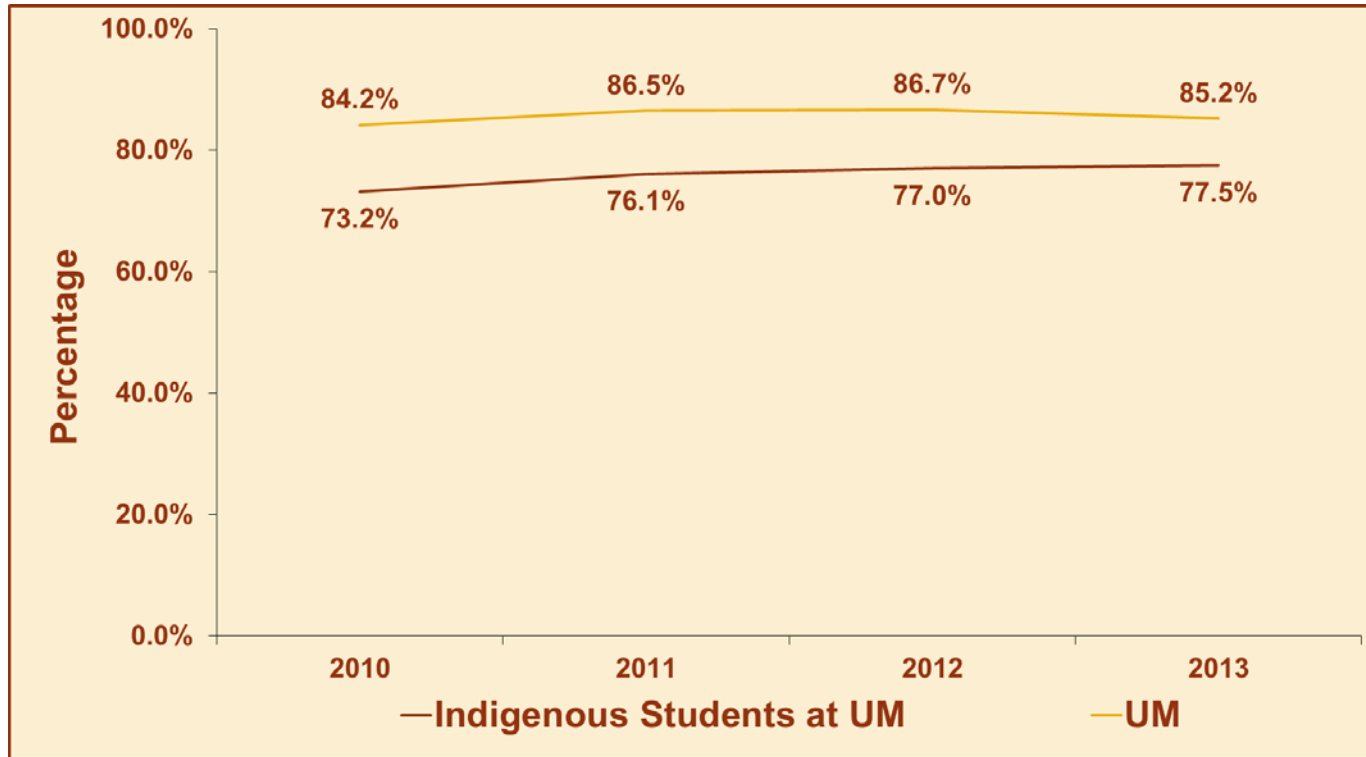


# Indigenous Enrolment

Target by 2018: 10% for undergraduate & 5% for graduate



# Indigenous Undergraduate Retention Rates – First to Second year

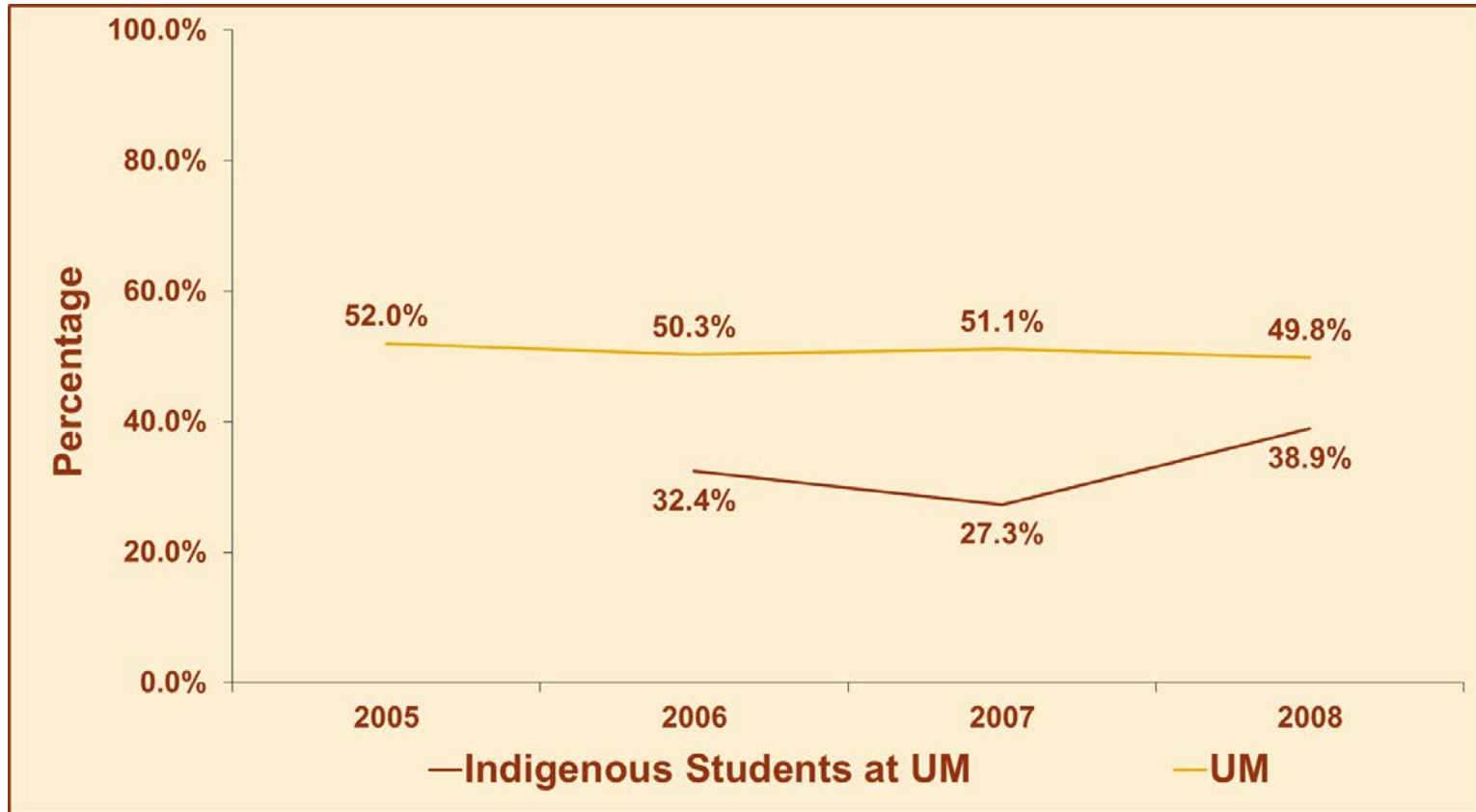


Based on Full-Time = 80%

- Includes all students Full-Time as at November 1<sup>st</sup> of their first year of study
- First to Second Year refers to years at the U of M, and not within Program



## Indigenous Graduation after 6 Years



Based on Full-Time = 80%



# Observations – Enrolment Planning

- A SEM Implementation Plan that outlines strategies to help achieve the SEM goals was finalized in 2015 – sub-committees have been established to prioritize and implement actions.
- Integration of better processes to control admissions for: dual-entry streams (from direct entry and University 1); international enrolment; and articulation agreements is underway.
- On-line enrolments continue to increase significantly



# Observations – Enrolment Planning (cont'd)

- A new Admissions Targets policy and procedures was passed by Senate and the Board of Governors in Fall 2015.
- A review of University 1 as an admissions category and the First Year Experience will be undertaken in 2016/17.
- We need to continue to monitor international enrolment.



# Observations – Student Outcomes

- Undergraduate:
  - Retention and graduation rates have not improved and need to increase significantly
  - New VW, AW, GPA & Limited Access policies have been drafted to address the high volume of VW's and repeat courses
  - A more nuanced understanding of factors contributing to poor student outcomes, based on data analysis, is needed
- Graduate:
  - We must continue to work on strategies to increase funding
  - Time-to-completion for both Master's and doctoral students needs to decrease



TRAILBLAZER CHALLENGER  
CHALLENGER DEFENDER VISIONARY  
DEFENDER VISIONARY ADVENTURER TRAILBLAZER  
VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY  
ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER  
TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY ADVENTURER TRAILBLAZER  
DEFENDER VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER



UNIVERSITY  
OF MANITOBA