

BOARD OF GOVERNORS

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

Tuesday, March 18, 2014

**Alan A. Borger Sr. Executive Conference Room
E1-270 Engineering Information and Technology Complex
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






UNIVERSITY
OF MANITOBA

BOARD OF GOVERNORS OPEN SESSION

Alan A. Borger Sr. Executive Conference Room (E1-270 EITC)

Tuesday, March 18, 2014 at 4:00 p.m.

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	AGENDA	<u>Presenter</u>	<u>Page</u>	<u>Est. Time</u>
1.	ANNOUNCEMENTS	Chair		4:00 p.m.
	<u>FOR ACTION</u>			
2.	APPROVAL OF THE AGENDA	Chair	2	4:05 p.m.
3.	MINUTES (Open Session)			
3.1	Approval of the Minutes of the January 28, 2014 OPEN Session as circulated or amended	Chair	4	4:05 p.m.
3.2	Business Arising - none	Chair		
4.	UNANIMOUS CONSENT AGENDA	Chair		4:10 p.m.
	<i>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.</i>			
	Consent items are: 6.1, 7.1, 7.2, 8.1, and 8.2			
5.	<u>REPORT FROM THE PRESIDENT</u>	President	8	4:15 p.m.
6.	FROM FINANCE, ADMINISTRATION AND HUMAN RESOURCES COMMITTEE			
 6.1	Faculty of Pharmacy Student Referendum	R. Zegalski	20	(consent)
6.2	Student Organizations Fees Policy	R. Zegalski	24	4:20 p.m.
6.3	2014-2015 Residence Room and Meal Plan Rates	R. Zegalski	34	4:25 p.m.
7.	FROM SENATE			
 7.1	Report of the Senate Committee on Awards [dated December 16, 2013]	President	42	(consent)
 7.2	Report of the Senate Committee on Awards [dated January 21, 2014]	President	47	(consent)
7.3	Bannatyne Campus Master Plan	President	53	4:30 p.m.



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AGENDA

		<u>Presenter</u>	<u>Page</u>	<u>Est. Time</u>
8.	FROM SENATE			
	8.1 UDC Report	President	111	(consent)
	8.2 Statement of Intent – Master of Dentistry (M.Dent.) In Prosthodontics	President	184	(consent)
9.	UPDATES			
9.1	Report from the UMSU President	A. Turnbull	(oral)	4:45 p.m.
9.2	Report from the GSA President	M. Wetzel	193	4:50 p.m.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION



UNIVERSITY
OF MANITOBA

**Minutes of the OPEN Session of the
Board of Governors
January 28, 2014**

Present: P. Bovey, Chair
J. Leclerc, Secretary

S. Ally D. Barnard A. Berg T. Bock A. Dansen R. Dhalla
J. Embree N. Halden S. Jesseau J. Lederman B. Passey M. Robertson
D. Sauer H. Sector S. Senkbeil A. Turnbull M. Wetzel M. Whitmore

Regrets: J. Keselman P. Kochan M. Labine R. Zegalski

Assessors Present: C. Morrill R. Howard

Officials Present: S. Foster D. Jayas J. Kearsey A. Konowalchuk

1. ANNOUNCEMENTS

FOR ACTION

2. APPROVAL OF THE AGENDA

Mr. Dhalla requested that the agenda be amended to add a discussion of the Alumni vacancy on the Board of Governors.

It was moved by Mr. Berg and seconded by Ms. Wetzel:

THAT the agenda for the Open session of the January 28, 2014 Board of Governors meeting be approved as amended.

CARRIED

3. MINUTES (Open Session)

3.1 Approval of the Minutes of the November 26, 2013 OPEN Session as circulated or amended

It was moved by Ms. Ally and seconded by Mr. Berg:

THAT the minutes of the Open session of the November 26, 2013 meeting be approved as circulated.

CARRIED

3.2 Business Arising – none

4. **UNANIMOUS CONSENT AGENDA**

The Chair asked whether any member had concern with any of the items on the Consent Agenda. Ms. Senkbeil identified item 6.1.1 Faculty of Education Student Referendum as something she would like removed from the Consent Agenda.

It was moved by Ms. Lederman and seconded by Dr. Whitmore:

That the Board of Governors approve and/or receive for information the following:

- 6.1.2 **That a \$3.33 per credit hour contribution be assessed against the students in the Faculty of Engineering for a three year term commencing in the fall of 2014 as outlined in the letter from Jonathan Beddoes, Dean, Faculty of Engineering, dated November 13, 2013.**
- 6.1.3 **That a \$11.66 per credit hour contribution be assessed against the students in the School of Medical Rehabilitation - Respiratory Therapy program for a three year term commencing in the fall of 2014 and the 1996 referendum vote of \$300 per student per year on an ongoing basis is no longer applicable as outlined in the letter from Emily Etcheverry, Director, School of Medical Rehabilitation, dated November 27, 2013.**
- 7.1 **THAT the Board of Governors approve revising the terms of reference for the Finance, Administration, & Human Resources (FAHR) Committee so that the requirements for the “one member of the community” read as follows: “one member of the community with an accounting designation or with senior executive or board experience”.**
- 8.1 **THAT the Board of Governors approve three new offers, seven amended offers, and the withdrawal of three offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 29, 2013].**
- 8.2 **THAT the Board of Governors approve four new offers, ten amended offers, and the withdrawal of twelve offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated November 19, 2013].**
- 8.3 **THAT the Board of Governors approve the closure of the Bachelor of Medical Rehabilitation in Occupational Therapy and the Bachelor of Medical Rehabilitation in Physical Therapy, effective immediately [as recommended by Senate, December 4, 2013].**
- 8.4 **THAT the Board of Governors approve the closure of the Disaster Research Institute, effective immediately [as recommended by Senate, December 4, 2013].**
- 8.5 **THAT the Board of Governors approve the closure of the Master of Science and Doctor of Philosophy in Genetics and the Master of Science in Psychiatry, effective immediately [as recommended by Senate, December 4, 2013].**

CARRIED

The Board received the following for Information (from Senate):

10.1 2014-2015 Academic Schedule.

5. NEW BUSINESS

5.1 President's Report

In addition to his written report included in the meeting materials, Dr. Barnard reported that he has had some good meetings with provincial government officials in his role as President of the University as well with the federal government in his role as Chair of the Association of Universities and Colleges of Canada (AUCC). He explained that he has been involved in lobbying efforts in Ottawa and had met with the federal Finance Minister, Jim Flaherty regarding funding for the post-secondary education sector. Dr. Barnard noted that he was encouraged that his messages seemed to be received warmly.

6. FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES COMMITTEE

6.1 Faculty of Education Student Referendum

The Chair reminded the Board that this item had been removed from the Consent Agenda and asked whether there were any questions. Ms. Senkbeil observed that students in the Faculty of Education had not been given an option to vote "No" if they so wished. She added that this may have been the reason for the number of spoiled ballots in the referendum. Mr. Kearsey stated that he did not have any specific information on this referendum but could bring that to the next Board meeting. Dr. Whitmore agreed that these referendums normally included a Yes or No question. Ms. Ally noted that a vote for the first option seemed to imply that a student wanted to continue to pay the same fee rather than the new, increased fee. Chancellor Sexter cautioned that it was not the Board's place to say to another decision making body that it wouldn't approve the decision made as it could set a precedent. He recommended that, going forward, student referenda be required to include an option to vote "No". Mr. Kearsey stated that the student referendum process is currently being reviewed, and he will make this recommendation. Ms. Senkbeil stated her view that the Board must set forward the guidelines expected and should decide whether to ratify resolutions that do not meet the standard.

It was moved by Mr. Bock and seconded by Dr. Halden:

That a \$3.70 per credit hour contribution be assessed against the students in the Faculty of Education for a three year term commencing in the fall of 2014 as outlined in the letter from David Mandzuk, Dean, Faculty of Education, dated October 28, 2013.

CARRIED

FOR INFORMATION

8. UPDATES

8.1 Update from the UMSU President

Mr. Turnbull's written report was included in the meeting materials. There were no questions.

8.2 Update from the GSA President

Ms. Wetzel's written report was included in the meeting materials. There were no questions.

Addition to the Agenda

Mr. Dhalla explained that it had been brought to his attention that the Board of Governors would be appointing a replacement for Gwen Hatch who had resigned from the Board of the Alumni Association and the Board of the University. He stated that there was a lack of clarity about the appropriate process to be used to make this appointment. Mr. Dhalla expressed his feeling that this individual should be elected by the Alumni of the University and asked why the Board Governance and Nominating Committee is making this appointment. Ms. Bovey explained that this is a unique situation because it is a mid-term vacancy.

Mr. Leclerc noted that it is stated in the University of Manitoba Act that the Board of the Alumni Association appoints a mid-term replacement. He explained that because the Governance & Nominating Committee has developed a list of skill sets needed to fill gaps on the Board, the Director of the Alumni Association was willing to consider a recommendation because the Alumni Association Board will be filling the vacancy. Mr. Leclerc also informed the Board that it is quite common to make recommendations to the appointing bodies, including the provincial government. Mr. Dhalla thanked the Chair for the explanation and stated that he simply wanted to ensure that the integrity of the Alumni Association be preserved and the proper process followed.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION

It was moved by Mr. Sauer and seconded by Dr. Embree:

THAT the meeting move into Closed and Confidential Session.

CARRIED

Chair

University Secretary

PRESIDENT'S REPORT: March 18, 2014

GENERAL

Dr. Joanne Keselman, Vice-President (Academic) and Provost, is leading the process to develop an updated strategic plan for the University for the next five years. A Strategic Planning Committee (SPC) has been formed, comprising representation from across the University, which will be responsible for developing, through a consultative process, an updated plan for consideration by the University of Manitoba's Senate and Board of Governors. So far, 55 consultation sessions have been scheduled, with the consultation phase currently slated to conclude in early April, 2014.

The federal budget announced on February 11, 2014 included an announcement of the Canada First Research Excellence Fund, comprising a \$1.5 billion investment in research and innovation over a 10 year period. This announcement follows a period of sustained advocacy by Canada's universities, which have promoted increased investment in research that would supplement that already available through the federal granting councils and the Canada Foundation for Innovation. The recent provincial budget included a 2.5 per cent increase in operating grants to universities and signaled the provincial government's intention to merge the Council on Post-Secondary Education with the Department of Education and Advanced Learning.

The University has established new Youth in Care Tuition Grants, which will provide youth who are currently in, or who have been in the care of Manitoba's Child and Family Services, the opportunity to receive post-secondary education at the University of Manitoba. These grants will cover the costs of undergraduate tuition up to a maximum of \$5,000 per year for a maximum of four years for each recipient and will be effective as of the 2014 fall intake. At full implementation this will include up to 40 students per year.

The Visionary (re)Generation planning process kicked off February 11th, 2014 and will include significant consultation/engagement events: Engagement Fair, Pop Up Engagement, Design Workshop, Smartpark Vision Workshop, Community Conversations, Neighbourhood Network designed to seek input from both the University community and surrounding neighbourhoods. The 16-month process will run concurrently to align with City of Winnipeg Functional Design process for Phase 2 of the Southwest Rapid Transit Corridor and will culminate with the Campus Master Plan, Area Master Plan and Phase One – Site Plan.

The University and the Alumni Association were proud to announce the recipients of the 2014 Distinguished Alumni Awards in late February, the first year that these awards have been offered in more than one category. The following individuals have been selected as this year's winners:

- Distinguished Alumni Award – David Matas - Nominated for the Nobel Peace Prize but banned from Russia and denounced by China, Mr. Matas' outspoken stance on violations of human rights around the world has made him one of the world's leading scholars and advocates of the oppressed.
- Professional Achievement Award – Scott Cairns – Mr. Cairns' passion for chemistry formed the foundation that resulted in his leading a team of weapons inspectors from a United Nations

watchdog organization that won the Nobel Peace Prize into the heart of Syria, and saw firsthand the effects of a brutal regime upon innocent victims of war.

- Community Leadership Award – Bruce Miller - Throughout his career, Mr. Miller has sought opportunities to build community and to share stories of his culture and traditions with Indigenous students through education and Aboriginal sport programs.
- Alumni Service Award – John Bockstael – Mr. Bockstael’s name is synonymous with construction in Manitoba; in 2008, he helped establish the Friends of Engineering that partners students with industry leaders in the province.
- Young Alumni Award – Chau Pham - Two years in a refugee camp battling tuberculosis was part of the motivation that led Dr. Pham to become a doctor and eventually establish Canadians Helping Kids in Vietnam. She works tirelessly to help children with insufficient medical care.

These recipients will be honoured at the Celebration of Excellence taking place on May 1st at the Winnipeg Art Gallery. The event promises to be a night to remember featuring performances by Juno-nominated alumni in honour of our five inspiring award winners.

ACADEMIC MATTERS

- Digvir S. Jayas, Vice-President (Research and International) and distinguished professor in Biosystems Engineering, has been elected as a Foreign Fellow of the National Academy of Sciences, India for his contributions to global grain preservation through research and innovation.
- Cliff Eyland, School of Art, was awarded a \$70,000 commission for a work of art for the new Meadows Library in Edmonton in 2011 by the Edmonton Arts Council. Eyland's work will be installed in May 2014.

In January 2013, Cliff Eyland was awarded a \$430,000 commission by The Halifax Central Library as a result of an international call for proposals. The art work will be installed in September 2014. This is a link to a Chronicle Herald article:

<http://thechronicleherald.ca/artslife/923980-new-library-to-get-5000-tiny-paintings>

- Dr. Mike Sullivan, Dentist of Portage la Prairie was installed as President of the Manitoba Dental Association. The appointment was confirmed at the annual meeting of the Manitoba Dental Association (MDA) which ran in conjunction with the national meeting of the Canadian Dental Association in Winnipeg on January 23 - 25, 2014.
- Dr. Philip Hultin (Chemistry) and Mr. Khosrow Hakimzadeh (Dean’s Office) are responsible for encouraging IST to install Apple TV in the Armes lecture theaters. This allows instructors to play videos or show presentations through the data projector without having to hook up an iPad, iPhone or MacBook with any kind of wiring to the podium. The University of Manitoba is the first university to use this type of technology for classroom presentations. It has been used in the primary education system but those environments are not very complex.

- Jazz guitarist and faculty member Larry Roy, Faculty of Music, and Music alumnus Erin Propp (B. Jazz Studies, 2011) have been nominated for a 2014 Juno Award for their recent CD release, *Courage My Love* (Vocal Jazz Album of the Year). The 2014 Juno Awards Celebrations will be held in Winnipeg on Sunday March 30, at the MTS Centre.
- Braden Calvert, Diploma in Agriculture student, skipped the Manitoba squad to victory at the Canadian Junior Men's Curling Championship on Sunday in Liverpool, NS. Braden and his teammates will be travelling to Flims, Switzerland next month to represent Canada at the World Junior Curling Championships.
- Married alumni Myron and Jill Krahn have been named the Manitoba Outstanding Young Farmers of the Year. Myron (BScAgric/00) and Jill (BScAgric/01) both graduated with agronomy degrees and today, they operate a family farm near Carman. They started a seed dealership in 2009 which has now expanded into retailing soybeans and cereal seed. They have also recently set up an on-site seed treating system. Jill and Myron will move on to the national Outstanding Young Farmers' competition to be held later this year.
- The T.A. (Stoney) Anderson Gold Medal was awarded to Ms. Josee Lepine as the graduate with the highest academic achievement in the Asper MBA Program.
- In January 2014 a team of 11 students represented the Asper School at the Intercollegiate Business Competition (ICBC) in Kingston, ON. This is a very prestigious international case competition in its 36th year and hosted by the Queen's Business School. We are proud to report that three of our five teams placed at (Intercollegiate Business Competition) ICBC:
 - Business Policy Case Team (2nd Place)
Rebecca Taruc, Neil Suh, & Foster Lyle
 - MIS Case Team (2nd Place)
Heidi Deras & Cameron Teschuck
 - Marketing Case Team (3rd Place)
Jian Lei & Ryan Lucenkiw

Of the 16 schools that had a podium finish, only one other university also had three teams place in the finals. To qualify for the finals of (Intercollegiate Business Competition) ICBC, our students competed in the preliminary round during the fall semester against 29 other Canadian and international universities. Teams in various functional areas wrote a case analysis which was blind-judged at Queen's. If a team's submission was ranked in the top five, they were invited to the final round of the competition.

Twenty-five universities qualified at least one team for the final, but with five teams, the Asper School had the most teams at the finals. In this round, each team received a new case and had 5.5 hours to prepare a presentation for a panel of judges from industry.

- The 30th Political Studies Students' Conference (PSSC) took place January 29th to 31st at the University of Manitoba dedicated to Canada and the Arctic: Challenges and Opportunities.

Organized and run by students, the event hosted 26 expert speakers from around the world and drew in 400 audience members over the 3 days. The conference was multidisciplinary in nature, unpacking issues of concern for the peoples of the Arctic as well as wider geopolitical and domestic concerns. The student organizers were Alison Kimlinger (MA candidate, Political Studies), Elikem Tsamenyi (MA Candidate, Political Studies), and Richard Farthing-Nichol (undergraduate, Political Studies), with assistance from Paul Aseltine (MA Candidate, Political Studies) and Dana Tucker (MPA Candidate, Political Studies) and many University of Manitoba undergraduates. The faculty advisor was Andrea Charron (Deputy-Director, Centre for Defence and Security Studies and Assistant Professor, Department of Political Studies).

- The Legal Help Centre announced that beginning in January 2014, it will be running a monthly Legal Help Clinic at 485 Selkirk Avenue (the William Norrie Centre of the University of Manitoba). This monthly clinic will provide free legal information to community members with family incomes less than \$50,000 a year.

The Legal Help Centre is a not-for-profit law centre set up by community volunteers working together with faculty and students from both the University of Winnipeg and University of Manitoba. It is run by a community board made up of members of the legal profession, the community and the University sector. The Legal Help Centre also serves as an experiential education opportunity for students in the Faculties of Law, Social Work, Criminal Justice and Inner City Studies. Under the supervision of accredited professionals students apply the work they have learned in the classroom to the field.

- On January 9, alumna Andriana Chuchman (B. Music Performance, 2004) made her debut with the Metropolitan Opera in New York City, singing the role of Adina in Donizetti's *L'Elisir d'Amore*. Critics praised Andriana for her electrifying performance.
- The Department of Computer Science has put together the first ever 10 member all-female team that will compete in the Computer Science games held in Montreal by École de Technologie Supérieure from March 21 to 24. The undergraduate students are hoping to be role models for future female students to enter and stay in Computer Science.
- Student Life hosted the University of Manitoba's first "Student Leadership Summit" on January 18, 2014. Over 80 students participated in a day full of workshops, panels and presentations. Panelists and presenters included U of M staff, alumni and students. The organizing committee was made up of five student leaders and they were supported by Student Life staff, UMSU, the GSA and the Arts Student Body Council.
- January 2014 was the University of Manitoba's first "Career Month". Over 6,000 students participated in workshops, roundtables, networking opportunities, and the annual Career Fair. The Career Fair attracted over 90 employers and garnered media attention.

RESEARCH MATTERS

- On January 8, 2014 the Canada Foundation for Innovation (CFI) John E. Evans Leaders Fund (JELF) announced support to five University of Manitoba research projects in the amount of \$854,986. The five projects are led by Drs. Genevieve Ali (Geological Sciences) to find strategies for Prairie watershed management systems, Mazdak Khajehpour (Chemistry) to study the cause of aging at the molecular level, Peter Kulchyski (Native Studies) to and the set-up a new performance studies centre, Juliette Mammei (Physics and Astronomy) to seek answers to what makes up the universe, and Barbara Sharanowski and Alejandro Costamagna (Entomology) to find the best insects for natural pest control.
- On February 21, 2014 Federal Health Minister Rona Ambrose and Manitoba Health Minister Erin Selby were joined by Dr. Alain Beaudet, President of the Canadian Institutes of Health Research (CIHR), and Dr. Digvir Jayas, Vice-President (Research and International) at the University of Manitoba to announce \$22.4 million in funding over five years for the [Manitoba SUPPORT Unit](#) for patient-oriented research.

SUPPORT (Support for People and Patient-Oriented Research and Trials) Units are provincial or regional centres that connect patients, researchers, policy makers, funders, and health care professionals to help attract, train, and mentor health care professionals and patient-oriented researchers. Ultimately, the SUPPORT Units are about improving health outcomes for patients. They provide the infrastructure needed to improve health care practices, therapies, and policies. They will ensure new and innovative diagnostic and therapeutic approaches are applied when and where needed, for the benefit of Canadian patients. The SUPPORT Unit will operate through the George and Fay Centre for Healthcare Innovation.

- The University of Manitoba is part of the newly announced Canadian Respiratory Research Network (CRRN) that received more than \$7 million in federal and private funding to help discover why 20 per cent of smokers are diagnosed with chronic obstructive pulmonary disease (COPD) while 80 per cent are not. Dr. Andrew Halayko (Physiology/Internal Medicine/Manitoba Institute of Child Health) was appointed the director of training and mentoring for CRRN. The Emerging Network will receive \$4.2 million from CIHR over the next five years with matching funds of \$2.5 million from industry and not-for-profit organizations such as the Canadian Lung Association. Halayko will lead the discovery platform, a basic research platform that's embedded within the network; which includes researchers from the Universities of Calgary, McGill and McMaster.
- In January, the George and Fay Yee Centre for Healthcare Innovation (CHI) was awarded Silver in the Institute of Public Administration of Canada (IPAC) /Deloitte Public Sector Leadership Awards program for exceptional leadership in Canada's healthcare sector. Organizations are recognized by IPAC/Deloitte Public Sector Leadership Awards for their bold strategic thinking, innovation in public policy and visionary leadership. IPAC/Deloitte stated that CHI won the Silver Award for "its solution to bridging and integrating academic research and practitioner's clinical expertise to create evidence-based decision making and policy and leading-edge approaches to help Manitoba's health system meet the challenge of delivering high quality, cost-effective healthcare." CHI was established in 2008 as a partnership between the University of Manitoba and the Winnipeg Regional Health Authority following a \$2.5M donation by University of Manitoba alumnus George Yee [MD/60].

- On February 3, 2014 Mr. Ry Moran was appointed the Director of the National Research Centre for Truth and Reconciliation at the University of Manitoba. The University is honoured to be chosen by the Truth and Reconciliation Commission of Canada to host the National Research Centre for Truth and Reconciliation; it joined hands with communities across Canada when it signed the historic agreement on June 21, 2013 – National Aboriginal Day. The University is focused on fostering reconciliation, which is why it was the first university to offer an [official apology](#) to Canada's First Nations, Metis and Inuit peoples, and it is proud to have Mr. Moran further its goal when the Centre formally opens in 2015. The National Research Centre for Truth and Reconciliation will be located on the University of Manitoba campus and will house thousands of video and audio-recorded statements from Survivors and others affected by the schools; millions of archival documents and photographs from the Government of Canada and Canadian church entities; works of art, artifacts and other expressions of reconciliation presented at Truth and Reconciliation Commission events; and research collected and prepared by the Commission.

The Centre will operate within the academic and administrative structure of the University. Moran will report administratively to the Vice-President (Research and International), and he will be responsible in managing the day-to-day operations of the Centre. Since 2010, Moran has been the Director of Statement Gathering with the Truth and Reconciliation Commission of Canada. Prior to this, he owned Yellow Tilt Productions, delivering professional services in a variety of areas including Aboriginal language preservation. Moran, a bi-lingual member of the Metis Nation, is a Masters of Business Administration student, and holds a Bachelor of Arts from the University of Victoria.

- On January 23, 2014 the Asia Pacific Foundation of Canada (APF) visited the University as part of the Manitoba component of the National Conversation on Asia. Dr. David Barnard and Mr. Yuen Pau Woo (APF CEO and President) co-hosted a roundtable discussion titled "Manitoba and Asia: The Way Forward" which gathered senior officials and representatives from APF; the Department of Foreign Affairs, Trade and Development; and Province of Manitoba - Ministry of Education and Advanced Learning; Economic Development Winnipeg Inc.; Manitoba Trade and Investment; The Manitoba Chambers of Commerce; World Trade Centre Winnipeg; Manitoba Immigration and Multiculturalism; Chinese Cultural Centre and the Chinese Chamber of Commerce of Manitoba.

More than 70 faculty members, students and staff attended an afternoon session themed "The Rise of Asia: Are We Ready?" at which David Mulrone shared the highlights of Canada's Asia Challenge: Creating Competence for the Next Generation of Canadians (a Report of the Asia Competence Task Force, which he co-chairs with Janet De Silva). Representatives of UM Students' Union, Students Without Borders Vietnam, Asper School of Business/Association of Chinese Professors in Manitoba and Asian Studies Centre (UM Faculty of Arts) provided feedback to the report.

- Money and minds were brought together on January 31st and February 1 in a unique event hosted by the Technology Transfer Office called Vision to Venture. Winnipeg's top entrepreneurs were on hand to connect with the top scientists and product developers who showcased patent-pending technologies awaiting financial investment to get them to market. The event was a huge success with more than 60 people in attendance both days and at least one start-up is in the works.
- Distinguished Professor Digvir Jayas, Vice-President (Research and International) was appointed as a Council member of the Natural Sciences and Engineering Research Council of Canada (NSERC) on December 17, 2013 for a term of three years. Collectively, NSERC Council members represent the academic research and private sector communities in the natural sciences and engineering.

The Council works to achieve the maximum strategic impact for Canada from the expenditure of public funds and to advance Canada’s research and development agenda. Jayas is a Registered Professional Engineer and a Registered Professional Agrologist. He has authored or co-authored over 800 technical articles in scientific journals, conference proceedings and books. Jayas’ appointment continues the legacy of service by preceding professors at the University of Manitoba, notably Dr. Joanne Keselman (2001 – 2008) and Dr. James Blatz (2009 – 2014).

- On February 21, 2014 more than 175 grade 11 and 12 high school students and teachers from across Manitoba got a taste of research in a day of hands on activities as part of the annual Science, Engineering and Technology (SET) Day hosted by the Office of the Vice-President (Research and International). The students and teachers participated throughout the day in faculty-based and led activities: Clayton H. Riddell Faculty of Environment, Earth, and Resources Arctic Science Day at Fort Whyte Alive (organized by Centre for Earth Observation Science); National Centre for Livestock and the Environment greenhouse gas session; Faculties of Human Ecology and Agricultural and Food Sciences teamed up for Pizza 101; Faculty of Science ‘Heart and Rec’ Biological Sciences lab activity; Faculty of Science Computer Science Robotics session; and Faculty of Kinesiology and Recreation Management ‘Analyzing your Moves’.

A series of three SET Talks were given by Dr. Peter Cattini (Physiology), Ms. Leah Guenther (2013 3MT Winner) and Dr. Steve Whyard (Biological Sciences). WISE Kidnetic provided another hands on session (DNA analysis) for students and teachers. Social media engagement by participants was encouraged and can be seen at <http://www.umanitoba.ca/research/setday/setday2014-storify.html>

- Five new International Agreements were signed and three were renewed:

Partner Institution	Country	Agreement Type	UM Initiating Faculty
Groupe ESC Troyes en Champagne, France	France	SEA Renewal	I H Asper School of Business
Ningbo University	China	Student Transfer Program Renewal	I H Asper School of Business
St. Petersburg University	Russia	Program Service Provider Agreement	Arts – Department of Slavic Studies
El Paso County Department of Human Services	USA	Internship Contract	Faculty of Social Work
Warsaw School of Economics	Poland	MOU	I H Asper School of Business
Warsaw School of Economics	Poland	SEA	I H Asper School of Business
IDRC/AUCC	Kenya	Memorandum of Grant Conditions	Faculty of Medicine
Lviv Polytechnic University	Ukraine	SEA Renewal	Faculty of Social Work

- One international delegation from Yamanshi Gakuin University, Japan visited in December 2013.
- A total of five projects received funding from MITACS and NCE totalling \$145,600 in funding. Those who received more than \$25,000 in funding are:

PI	Sponsor	Title	Awarded
Annakkage, Udaya (Electrical and Computer Engineering)	Mitacs Inc.	Tools for enhancement of power system security	\$80,000
Dixon, Ian (Physiology)	Networks of Centres of Excellence	Matrix and tissue remodeling network (MatriNET) (Proposal development costs)	\$25,000
Kordi, Behzad (Electrical and Computer Engineering)	Mitacs Inc.	A novel passive wireless sensor for the measurement of AC/DC electric field in the vicinity of high voltage apparatus	\$30,000

- Thirty-two research projects led by 28 investigators were awarded \$4,964,497.79. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Ball, Terry (Blake) (Medical Microbiology)	CIHR	Defining the mechanisms of IRF 1 in mediating innate resistance to mucosal HIV acquisition in HIV exposed seronegative (HESN) women	\$606,266
Blydt-Hansen, Tom (Pediatrics and Child Health)	Children's Mercy Hospital	Chronic kidney disease in children (CKiD III)	\$63,804
Booth, Stephanie (Medical Microbiology)	CIHR	MicroRNA-dependent regulation in early prion-related neurodegenerative disease	\$99,758
Booth, Stephanie (Medical Microbiology)	Manitoba Health Research Council	MicroRNA-dependent regulation in early prion-related neurodegenerative disease	\$99,758
Brothwell, Douglas (Dental Diagnostic and Surgical Sciences)	Lawson Foundation (The)	Prepare to quit	\$150,000
Burgener, Adam (Medical Microbiology)	Magee-Womens Research Institute and Foundation	Microbicide safety and acceptability in young men	\$32,317
Clark, Shawn (Civil Engineering)	Manitoba Hydro	Bridge funding to initiate NSERC IRC in river ice engineering program work	\$49,600

Duhamel, Todd (Faculty of Kinesiology and Recreation Management)	Heart and Stroke Foundation of Canada	ENCOURAGEing workplace and employee wellness programs to help more Manitobans to become physically active	\$80,000
Farenhorst, Annemieke (Soil Science)	University of Saskatchewan	Proposal for the NSERC prairie chair for women in science and engineering to be established at the University of Manitoba	\$30,000
Flaten, Donald (Soil Science)	Agrium Inc	Long term management of P fertilizer to maximize yield and minimize cadmium in Manitoba crops	\$30,000
Fowke, Keith (Medical Microbiology)	CIHR	Limiting HIV target cells by inducing immune quiescence in the female genital tract	\$372,438
Graham, Marjory (Anaesthesia)	Children's Hospital Foundation of Manitoba Inc.	Academic performance in healthy young children exposed to general anesthesia	\$32,870
Hitchon, Carol (Internal Medicine)	Association of Universities & Colleges of Canada (AUCC)	Spectrum of pediatric rheumatic disease in East Africa	\$40,000
Kong, Jiming (Human Anatomy and Cell Science)	CIHR	Protecting delayed neuronal death in ischemic stroke by targeting the BNIP3 pathway	\$225,000
Lorway, Robert (Centre for Global Public Health (CGPH))	CIHR	A South to South collaborative project to understand and address the HIV vulnerability of male sex workers in Nairobi, Kenya	\$335,630
McKenna, Sean (Chemistry)	Cancer Research Society, Inc.	Investigating the regulatory role of an RNA-quadruplex helicase, RHAU, on telomerase activation	\$119,500
Miller, Donald (Pharmacology and Therapeutics)	CIHR	Phospholipids receptors as targets for enhancing drug permeability to the brain	\$94,376
Mookherjee, Neeloffer (Internal Medicine)	CIHR	Inhibitory effects and mechanisms of innate defence regulator peptides in inflammatory arthritis	\$100,000
Mookherjee, Neeloffer (Internal Medicine)	Manitoba Health Research Council	Inhibitory effects and mechanisms of innate defence regulator peptides in inflammatory arthritis	\$100,000

Pistorius, Stephen (Physics and Astronomy)	Canadian Breast Cancer Foundation - Prairies/NWT Region	Early stage breast tumor detection using spintronic based microwave imaging sensors	\$435,000
Plummer, Francis (Medical Microbiology)	CIHR	Genetic determinants of HIV-1 acquisition in Kenyan men who have sex with men	\$381,654
Ripat, Jacqueline (Occupational Therapy)	Manitoba Health Research Council	Exploring winter weather issues faced by Manitoba wheeled mobility users	\$87,066
Ritchie, Lesley (Clinical Health Psychology)	Health Sciences Centre Foundation	Functional outcomes following neuropsychological intervention in acquired brain injury outpatients with executive dysfunction	\$50,445
Schroth, Robert (Preventive Dental Sciences)	Dalhousie University	Engaging Aboriginal voices to address oral health disparities network for Canadian oral health research (NCOHR) team building workshop pathway to oral health equity for Aboriginal Canadians: Knowledge exchange workshop	\$25,000
Solbrig, Marylou (Internal Medicine)	Manitoba Health Research Council	Cannabinoids in health and disease	\$100,000
Soussi Gounni, Abdelilah (Immunology)	CIHR	Semaphorin3E as a novel therapeutic target in allergic asthma	\$100,000
Soussi Gounni, Abdelilah (Immunology)	Manitoba Health Research Council	Semaphorin3E as a novel therapeutic target in allergic asthma	\$100,000
Strachan, Shaelyn (Kinesiology and Recreation Management)	Manitoba Health Research Council	Who am I? Examining and targeting physical activity self-perceptions as a means of promoting physical activity adherence	\$99,961
Taback, Shayne (Pediatrics and Child Health)	Canadian Diabetes Association	Can resveratrol improve insulin sensitivity and preserve beta cell function following gestational diabetes?	\$275,000
Woodgate, Roberta (Nursing)	CIHR	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$100,000

Woodgate, Roberta (Nursing)	CIHR	Decision-making across the adult lifespan in the context of breast cancer	\$70,000
Woodgate, Roberta (Nursing)	Manitoba Health Research Council	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$34,527
Woodgate, Roberta (Nursing)	CIHR	Aboriginal youth living with HIV: From diagnosis to learning to manage their health and lives	\$34,527
Xie, Jiuyong (Physiology)	Manitoba Health Research Council	Control of alternative splicing in cell function and genetic diseases	\$410,000

ADMINISTRATIVE MATTERS

- The University finalized the purchase of 137 Innovation Drive from Cangene Corporation. The University took possession of the building on February 14, 2014.
- Phase II of the Wireless N deployment, 28 buildings has been completed. 12 buildings remain with no wireless network and 38 buildings with the older Wireless B/G technology.
- Phase II of the Emergency Notification System (ENS) deployment is complete with the installation of telephony technology enabling the system to distribute alerts to the phone system and remote speakers.
- IST assisted with the storage upgrade to the Truth and Reconciliation Archive and planning is underway to relocate the hardware to the University Data Centre.

EXTERNAL MATTERS

- At an awards ceremony held as part of the annual CASE District VIII Conference held in Vancouver by the Council for the Advancement and Support of Education (CASE) the Marketing Communications Office was recognized in February with a bronze award for their promotion and supporting collateral materials for the “University of Manitoba’s Homecoming 2013”.
- As of February 21, 2014 the University has raised \$19,067,249.11 in this fiscal year.
- Significant gifts and activities in the last reporting period include:
 - A gift of \$300,000 has been received from the estate of John Gordon Hunter. This gift has been directed to the Helen Mann Fund and the Robert Charles Armatage Fund.
- At the request of the provincial government, Dr. David Barnard, President and Vice-Chancellor and Paul Kochan, Vice-President (Administration) delivered a presentation in January on the experiences and lessons learned in implementing Resource Optimization and Service Enhancement (ROSE) program.

- Minister of Canadian Heritage and Official Languages, Shelly Glover met with President Barnard; John Kearsley, Vice-President (External); Digvir Jayas, Vice-President (Research and International); and Tyler MacAfee, Director of Government and Community Engagement on January 22, 2014. A number of issues were discussed with the senior federal minister from Manitoba including: University of Manitoba's role as an economic driver, the role of graduates in driving Manitoba and Canada's economy, the AUCC/U15 Advantage Canada Research Excellence (ACRE) Fund proposal, opportunities for U of M under the Building Canada Fund, and the Taché Arts Project. Minister Glover's visit also included a tour of the Richardson Centre for Functional Foods and Nutraceuticals (RCFFN) led by Director, Dr. Peter Jones.
- On January 24, 2014, Theresa Oswald, Honourable Minister of Jobs and the Economy met with President Barnard; John Kearsley; Digvir Jayas; Jonathan Beddoes, Dean, Faculty of Engineering; and Tyler MacAfee to cover issues related to the critical role that the University of Manitoba plays in driving the provincial economy and supplying the talent for Manitoba's labour force.
- President Barnard, John Kearsley and Tyler MacAfee met with Manitoba's Finance, Jennifer Howard, on January 28, 2014 to discuss, in advance of the provincial budget, the key role that the University of Manitoba plays in the provincial economy.
- On February 13, 2014, President Barnard and Tyler MacAfee met with Manitoba Minister of Health, Erin Selby, to discuss the Academic Structure Initiative, new nursing facility and the Bannatyne Campus Master Plan, and transformational research breakthrough at the University of Manitoba.
- The fourth Visionary Conversations was held on Wednesday, January 22, 2014 at St. John's College on the Fort Garry Campus. The title of the conversation was "Who Gets Fed First? Global Population Boom: 9 Billion Mouths to Feed". The featured panelists were Dr. Digvir Jayas, Vice-President (Research and International) and Distinguished Professor, Biosystems Engineering; Dr. Karin Wittenberg, Associate Dean (Research) and Professor, Animal Science; and Dr. Vaclav Smil, Distinguished Professor Emeritus, Environment and Geography. We also had a donation bin setup for the University of Manitoba Foodbank. The event was very well attended with 177 confirmed RSVPs and we received several Foodbank donations.
- The call for nominations to the Board of Governors officially closed on February 7th. Alumni Relations received only one application for candidacy therefore no election will be held. The candidate, Rennie Zegalski, met all criteria necessary as required by the approved election policies and procedures.
- The first ever Alumni Forum will be taking place on Monday, March 10th in the Pinnacle Club at Investors Group Field. The Forum will provide an opportunity for graduates to engage with other alumni in meaningful discussion on the strategic direction of the University of Manitoba.



AGENDA ITEM: *Student Referendum, Faculty of Pharmacy*

RECOMMENDED RESOLUTION:

That a \$3.66 per credit hour contribution be assessed against the students in the Faculty of Pharmacy for a three year term commencing in the fall of 2014 as outlined in the letter from Neal Davies, Dean, Faculty of Pharmacy, dated January 17, 2014.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

On Monday, December 2 and Tuesday, December 3, the University of Manitoba Pharmacy Students Association held a referendum to support the Faculty of Pharmacy Endowment and Student Initiative funds. Each student was proposed with making a contribution to \$3.66 per credit hour for a three year term, beginning in the fall of 2014. This amounts to an approximate donation of \$110 per student per year. The students voted to contribute \$3.66 per credit hour for a three year term beginning in the fall of 2014, resulting in a total contribution of approximately \$69,630 (pending student enrolment); designating 10% Pharmacy Endowment fund and 90% Student Initiative fund. There was a 79% participation rate with 166 of the 211 eligible student voters casting a ballot. Of those votes, 133 were "yes" votes, 33 were "no" votes and there were no spoiled ballots.

RESOURCE REQUIREMENTS:

N/A

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION: *[delete if not applicable]*

N/A



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	John Keatsey <i>[Signature]</i>	Jan 20, 2014
<input type="checkbox"/>	<input type="checkbox"/>	David Barnard <i>[Signature]</i>	Jan 23, 2014
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR	March 4, 2014
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

Office of the Vice-President (External)

Submission prepared by:

Submission approved by:

This must be the President, a Vice-President, or the University Secretary.

Attachments

Please list any related material attached. Ideally attachments for any given submission will not exceed ten (10) pages.

- Letter from Neal Davies, Dean, Faculty of Pharmacy
- Letter from Jillian James, Senior Co-Stick and Riley Love, Junior Co-Stick, University of Manitoba Pharmacy Students Association

December 16, 2013

Dr. Neal Davies
Dean, Faculty of Pharmacy
147 Apotex Ctr
University of Manitoba

Dear Dean Davies,

On Monday, December 2 and Tuesday, December 3, the University of Manitoba Pharmacy Students Association held a referendum to support the Faculty of Pharmacy Endowment and Student Initiative Funds. Each student was proposed with making a contribution of \$3.66 per credit hour for a three year term, beginning in the fall of 2014. This amounts to an approximate donation of \$110 per student per year. I am pleased to inform you that the vote was successful and as such, the students will be contributing \$69,630 (pending student enrolment) to the Faculty of Pharmacy over the next three years. The ballot read as follows:

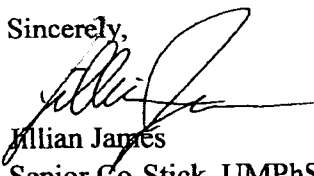
<p style="text-align: center;">FACULTY OF PHARMACY 2013 REFERENDUM BALLOT</p> <p style="text-align: center;">I agree to make a tax-deductible contribution of \$3.66 per credit hour (\$110 per year for 30 credit hours) to be paid at the time of registration.</p> <p style="text-align: center;">This contribution will be directed to the Faculty of Pharmacy as follows:</p> <p style="text-align: center;">90% Student Initiative Fund 10% Pharmacy Endowment Fund</p> <p style="text-align: center;">The term for this agreement is to be 3 years starting September 2014</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
--

There was an 79% participation rate with 166 of the 211 eligible student voters casting a ballot. Of those votes, 133 were "yes" votes, 33 were "no" votes and there were no spoiled ballots.

Prior to the referendum vote, classroom presentations were held and all students were made aware of information detailing the referendum process, the proposed donation amount and disbursement and the need to give back. The 4th year students voted via email.

The University of Manitoba Pharmacy Students Association supports the results of this referendum and ask that the university take the necessary steps to implement the contributions. I am requesting that you forward this information to Dr. David Barnard, President of the University of Manitoba, who will present it to the Board of Governors for ratification. If you require any additional information or have any questions, please feel free to contact me.

Sincerely,



Allian James
Senior Co-Stick, UMPPhSA



Riley Love
Junior Co-Stick, UMPPhSA

cc: Sana Mahboob, Donor Relations



UNIVERSITY
OF MANITOBA | Faculty of Pharmacy

Apotex Centre
750 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T5
Telephone (204) 474-9306
Fax (204) 474-7617

January 17, 2014

Dr. David Barnard
President and Vice-Chancellor
University of Manitoba

Dear Dr. Barnard:

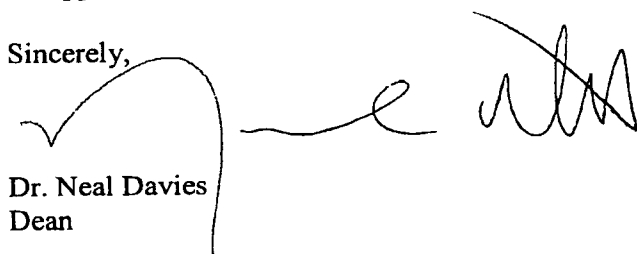
I am pleased to inform you that the students in the Faculty of Pharmacy have once again voted to continue making contributions to the faculty through their student referendum.

Attached you will find the letter I received from Jillian James, Senior Co-Stick and Riley Love, Junior Co-Stick, University of Manitoba Pharmacy Student's Association. The letter details how proper notice was provided to the students about the referendum initiative, including the disbursement and the vote date, through an email and presentations made on behalf of the members of the student council.

As Jillian and Riley explain, the students wish to contribute \$3.66 per credit hour for a three year term, to the Faculty of Pharmacy Endowment and Student Initiative Funds. This will result in a contribution of \$69,630 (pending enrolment) to the university. This contribution is to be collected from each student in each term when fees are paid, beginning in the fall of the 2014/2015 fiscal year.

I would appreciate it if you would present these results to the Board of Governors for approval.

Sincerely,


Dr. Neal Davies
Dean

enclosure

cc: Sana Mahboob, Donor Relations



AGENDA ITEM: *Student Organization Fees Policy*

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the Student Organization Fees Policy, effective April 1, 2014, and rescind the Policy "Student Organizations", last revised June 21, 2011.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The current policy on Student Organizations has been in place for many years, with only minor amendments made over time. In May of 2013, Audit Services issued a report entitled "Student Organizations Policy & Financial Statement Review". In its report, Audit Services made a number of recommendations regarding revisions to the current policy. They also recommended that the University Secretary be identified as the officer responsible for the policy.

Attached for the Board's consideration is a new Policy on Student Organization fees that reflects the recommendations of the Audit Services report. In essence, the policy:

- Requires UMSU to provide an annual attestation of the adequacy of financial controls in place for student organizations and to report to the University on any suspected fraud or misappropriations;*
- Removes the requirement that treasurers of the student organizations be bonded, as it has become next to impossible for the organizations to obtain such coverage;*
- Updates the listing of student organizations;*
- Recognizes the autonomous relationship of the Graduate Students' Association from UMSU;*
- Removes the requirement for annual audits of student organizations, as the cost/benefit of such audits was found by Audit Services to be lacking.*

RESOURCE REQUIREMENTS:

There are no new resource requirements associated with this policy. By removing the requirement of annual audits, this change will save student organizations in excess of \$40,000 annually. The change will also free up time in Audit Services that can be allocated to more pressing engagements.

IMPLICATIONS:

The revised policy will clarify and streamline the process with respect to student organization fees, and transfers the responsibility for the accountability of student organization fees from the

University to UMSU and GSA.

ALTERNATIVES:

As the revised policy has been drafted to meet the Audit Services recommendations, no alternatives were considered

CONSULTATION:

In developing this policy, the following were consulted:

- *UMSU President Al Turnbull;*
- *GSA President Monika Wetzel;*
- *UMSU Accounting Manager Ron Davey;*
- *Registrar Neil Marnoch;*
- *Assistant Manager for Revenue Accounting Rhonda Chorney;*
- *Director of Audit Services Janice Martin*
- *Senior Audit Consultant Dan McGregor*



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Jeff Leclerc</u>	<u>12-February-2014</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>David Band</u>	<u>Feb 13, 2014</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PArch</u>	<u>Feb 13/14</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FAHR</u>	<u>March 4, 2014</u>
<input type="checkbox"/>	<input type="checkbox"/>		

Jeff Leclerc

Submission prepared by:

Submission approved by:

Jeff Leclerc

Attachments

Please list any related material attached. Ideally attachments for any given submission will not exceed ten (10) pages.

Student Organization Fees Policy

UNIVERSITY OF MANITOBA POLICY

Policy:	STUDENT ORGANIZATION FEES
Effective Date:	April 1, 2014
Revised Date:	
Review Date:	April 1, 2024
Approving Body:	Board of Governors
Authority:	<i>The University of Manitoba Act, section 16(1) and The University of Manitoba Students' Union Act, section 8(f)</i>
Responsible Executive Officer:	University Secretary
Delegate: (If applicable)	None
Contact:	University Secretary
Application:	Student Organizations, students, employees

Part I Reason for Policy

- 1.1 To provide a framework whereby the University of Manitoba will collect fees on behalf of, and in support, of UMSU, GSA and Student Organizations (as defined below) and to ensure that accountability for the fees rests with the student organizations.

Part II Policy Content

Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy and related Procedures:
- (a) "University of Manitoba Students' Union" or "UMSU" means the University of Manitoba Students' Union, a corporation established by *The University of Manitoba Students' Union Act*, RSM 1990, c.203;
 - (b) "Graduate Students' Association" or "GSA" means the University of Manitoba Graduate Students' Association, a corporation established in the Province of Manitoba, comprising graduate students of the University of Manitoba;

- (c) “Student Organization” means a Faculty, School or College Student Organization approved by the Board of Governors, on recommendation of UMSU or GSA, and listed in Appendix I of this Policy. The Board of Governors may amend listing of Student Organizations from time to time;
- (d) “UMSU Student Fees” means the membership fees to be payable at the time of registration by members of UMSU pursuant to section 8(f) of *The University of Manitoba Students’ Union Act* as recommended from time to time by UMSU Council and approved by the Board of Governors;
- (e) “GSA Student Fees” means the membership fees to be payable at the time of registration by members of the Graduate Students’ Association, as determined by the GSA, and recommended to the Board of Governors by UMSU, pursuant to section 8(f) of *The University of Manitoba Students’ Union Act*;
- (f) “Faculty, School or College Student Organization Fees” means those fees payable at the time of registration by every person enrolled as a student at the University, other than those in exempted classes of students, as a fee for membership in the Student Organization(s) of any Faculty, School or College in which the student has been enrolled, as recommended by UMSU Council and approved by the Board of Governors;
- (g) “Exempted Classes of Students” means those classes of students who may be specifically exempted from membership in UMSU and from the requirement to pay UMSU Student Fees, and Faculty, School or College Student Organization Fees. Specifically, the following are Exempted Classes of Students:
 - (i) Off campus students;
 - (ii) Distance and Online Education students;
 - (iii) Auditing students (exempt from Faculty, School or College fees only);
 - (iv) Non-degree course students;
 - (v) Challenge course students (exempt from Faculty, School or College fees only);
 - (vi) Students enrolled in Faculty of Graduate Studies (these students shall pay GSA Student Fees, but not UMSU Student Fees);
 - (vii) Senior citizens.

2.2 The University shall collect and remit to UMSU, the UMSU Student Fees which relate to members of UMSU.

2.3 The University shall collect and remit to UMSU, the Faculty, School or College Student Organization Fees. UMSU shall remit these to the Faculty, School or College Student Organizations for which the fees were collected.

2.4 Where it is deemed appropriate, UMSU may elect to manage the fees of a Faculty, School or College Student Organization, by holding the fees in trust. Any such fees held in trust must be

used as directed by and only for the benefit of the Faculty, School or College Student Organization for which the fees were collected.

- 2.5 The remittance of the fees referred to in sections 2.2 and 2.3 shall be subject to the submission by UMSU to the University Secretary, the Comptroller and the Registrar, by June 1 each year, of an attestation that:
- (a) UMSU has established and implemented processes and controls to monitor the finances of the Faculty, School or College Student Organizations, including a brief summary of the processes in place;
 - (b) The fee schedule has been reviewed and is correct and each fee has been approved by UMSU Council and the Board of Governors;
 - (c) UMSU assumes responsibility and liability for ensuring that the UMSU Fees and Faculty, School or College Student Organization fees are used for the purposes for which they are collected;
 - (d) UMSU shall immediately report to the University any instances of misappropriation of assets related to Faculty, School or College Student Organizations.
- 2.6 While not required by this Policy, in cases where the quantum of fees and/or the control environment of the Faculty, School or College Student Organization warrants it, UMSU may require an audit of the Student Organizations finances.
- 2.7 UMSU shall recommend to the Board of Governors the GSA Student Fees determined by the GSA. The GSA Student Fees shall be assessed on graduate students as an Exempted Class of Students.
- 2.8 The University shall remit GSA Student Fees directly to the GSA. Such remittance shall be subject to the following conditions:
- (a) the GSA shall file its constitution, articles of incorporation and/or bylaws with the University Secretary;
 - (b) the GSA shall keep appropriate books of account;
 - (c) the GSA shall contract in its own, name and not the name of the University of Manitoba or UMSU;
 - (d) the GSA shall undergo an annual audit at its expense and file the audit report with the University Secretary by June 1 each year.
- 2.9 Subject to section 2.5, the University shall remit to UMSU in each academic year, at such times as may be agreed by the Vice-President (Administration) of the University, all UMSU Student Fees and all Faculty, School or College Student Organization Fees collected by the University.
- 2.10 The University may, upon the request of UMSU, make reasonable advances from funds of the University towards fees to be collected by the University in any academic year, on such terms as may be agreed to by the Vice-President (Administration) and UMSU.

- 2.11 Subject to section 2.8, the University shall remit to GSA in each academic year, at such times as may be agreed by the Vice-President (Administration) of the University, all GSA Student Fees collected by the University.
- 2.12 The University may, upon the request of GSA, make reasonable advances from funds of the University towards fees to be collected by the University in any academic year, on such terms as may be agreed to by the Vice-President (Administration) and GSA.
- 2.13 The University shall report to UMSU particulars of all UMSU Student Fees and all Faculty, School or College Student Organization Fees and assessments collected by the University. The University shall report to GSA particulars of all GSA Student Fees and assessments collected by the University.
- 2.14 The University may enter into an agreement with UMSU or GSA to facilitate the collection and disbursement of fees and assessments, and the making of advances pursuant to sections 2.10 and 2.12.
- 2.15 The University may retain from any fees collected by it any amounts owing to the University pursuant to any agreement between the University and UMSU or the University and GSA.

**Part III
Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the communication, administration and interpretation of this Policy.

**Part IV
Authority to Approve Procedures**

- 4.1 The University Secretary may approve Procedures which are secondary to and comply with this Policy.

**Part V
Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is April 1, 2024.
- 5.2 In the interim, this Policy may be revised or rescinded if:
 - (a) the Approving Body deems it necessary or desirable to do so; or
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.

Part VI
Effect on Previous Statements

- 6.1 This Policy supersedes the following:
- (a) Student Organizations Bylaw, last revised June 21, 2011;
 - (b) All previous Board Policies, Procedures, Bylaws and resolutions on the subject matter contained herein.

Part VII
Cross References

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) None

Appendix 1

Listing of Student Organizations

- Arts Student Body Council
- Commerce Students' Association
- Dental Hygiene Student Council
- Faculty of Agriculture Students' Organization
- Faculty of Education Students' Association
- Human Ecology Students' Association
- Manitoba Law Students' Association
- Manitoba Dental Students' Association
- Manitoba Medical Students' Association
- Medical Rehabilitation Students' Association
- Pharmacy Students' Association of the University of Manitoba
- School of Art Students' Association
- Faculty of Music Students' Association
- Science Students' Association of the University of Manitoba
- Society of Earth Science and Environmental Students
- Student Association for Health, Physical Education and Recreation
- Students' Architectural Society
- The Social Work Students' Association
- The University of Manitoba Nursing Students' Association
- University 1 Student Council
- University of Manitoba Engineering Society
- St. John's College Students' Association
- St. Paul's College Students' Association
- Arthur V. Mauro Students' Association
- Resident Students' Association
- University College Residence Students' Association
- St. Andrew's College Student Council



AGENDA ITEM: 2014–2015 Residence Room and Meal Plan Rates

RECOMMENDED RESOLUTION:

That the Board of Governors approves:

A) Residence room rates for 2014-15 of:

Pembina Hall Residence- \$6,290

Arthur Mauro Residence- \$6,630

University College Residence and Mary Speechly Hall Residence

- Single Room- \$4,624
- Double Room- \$2,954

B) Meal plan rates for 2014-15 of:

10 Meals per Week plus \$500 FoodBucks - \$4,550

15 Meals per Week plus \$500 FoodBucks - \$4,900

7-Day Unlimited plus \$125 FoodBucks - \$5,050

Super Saver Membership - \$2,200 FoodBucks

Bison Membership - \$2,400 FoodBucks

Premium Membership - \$2,800 FoodBucks

C) And the introduction of:

An extended stay/meal fee of \$350 for students staying over the University holiday closure period.

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. The current student demographic is 45% international / 55% domestic, and 45% of all resident students are first year.

Pembina Hall Residence (PHR):

- 358 beds
- Single bedroom-style residence with private washroom
- Three **mandatory** meal plan options¹

Arthur V. Mauro Residence (AVM):

- 318 beds
- Two bedroom suite-style residence with shared kitchen area and washroom
- Optional meal plans

Mary Speechly Hall (MSH):

- 240 beds
- Dormitory-style residence with double or single rooms; communal washrooms
- Three **mandatory** meal plan options ¹

University College Residence (UCR):

- 256 beds
- Dormitory-style residence with double or single rooms; communal washrooms
- Three **mandatory** declining balance meal plan options ²

¹ **Mandatory Meal Plan Options** –10 meals per week plus \$500 FoodBucks (declining balance), 15 meals per week plus \$500 FoodBucks (declining balance), and 7-day all-you-can-eat meals plus \$125 FoodBucks (declining balance).

² **Declining Balance Meal Plans** – (Super Saver - \$2,200; Bison - \$2,400; and Premium - \$2,800) can be used at any University Food Services outlet or the UMSU-operated Degrees Restaurant.

A. Proposed 2014-15 Room Rates:

Recommendation:

1. The **Pembina Hall Residence** room rate would remain at \$6,290.
2. The **Arthur V. Mauro Residence** room rate would increase from \$6,436 to \$6,630.
3. The **Mary Speechly Hall** and **University College Residence** single room rate would increase from \$4,448 to \$4,624; and the double room rate would increase from \$2,840 to \$2,954.

Rationale:

The proposed room rates reflect a commensurate increase in operating funds necessary to maintain our facilities and deliver quality on-campus accommodations while balancing this reality with market conditions. Pembina Hall Residence will not be increased this year as it is currently at market rate and the requirement for a mandatory meal plan makes it the most expensive option for Student Residences.

The revenue generated from the proposed increase in room fees will help offset a variety of anticipated operating expense increases, continued mortgage payments on Arthur Mauro and Pembina Hall Residences, as well as the start of some significant re-investment into our older dorm-style residence buildings.

Despite a successful expense management plan over the past year in an effort to reduce

operating costs, room rate increases will be necessary to help improve the current financial position of Student Residences. Over the next year, we anticipate the following expense increases and deferred maintenance expenditures:

- A weighted average of 3% increase to utility costs (chiller water, cold water, electricity, natural gas, and steam) as discussed with Physical Plant
- 2.9% increase to administrative staff salaries
- Anticipated 3% increase to local routine maintenance costs, i.e., in-house and contracted trade labour and supply costs
- Anticipated 5% increase in caretaking costs due to a new delivery and costing model, based on rates posted by Physical Plant
- \$275,000 allocated for building renovations and amenities replacement in Mary Speechly Hall and University College Residence planned for summer 2014.

B. Proposed 2014/2015 Meal Plan Rate Increases:

Recommendation:

- 1. Mary Speechly Hall and Pembina Hall Residence Mandatory Meal Plan Options**
 - 10 Meals per Week plus \$500 FoodBucks would increase from \$4,386 to \$4,550
 - 15 Meals per Week plus \$500 FoodBucks would increase from \$4,704 to \$4,900
 - 7-Day Unlimited plus \$125 FoodBucks would increase from \$4,890 to \$5,050
- 2. University College Residence Declining Balance Meal Plan Options**
 - Super Saver Membership would remain at \$2,200 FoodBucks
 - Bison Membership would remain at \$2,400 FoodBucks
 - Premium Membership would remain at \$2,800 FoodBucks
- 3. Arthur Mauro Residence- No Meal Plan Required**

Rationale:

- Food cost increases are trending year over year in Manitoba at a 3.1% increase overall.
- Composite increase of 3.0% for utility costs: steam heat, water, and hydro.
- Anticipated labour cost increases to be finalized once an agreement is reached with the bargaining unit representing UM Food Services staff.
- The cost of going "green" is increasing. ARAMARK has committed to operate food services businesses as green as possible and will continue to explore additional green options. As well, sustainable, specialty and healthy foods are higher in demand and given our geographical location, we are spending higher amounts on these products to meet student needs. We are also composting for Residences which currently costs approximately \$7,000 annually.

C. Proposed extended stay/meal fee of \$350 for students staying over the University holiday closure period:

The proposed fee for students opting to stay over the holiday closure period is a response to address the lack of service currently offered for residents during this time. With such a significant number of students remaining here during this time (240 residents in December

2013), the need to provide meal options, appropriate levels of caretaking, security and residence life staff have become necessary. The increase in the number of students staying in residence during this time is directly correlated with the number of international students living in residence (45%) and as such, will be geared towards servicing this segment of our residence population who do not return home for the holidays. This option will be made available to domestic residents as well. This optional meal plan is for 24 meals during this period.

Rate Summary

	Current Rate	Proposed Rate	Change
Room Rates			
PHR	\$6,290	\$6,290	0%
AVM	\$6,436	\$6,630	3.0%
MSH - Single	\$4,448	\$4,624	4.0%
MSH – Double	\$2,840	\$2,954	4.0%
UCR - Single	\$4,448	\$4,624	4.0%
UCR – Double	\$2,840	\$2,954	4.0%
Meal Plan Rates			
PHR/MSH			
10 meals plus \$500 FB	\$4,386	\$4,550	3.7%
15 meals plus \$500 FB	\$4,704	\$4,900	4.2%
7-day unlimited plus \$125 FB	\$4,890	\$5,050	3.3%
UCR			
Super Saver	\$2,200	\$2,200	0%
Bison	\$2,400	\$2,400	0%
Premium	\$2,800	\$2,800	0%
Extended Stay	N/A	\$350	n/a

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Student Residences contribute to Academic Enhancements by ensuring that our community is a safe, active, and enjoyable place to stay while supporting the academic endeavors of our students. These services will enhance the Exceptional Student Experience priority by providing quality accommodation and food services to students while offering engaging programming and the ability to participate in shaping the Residence experience.

IMPLICATIONS:

Student Residences mission is to provide services and programs, including quality residential

accommodation, which promotes the personal, cultural, and social growth of University of Manitoba students, while enhancing the likelihood of their academic success.

ALTERNATIVES:

1. Reduce Proposed Increases- this option would not cover operating cost increases, nor allow for any capital investment into the properties. The financial sustainability of Student Residences would deteriorate further.
2. Increase Proposed Increases- this option would contribute to vacancies in the Residences as the market would not sustain large increases at this time.

CONSULTATION:

The following have been consulted on the contents of this submission: the Director of Student Residences; General Manager, U of M Food Services; Physical Plant; Director of Accounting, Ancillary Services; Director of Ancillary Services; and the Comptroller.



UNIVERSITY
OF MANITOBA

Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Tom Hany</u>	<u>Feb 13, 2014</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PA Kochan</u>	<u>Feb 13/14</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Paul Kochan</u>	<u>July 14, 2014</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR	March 4, 2014
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Barry Stone, Director of Student Residences
Andrea Edmunds, Director of Ancillary Services

Submission approved by: Paul Kochan, Vice-President (Administration)

Attachments

- Table 1 – 2013/14 Single Room Comparisons in Canada
- Table 2 – 2013/14 Double Room Comparisons in Canada
- Table 3 – 2013/14 Room/Suite with Private Washroom Comparisons in Canada

2013/2014 Single with Washroom Com

Table 1

Traditional Dormitory: Mary Speechly Hall and University College Residence

(as of November 8, 2013)

Sorted from Highest to Lowest Single Rate

	INSTITUTION	SINGLE Room Rate
1	McGill University	\$7,982-\$10,478
2	University of Saskatchewan	\$8,301
3	University of Western Ontario	\$6,670- \$8,180
4	University of Calgary	\$5,271-\$7,828
5	Mount Royal College	\$7,446
6	University of Alberta	\$4,642-\$7,368
7	University of Windsor	\$5,508-\$7,029
8	Queen's University	\$7,000
9	University of Guelph	\$5,708-\$6,844
10	McMaster University	\$6,260
11	Simon Fraser University	\$5,022-\$5,926
12	University of Waterloo	\$5,591-\$5,892
13	University of Regina	\$4,800 - \$5,742
14	University of British Columbia	\$4,738- \$5,688
15	York University	\$5,397
16	Brandon University	\$3,981-\$5,055
17	University of Manitoba	\$4,448
18	University of Winnipeg	\$3,752

Traditional Dormitory: Mary Speechly Hall and University College Residence
(as of November 08, 2013)

Sorted from Highest to Lowest Double Rate

	INSTITUTION	DOUBLE Room Rate
1	McGill University	\$7,310-\$8,470
2	Simon Fraser University	\$7,792
3	University of Saskatchewan	\$7,421
4	University of Western Ontario	\$5,940-\$6,910
5	University of Calgary	\$3,271- \$6,906
6	Queen's University	\$6,650
7	University of Alberta	\$2,955-\$6,240
8	University of Windsor	\$5,522-\$6,191
9	University of Guelph	\$5,606-\$6,076
10	University of Winnipeg	\$6,060 (apt.)
11	Mount Royal College	\$5,754
12	McMaster University	\$5,500
13	University of Waterloo	\$4,868-\$5,061
14	York University	\$4,702
15	University of British Columbia	\$4,135
16	Brandon University	\$3,056-\$4,066
17	University of Manitoba	\$2,840
18	University of Regina	N/A

2013/2014 Single with Washroom Comparatives Table 3

Suite: Arthur V. Mauro Res. and Single Room with Private Washroom: Pembina Hall Residence

(as of November 08, 2013)

Sorted from Highest to Lowest Suite-Style Rate

	INSTITUTION	SUITE-STYLE Room Rate
1	McGill University	\$9,560
2	Simon Fraser University	\$7,792
3	McMaster University	\$7,700
4	University of Alberta	\$6,848
5	University of Calgary	\$6,738
6	University of Guelph	\$6,652
7	University of Manitoba	\$6,290 - \$6,436
8	University of Saskatchewan	\$6,032
9	University of Waterloo	\$6,030
10	University of British Columbia	\$5,928
11	University of Windsor	\$5,577
12	York University	\$4,932
13	University of Regina	\$4,620
14	Brandon University	N/A
15	Mount Royal College	N/A
16	Queen's University	N/A
17	University of Western Ontario	N/A
18	University of Winnipeg	N/A



AGENDA ITEM: Report of the Senate Committee on Awards [dated December 16, 2013]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve three new offers, one amended offer, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 16, 2013].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

At its meeting on December 16, 2013, the Senate Committee on Awards approved three new offers, one amended offer, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 16, 2013].

RESOURCE REQUIREMENTS:

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

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

All of these award decisions meet the published guidelines for awards as approved by Senate and are to be reported to Senate for information on February 5, 2014.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Committee on Awards</u>	<u>December 16, 2013</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Executive</u>	<u>January 22, 2014</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate</u>	<u>February 5, 2014</u>
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Report of the Senate Committee on Awards [dated December 16, 2013]

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting of December 16, 2013 the Senate Committee on Awards approved three new offers, one amended offer, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated December 16, 2013).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve three new offers and one amended offer, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated December 16, 2013). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A December 16, 2013

1. NEW OFFERS

Dr. Alexander Gordon Memorial Scholarship in French Literature

Mr. John E. Clark, along with Eric and Eleanor Annandale as lead donors, have established an endowment fund at the University of Manitoba to honour the late Dr. Alexander Gordon, a well-respected Professor Emeritus at the University of Manitoba. Together with donations from the family and friends, the fund has grown to over \$46,000 in 2013. The purpose of this fund is to acknowledge academic excellence in the area of French Literature. Beginning in the 2014-2015 academic year, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time in second, third or fourth year of study in any major or honours program in French, in the Department of French, Spanish and Italian;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has demonstrated high academic achievement in the area of French Literature.

Preference will be given to students focusing their studies on French Literature.

The selection committee will be named by the Dean of the Faculty of Arts (or designate) and shall include at least two members of the Department of French, Spanish and Italian.

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. Taras Yuri Snihurowycz Scholarship

Dr. Taras Yuri Snihurowycz has established an endowment fund with an initial gift of \$10,000 in 2013. The purpose of the fund is to support a third year student who shows promise in the field of prosthodontics. Beginning in the 2015-2016 academic year, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the third year of the D.M.D. program in the Faculty of Dentistry at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) demonstrates outstanding clinical achievement in the field of prosthodontics, specifically in the laboratory component of the course;
- (4) demonstrates passion and enthusiasm toward the profession of dentistry and shows outstanding qualities of character.

In any year when there is no qualified candidate as determined by the selection committee, the donor wishes for the unused revenue from the fund to be re-capitalized.

The Dean of the Faculty of Dentistry (or designate) will name the selection committee for this award which shall include the donor (or donor representative).

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.

Youth in Care Tuition Grants

The University of Manitoba has established a fund in support of the Youth in Care Tuition Grants. The purpose of the grants is to provide the opportunity for youth who are or who have been in the care of Child and Family Services in Manitoba to attend post-secondary education. The grants will cover the costs of undergraduate tuition up to a maximum of \$5,000 per year for a maximum of 4 years for each recipient. Each year, up to 10 renewable tuition grants will be offered to undergraduate students who:

- (1) are or will be enrolled full-time (minimum 60% course load) in any undergraduate degree or diploma program at the University of Manitoba in the year in which the award is tenable;
- (2) have a record of satisfactory academic achievement which is defined as:
 - (a) for first year students, a minimum entering average of 70 percent on those courses used for admission;
 - (b) for continuing students, a minimum degree grade point average of 2.0;
- (3) are currently or formerly a youth in care of the Manitoba Child Welfare System;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

The grants can be renewed for up to three years provided the recipients:

- (1) remain enrolled full-time (minimum 60% course load) in any undergraduate degree or diploma program at the University of Manitoba;
- (2) continue to maintain a minimum degree grade point average of 2.0;
- (3) continue to demonstrate financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by the Director of Financial Aid and Awards (or designate).

2. AMENDMENTS

Bernice D. Lough Psychology Graduate Award

The following amendments have been made to the terms of reference for the Bernice D. Lough Psychology Graduate Award:

- The name of this award has been changed to *Bernice D. Lough Psychology Bursary*.
- The first criterion (1) has been revised and now reads: “are registered full-time in the Faculty of Graduate Studies in any year of study in the Ph.D. program offered by the Department of Psychology at the University of Manitoba”.
- In criterion (2), the word ‘cumulative’ has been replaced with ‘degree’ and the words “two years of full time study and is in good academic standing” have been replaced with 60 credit hours (or equivalent)”.
- In the sentence immediately following the numbered criteria the words “the Award” have been replaced with “the Bernice D. Lough Psychology Bursary”.
- The selection committee paragraph now reads: “The selection committee shall be named by the Head of the Department of Psychology (or designate).”
- The standard Board of Governors paragraph has been added.

3. WITHDRAWALS

William B. Malchy Graduate Fellowship

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor for this award.



AGENDA ITEM: Report of the Senate Committee on Awards [dated January 21, 2014]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve three new offers, three amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 21, 2014].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

At its meeting on January 21, 2014, the Senate Committee on Awards approved three new offers, three amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 21, 2014].

RESOURCE REQUIREMENTS:

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

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

All of these award decisions meet the published guidelines for awards as approved by Senate and are to be reported to Senate for information on March 5, 2014.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Committee on Awards</u>	<u>January 21, 2014</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Executive</u>	<u>February 12, 2014</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate</u>	<u>March 5, 2014</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Report of the Senate Committee on Awards [dated January 21, 2014]

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting of January 21, 2014 the Senate Committee on Awards approved three new offers, three amended offers, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated January 21, 2014).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve three new offers and three amended offers, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated January 21, 2014). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A

January 21, 2014

1. NEW OFFERS

Dale Driedger Bison Football Scholarship

Dale Driedger, an alumnus of the University of Manitoba (B.A., 1989) and the Bison football team (1984-1987) has established an endowment fund in support of an athletic scholarship for student athletes on the Bison football team. The purpose of this scholarship is to support current players in positions on the offensive line in recognition of the contributions of those members of the team. Dale Driedger intends to make an annual contribution of \$2,500 to offer at least one scholarship. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Dale Driedger is also pledging to make annual contributions of \$2,500 to an endowment fund which is intended to support this scholarship once the interest generated reaches the amount required to fund the cost of the scholarship. The Manitoba Scholarship and Bursary Initiative has also made a contribution to this fund. In the years where matching contributions are made through the Manitoba Scholarship and Bursary Initiative, two scholarships of \$2,500 each will be offered to undergraduate students who meet the selection criteria.

Beginning in 2014-2015, one or more scholarships valued at \$2,500 each will be offered to undergraduate students who:

- (1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of the offensive line on the Bison football team;
- (2) are enrolled in a minimum 9 credit hours in their term of competition in any faculty or school at the University of Manitoba;
- (3) have completed at least 18 credit hours in the previous academic session;
- (4) have achieved a minimum sessional grade point average of 2.0 in the previous academic session.

The Chair of the selection committee will be the Athletic Director (or designate) from the Faculty of Kinesiology and Recreation Management and will include the Head Coach of the Bison football team (or designate).

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 terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "University Academic Scholarships with an Athletic Component", currently numbered C.5 in the CIS Operations Manual).

Dr. Wayne R. Anderson Family Centennial Bursary

Dr. Wayne R. Anderson has established an endowment fund at the University of Manitoba with an initial gift of \$10,380 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the award is to support students in the Faculty of Agricultural and Food Sciences. Beginning in the 2014-2015 academic year, the available annual interest will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in any year of study in the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application.

Preference will be given to a student in the Department of Animal Science. If there are no qualified candidates in the Department of Animal Science, the bursary will be offered to any other qualified Agriculture student.

The selection committee will be named by the Dean of the Faculty of Agricultural and Food Sciences (or designate).

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 this award.

Harry and Jane Itzkow Memorial Loan Fund in Social Work

Ms. Jane E. Itzkow has bequeathed \$90,000 to establish an endowment fund at the University of Manitoba in 2013. The fund will be used to provide loans to students who require financial assistance in order to undertake or to complete studies in the Faculty of Social Work. The available annual income from the fund will be used to offer short term interest-free loans to students who:

- (1) are enrolled:
 - (a) full-time in the Faculty of Graduate Studies in any Master's or Doctoral program offered by the Faculty of Social Work at the University of Manitoba; or
 - (b) full-time (minimum 60% course load) in any undergraduate program offered by the Faculty of Social Work at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of:
 - (a) 3.0 (or equivalent) based on the previous 60 credit hours of study for graduate students; or
 - (b) 2.0 for undergraduate students;
- (3) have completed the standard University of Manitoba emergency loan application and have outlined their emergency situation during an interview with the Director of Financial Aid and Awards (or designate).

Students who qualify for a Harry and Jane Itzkow Memorial Loan in Social Work will normally be required to repay these short-term loans before the end of the academic session in which the loan was obtained. However, the Director of Financial Aid (or designate) will have the discretion to forgive up to ten (10) loans from this fund every academic year provided the loan recipient meets with the Director (or designate) before the deadline for repayment and requests that the loan be forgiven.

The selection of eligible student recipients shall accord with the guidelines established for the University of Manitoba's student emergency loan funds.

2. AMENDMENTS

A.H. Aronovitch and E.J. Aronovitch Family Scholarship

The following amendments have been made to the terms of reference for the A.H. Aronovitch and E.J. Aronovitch Family Scholarship:

- A new first criterion (1) has been added and it reads: "is enrolled full-time (minimum 80% course load) in the Bachelor of Commerce (Honours) program at the I.H. Asper School of Business at the University of Manitoba;"
- Revisions have been made to the new criterion (2) (formally criterion (1)), including the replacement of the credit range with a new minimum credit hour requirement of 48, the addition of "degree in the I.H. Asper School of Business" and the deletion of "program and has declared Entrepreneurship / Small Business as his or her major;"
- In the new criterion (3) (formally criterion (2)), "highest sessional grade point average (minimum 3.5)" has been replaced with "minimum degree grade point average of 3.0;"

- The former criterion (3) has been deleted.
- A new sentence has been added immediately following the numbered criterion which states that “Preference will be given to a student who has declared Entrepreneurship/Small Business as his/her major.”
- The selection committee paragraph now reads: “The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.”
- Several editorial changes have been made.

Douglas and Elizabeth MacEwan Bursary

The following amendments have been made to the terms of reference for the Douglas and Elizabeth MacEwan Bursary:

- In criterion (3), the word “other” has been deleted.
- In the first sentence of the fifth-last paragraph beginning with “A recipient may defer this bursary...”, “s/he” has been replaced with “the student”.

Dr. John M. Embil Publication Prize for B.Sc.(Med.) Program

The following amendments have been made to the terms of reference for the Dr. John M. Embil Publication Prize for B.Sc.(Med.) Program:

- In the first criterion (3), the date has been changed from September 30 to August 1.
- In the paragraph immediately following the first set of numbered criteria, the date has been changed from September 30 to August 1.
- The selection committee paragraph has been moved. It is now the second last paragraph in the terms of reference.
- A new paragraph has been added immediately following the second set of numbered eligibility criteria. It reads: “Students will only be eligible if the research performed for the B.Sc.(Med.) program has not been published, is not in press, and is not under consideration for publication on the day of the B.Sc.(Med.) dissertation.”

3. WITHDRAWALS

Manitoba Association of Architects Award

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.



AGENDA ITEM: Bannatyne Campus Master Plan

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve, in principle, the Bannatyne Campus Master Plan [November 7, 2013], as recommended by Senate on February 5, 2014.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The planning process for the Bannatyne Campus Master Plan was initiated in June 2012 through the Office of the Vice-President (Administration), with the creation of Bannatyne Campus Master Plan Steering Committee. Membership of the Steering Committee included the Associate Vice-President (Administration), the Deans of the Faculties of Dentistry, Medicine, Nursing, and Pharmacy, the Director of the School of Medical Rehabilitation, the Chair of SPPC, and the Vice-President and CEO of the Health Sciences Centre Winnipeg. The Committee work was assisted through the services of George Cibinel of Cibinel Architects. Ltd.

The University has not previously had a Master Campus Plan for the Bannatyne Campus. The various rationale for undertaking the campus planning process at this time include the need to plan for the possible relocation of the Faculty of Nursing to the Bannatyne Campus and for interprofessional education, to address a lack of amenities and services on the campus, to establish a greater sense of place and campus identity, and to further develop relationships between the campus and the surrounding community.

The vision for the proposed Bannatyne Campus Master Plan, as set out in the proposal is:

... for a dense, vibrant, sustainable, and urban live/work/learn/play campus community that emphasizes health, active living, and safety for its students and staff, and also for the broader community. The campus will foster a strong sense of place, encouraging connections within it, and with the surrounding neighbourhood. Its buildings will adhere to principles of universal design and will be accessible to people of all ages, abilities, and stages of life. The campus will be a place that maximizes cross-disciplinary sharing of resources and supports interprofessional education.

The main principles of the plan reflect the rationale set out above as well as themes identified by faculty, students, staff, and other stakeholders through an extensive engagement process. The main principles include: (i) character - recognizing the distinctly urban environment of the Bannatyne Campus; (ii) healthy living - consistent with the campus's status as a health sciences campus; (iii) connectivity - with respect to transportation, safe indoor and outdoor connections through the campus, and links to the surrounding community; (iv) sustainability; (v) integration - in terms of interprofessional learning, teaching, and research, and cross-faculty interaction ; and (vi) community - recognizing that the University is part of a broader community.

RESOURCE REQUIREMENTS:

Implementation of the Bannatyne Campus Master Plan itself would not have any resource implications. Resource requirements of any future projects that might be undertaken within the framework of the Master Plan would be determined and identified within the proposals for those projects.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

The vision for, and the main principles of, the Bannatyne Campus Master Plan, as outlined above and in the proposal, have been developed by the Bannatyne Campus Master Plan Steering Committee through engagement with University stakeholders, including students, faculty, staff, administration, and the Senate Planning and Priorities Committee (February 25, 2013), and with stakeholders in the surrounding neighbourhoods. The vision and principles are consistent with institutional goals to provide an exceptional student experience and to be an outstanding employer.

The proposed Plan also takes into account, the broader University planning context, including the Visionary (re)Generation Open International Design Competition for a new Fort Garry Campus Master Plan, the Academic Structure Initiative, which involves a discussion about the possible relocation of the Nursing to the Bannatyne Campus, and a comprehensive space master planning process.

IMPLICATIONS:

The proposed Bannatyne Campus Master Plan is intended to be flexible, to allow future contemplations and changes to be taken into consideration over the long-term. It does, however, describe a campus plan framework that raises the possibility of particular projects, related to built form and land use, mobility, and public realm and spaces, for realizing the vision and principles set out in the Master Plan.

The vision and principles set out in the Plan would guide planning discussions for future capital projects, as those opportunities arise.

ALTERNATIVES:

N/A

CONSULTATION:

The proposal outlines the extensive consultations that occurred throughout the process to develop a Bannatyne Campus Master Plan. It has been endorsed by the Senate Planning and Priorities Committee and by Senate Executive. The proposal was considered and endorsed by Senate at its meeting on February 5, 2014.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Planning and Priorities Committee	November 25, 2013
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	January 22, 2014
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	February 5, 2014
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Submission prepared by:

Senate

Submission approved by:

University Secretary

Attachments

- Proposal for a Bannatyne Campus Master Plan [November 7, 2013]
- Report of the Senate Planning and Priorities Committee RE: Bannatyne Campus Master Plan

Report of the Senate Planning and Priorities Committee RE: Bannatyne Campus Master Plan

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC), which are found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html. The Senate is empowered by the University Act to advise and make recommendations to the Board with respect to campus planning. The SPPC is charged with assisting Senate in this role.
2. At its meeting November 25, 2013, the SPPC considered a proposal from the Campus Planning Office to establish a Bannatyne Campus Master Plan [dated November 7, 2013]. The Committee had previously received a presentation and considered a Discussion Paper on the Plan [dated January 8, 2013] at its meeting of February 25, 2013.

Observations:

1. The planning process for the Bannatyne Campus Master Plan was initiated in June 2012 through the Office of the Vice-President (Administration), with the creation of Bannatyne Campus Master Plan Steering Committee. Membership of the Steering Committee included the Associate Vice-President (Administration), the Deans of the Faculties of Dentistry, Medicine, Nursing, and Pharmacy, the Director of the School of Medical Rehabilitation, the Chair of SPPC, and the Vice-President and CEO of the Health Sciences Centre Winnipeg.
2. The vision for the proposed Bannatyne Campus Master Plan, as set out in the proposal dated November 7, 2013, is:

... for a dense, vibrant, sustainable, and urban live/work/learn/play campus community that emphasizes health, active living, and safety for its students and staff, and also for the broader community. The campus will foster a strong sense of place, encouraging connections within it, and with the surrounding neighbourhood. Its buildings will adhere to principles of universal design and will be accessible to people of all ages, abilities, and stages of life. The campus will be a place that maximizes cross-disciplinary sharing of resources and supports interprofessional education.
3. The various rationale for undertaking the campus planning process include the need to plan for the possible relocation of the Faculty of Nursing to the Bannatyne Campus and for interprofessional education, to address a lack of amenities and services on the campus, to establish a greater sense of place and campus identity, and to further develop relationships between the campus and the surrounding community.
4. The main principles of the plan reflect the rationale set out above as well as themes identified by faculty, students, staff, and other stakeholders through an extensive engagement process. The main principles include: (i) character - recognizing the distinctly urban environment of the Bannatyne Campus; (ii) healthy living - consistent with the campus's status as a health sciences campus; (iii) connectivity - with respect

to transportation, safe indoor and outdoor connections through the campus, and links to the surrounding community; (iv) sustainability; (v) integration - in terms of interprofessional learning, teaching, and research, and cross-faculty interaction ; and (vi) community - recognizing that the University is part of a broader community.

5. The proposed Master Plan is intended to be flexible, to allow future contemplations and changes to be taken into consideration over the long-term. It does, however, describe a campus plan framework that raises the possibility of particular projects, related to built form and land use, mobility, and public realm and spaces, for realizing the vision and principles set out in the Master Plan.

Built form and land use - The plan envisages the development of McDermot Ave. as a pedestrian-friendly, village streetscape at the core of the campus, with work/live/play amenities that adhere to the principles of universal design. New buildings would be sustainable, would emphasize interprofessional education and research and would accommodate a variety of uses, including spaces for academic and research activities, amenities and student services, including a daycare facility, and community outreach, including teaching clinics. Opportunities to construct either a small-scale residence on the campus or to partner with community groups to address student and community housing needs would be explored.

Mobility - The plan proposes that, in addition to developing McDermot Ave. as a pedestrian-friendly street, new buildings would include interior corridors that are transparent along McDermot Ave., to facilitate safe and secure movement between buildings on the campus. The plan envisions a reduced need for parking over time through a greater focus on active transportation and enhancements to public transit service to the campus, but it also recognizes a continuing need to accommodate vehicle traffic and to address an immediate need for additional parking for staff, students, and patients. The plan raises the possibility of working with partners, perhaps the Health Sciences Centre, to identify solutions, perhaps by expanding the Bannatyne Parkade.

Public realm and spaces - The plan calls for the development of public and open spaces that adhere to universal design, including the development of McDermott Ave. as a green corridor, a campus plaza on the site of the T-Building, green spaces on rooftops, and a Medicine Wheel Garden on Bannatyne Ave.

6. The plan does not call for expansion of the Bannatyne Campus into the surrounding community but would see development occur within the campus's current footprint. It does propose both a softening of campus boundaries, to create a welcoming environment for residents, students, and staff, and the creation of gateways to the campus, to signify a university campus without communicating a barrier between the campus and the community.
7. The SPPC expressed concern that the membership of the Bannatyne Campus Planning Steering Committee did not include faculty member and student representatives. The importance of involving faculty and students in campus planning initiatives from the outset was emphasized.
8. The SPPC commented on the relatively larger proportion of mature students, who often have families, at the Bannatyne Campus, as compared to the student body on the Fort Garry Campus, noting this must be taken into account when planning for housing and daycare facilities.
9. The SPPC wishes to acknowledge the hard work and commitment to advancing the future interests and well-being of the Bannatyne Campus community by all those

who participated in its making (see acknowledgements) and, in particular, the planning and design work of Cibinel Architects Ltd.

Recommendation:

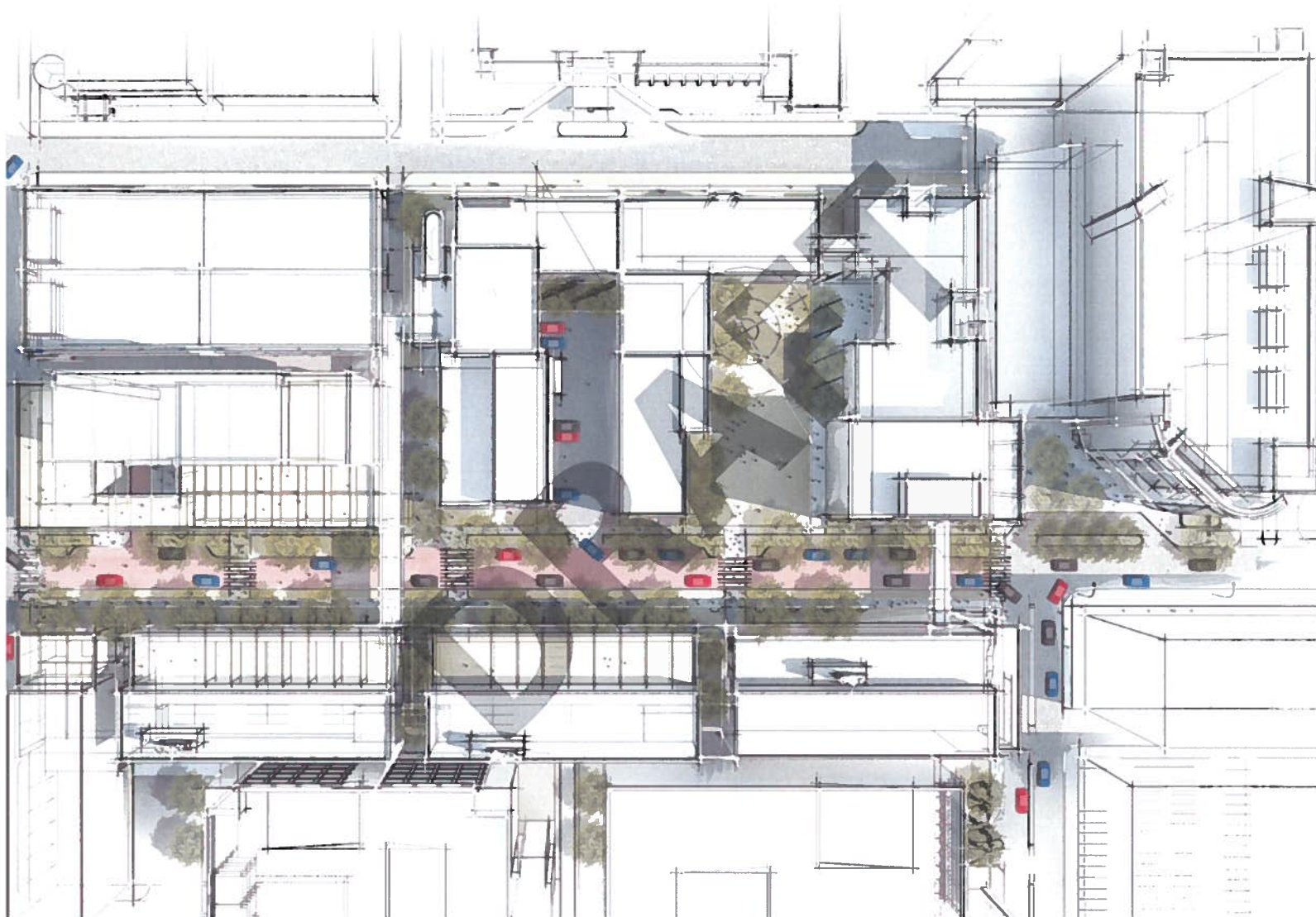
The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend that the Board of Governors approve, in principle, the Bannatyne Campus Master Plan [November 7, 2013].

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

the University of Manitoba
BANNATYNE CAMPUS MASTER PLAN



UNIVERSITY
OF MANITOBA

Cibinel Architects Ltd

November 7 2013

STEERING COMMITTEE: Dr. Neal Davies, Dean, Faculty of Pharmacy; Ada Ducas, SPPC / Space Planning Committee; Dana Erickson, Vice-President & CEO, Health Sciences Centre Winnipeg; Dr. Emily Etcheverry, Director, School of Medical Rehabilitation; Dr. Anthony Iacopino, Dean, Faculty of Dentistry; Andrew Konowalchuk, Associate Vice-President (Administration); Dr. Beverly O'Connell, Dean, Faculty of Nursing; Dr. Brian Postl, Dean, Faculty of Medicine.

CORE DRAFTING TEAM: Jonathan Hildebrand, Planner, Campus Planning Office; Michelle Richard, Director, Campus Planning Office; Cibinel Architects Ltd.

UNIVERSITY OF MANITOBA BANNATYNE CAMPUS PLANNING TEAM: Rejeanne Dupuis, Associate Director, Campus Planning Office; Sonja Stroud, Space Planner, Campus Planning Office; Denisa Gavan-Koop, Community Engagement Associate, Government & Community Engagement; Karen Cook, Community Engagement Project Manager, Faculty of Medicine.

TECHNICAL INPUT & ASSISTANCE: Brian Rivers, Director, Physical Plant; Joe Lucas, Manager, Engineering Services, Physical Plant; Bill Schellenberg, Manager, Architectural Services, Physical Plant; Ian Hall, Director, Office of Sustainability, University of Manitoba

CONSULTANTS: Cibinel Architects Ltd., Educational Consulting Services Corp., The Scion Group LLC.

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1. BACKGROUND

Plan Overview

A campus is more than a collection of teaching facilities. It is a network of people, ideas, activities, information and infrastructure that creates a vibrant and enhanced sense of place. A city within a city, it has to balance social, recreational and other community needs with its academic and research focus in a way that will allow the campus to function, grow and thrive. A beautiful, functional, and sustainable campus sends the message that it is serious about accommodating the needs of a diverse student body where principles of universal design are integrated to provide a safe, healthy and physically accessible academic experience.

The initiative to create a Bannatyne Campus Master Plan is a response to the current needs of the University of Manitoba and its campuses. The Plan focuses on community integration and interprofessional exchange, establishing opportunities for shared programming, facilities, and amenities. It does this by addressing the need for shared hubs and learning commons that engage students, staff, the Health Sciences Centre and the broader community.

The Plan also identifies the issue of student housing and promotes urban density in a mixed-use community that is pedestrian-friendly and allows for an enhanced connection to the outdoor environment. It is about an enhancement of the public realm that creates a sense of place, emphasizing an interactive and interdisciplinary community of scholarship that provides a safe, healthy and accessible campus environment.

This document provides an overall vision and framework to

guide change and development at the Bannatyne campus. It is meant to be flexible, not rigid and unchanging, allowing for more detailed and specific inputs such as the Bannatyne Space Master Plan (which will outline more detailed space management strategies and directions once completed). It also outlines the general goals and principles for the campus while laying out a scenario for its physical development in line with these goals and principles.

Engagement and Planning Process

The development of the Bannatyne Campus Master Plan has occurred through extensive community engagement with both University and neighbourhood stakeholders. Through this process, stakeholders have provided a strong sense of their priorities, concerns, and ideas regarding the current situation of the campus, as well as the goals and vision for its future. This input has been crucial in the formation of the Plan, ensuring that it is informed by the priorities, needs, and vision of the University; its Bannatyne campus; its faculties, schools, staff, and students; as well as the wider community.

Also crucial to this document is the space planning analysis currently being undertaken for the Bannatyne campus. The buildings and development framework outlined in this Plan are directly informed by this work. Space inventories, requirements, and analyses have been incorporated for all of the Bannatyne faculties and schools, as well as Nursing. This work represents a current snapshot of space needs at this time. Space needs assessments are ongoing, and will continue to be integrated into the Campus Master Plan.



First Phase

The first planning and engagement phase began in July 2012, when the Bannatyne Campus Master Plan Steering Committee was formed. The Committee consists of the Deans and Directors of Dentistry, Medical Rehabilitation, Medicine, Nursing, and Pharmacy, in addition to representatives from University Administration, Senate, the Campus Planning Office, Health Sciences Centre, and Cibinel Architects.

This first phase focused particularly on the needs and requirements attendant with the Faculty of Nursing's relocation, along with the needs and perspectives of the Bannatyne faculties and schools. Regular Steering Committee meetings, along with numerous individual meetings with Deans and Directors, Faculty members, Administration, Physical Plant representatives, and other stakeholders resulted in the drafting of a Bannatyne Campus Master Plan Discussion Paper. The Discussion Paper outlined the general ideas and overall vision developed through the engagement process up to that point, and formed the basis of engagement with the University community and surrounding neighbourhoods.

Second Phase

The Campus Planning Office along with the University's Office of Government and Community Engagement undertook a major second phase of engagement from February to June 2013. This process involved more than 800 people and over 30 stakeholder groups including student, faculty, staff, administration, and neighbourhood residents, who participated in the engagement process through informal 'community conversation' meetings and large open house events. Feedback from this process has been an important input into the drafting of the Plan.

Some of the major themes raised by stakeholders include the following:

- **Services and amenities** (student housing, daycare, food and grocery options, more student services, green space, active living)
- **Transportation** (enhanced public transit service, more active transportation options, parking concerns, traffic congestion, pedestrian safety)
- **Sustainability** (an integrated approach that considers social, ecological, and economic aspects)
- **Building and space issues** (existing space, potential locations of new Nursing building and new interdisciplinary clinic, need for expansion of Dental teaching clinics, centralization of Medical Rehabilitation programs)
- **Interprofessional education** (designing spaces that align to this goal)
- **Safety and security** (particularly at night, as many students are on campus at very late hours)
- **Relationship with surrounding community** (becoming a welcoming campus and building a strong campus-community relationship)

Full details on the engagement process including the stakeholders involved, events held, feedback, and responses to feedback, can be found in the Bannatyne Campus Master Plan Community Engagement Report, a supporting document to this Plan.





UNIVERSITY OF MANITOBA

MEDICAL COLLEGE

Historical Context

Beginnings and Early Development: 1883-1917

From its earliest years Bannatyne has been a distinctly urban campus, and part of an urban neighbourhood. The University of Manitoba's long history in the West Alexander and Centennial neighbourhoods dates back to 1883, when the Manitoba College of Medicine was founded. From its beginnings the Medical College was independent from, yet affiliated with the University (which had been founded six years earlier). Medical lectures commenced in late 1883, in a room of the Winnipeg High School. The Medical College's affiliation was a key factor in the University's shift from being solely an examining and degree-granting body to being a teaching institution as well.

The first Medical College Building was erected in 1884 at the corner of Kate Street and McDermot Avenue, about six blocks east of the current campus, in the Centennial neighbourhood. In 1904 the Medical College acquired a parcel of land bordered by Emily Street, McDermot Avenue, and Bannatyne Avenue (the approximate location of the current campus). The first structure (the current Medical Services Building) was constructed on this site in 1905, and the Medical College moved here in 1906. A southern addition to this building was constructed in 1911. The Medical College Building (now Pathology) was constructed along with T-Building in 1921. In the same year, the Manitoba College of Medicine officially became the University's Faculty of Medicine, after transferring its land and charter to the University in October 1917.

Expansion: 1950s-1970s

While the early nineteenth century was important in terms of the campus' inauguration, the mid-twentieth century was significant as a period of intensive campus development. Beginning in the 1950s, the Faculties of Dentistry, Pharmacy, and the School of Medical Rehabilitation would all join the Faculty of Medicine at the Bannatyne campus, but over a lengthy period.

A new building was added south of the Pathology Building in 1956. Now the Medical Rehabilitation Building, this structure originally housed the medical library. In 1959, the Faculty of Dentistry moved into its current building, having commenced its first classes in 1958 using space provided by the Faculty of Medicine. An addition to the Dentistry building was completed in 1968.

Although the School of Medical Rehabilitation did not move into its current building (previously the library) until 1996, the School had already been established in 1960 as a response by the University to a growing need for occupational and physical therapists. While the current Medical Rehabilitation Building is the School's primary location, it also utilizes space in the Health Sciences Centre. The Medical Rehabilitation and Dentistry buildings also saw additions throughout the 1960s. Other significant building projects through the 1960s and 1970s included the Chown Building (completed in 1964) and the Basic Medical Sciences Building (completed in 1974).

Recent Developments

In 1995, the Brodie Centre and atrium was opened. This building is shared jointly by the University of Manitoba and the Health Sciences Centre, and houses offices and research facilities, as well as the Joe Doupe recreation centre. With its current amenities, Brodie serves as the major social hub of the campus.

In 2003, project planning began for the relocation of the Faculty of Pharmacy from the Fort Garry campus to the Bannatyne campus. Planning commenced with an initial analysis of the Bannatyne campus in order to determine the most suitable location for Pharmacy within the existing health related campus. This analysis resulted in the identification of a site for Pharmacy, and the potential for a 'green' campus centre concept with a focus on McDermot Avenue as a vibrant campus street. The Faculty of Pharmacy moved from the Fort Garry campus into the new Apotex Centre (which also houses immunology) in 2008.



Visioning Session for the Bannatyne Campus Interdisciplinary Clinic, June 5, 2013

U of M Planning Context

The Bannatyne Campus Master Plan is a significant milestone as it is the first initiative aimed at establishing a comprehensive overall vision for future planning and development at the campus. As the campus' previous development indicates, its history has been one of constant change and flux, with faculties and programs moving to and from different spaces and often spread throughout different locations in various buildings. While change will still occur into the future, the Plan presents an opportunity to consciously guide and direct this change through a framework that is comprehensive yet flexible, and that is supported by a clear vision for the future. The Plan also exists within the context of other key strategic and planning initiatives at the University including the following:

Campus Planning

The re-opening of the Campus Planning Office in 2011 signaled a renewed focus at the University on the planning, design, physical development, and spatial quality of both the Bannatyne and Fort Garry campuses. The Bannatyne Campus Master Plan is being developed within this context, and has emerged concurrently with the University's "Visionary (re)Generation" Open International Design Competition for a new Fort Garry Campus Master Plan. While the goals and principles for each of these processes have similarities and commonalities, they are also specific to each campus' unique context.

Strategic Planning Framework

The University's Strategic Planning Framework emphasizes the importance of academic enhancements and innovations particularly in the areas of public and population health. These innovations and areas of expertise can be found in a variety of University faculties, including those located on the Bannatyne campus. The Strategic Planning Framework also calls for the University to deliver an exceptional student experience, to be an outstanding employer, and to make Indigenous student achievement a priority, all of which are supported by the Bannatyne Campus Master Plan.

Academic Structure Initiative

The University's Academic Structure Initiative is exploring ways to simplify and improve the University's current academic structure, and identify options to reduce the current number of faculties and schools. This is being pursued through the idea of 'clustering' together faculties and schools that possess various sorts of natural affinities. The first step in this initiative is the proposal to establish a Faculty of Health Sciences at the Bannatyne campus. This will initially include all the faculties and schools currently on campus along with the Faculty of Nursing.

Space Planning

Due to the present lack of an up-to-date space management policy or strategy, the University is currently undergoing a major space planning exercise to formalize and centralize comprehensive space planning at the Bannatyne and Fort Garry campuses. This effort departs from the previous decentralized 'ad hoc' approach to space planning and management and will result in space master plans for both campuses. The Bannatyne Campus Space Master Plan, once complete, will be a crucial input into the Campus Master Plan. While the Master Plan outlines high-level long-term goals and strategies, the Space Master Plan will provide more detail on space inventories, needs, requirements, and directions.

2. EXISTING CONTEXT

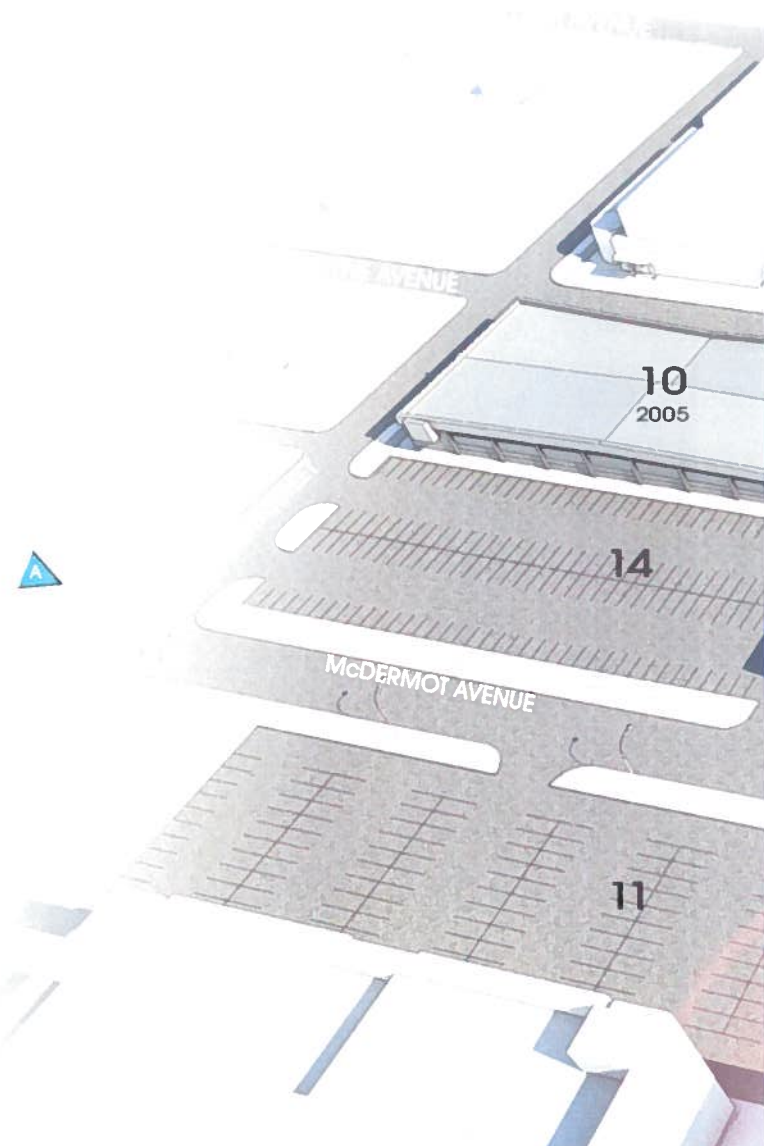


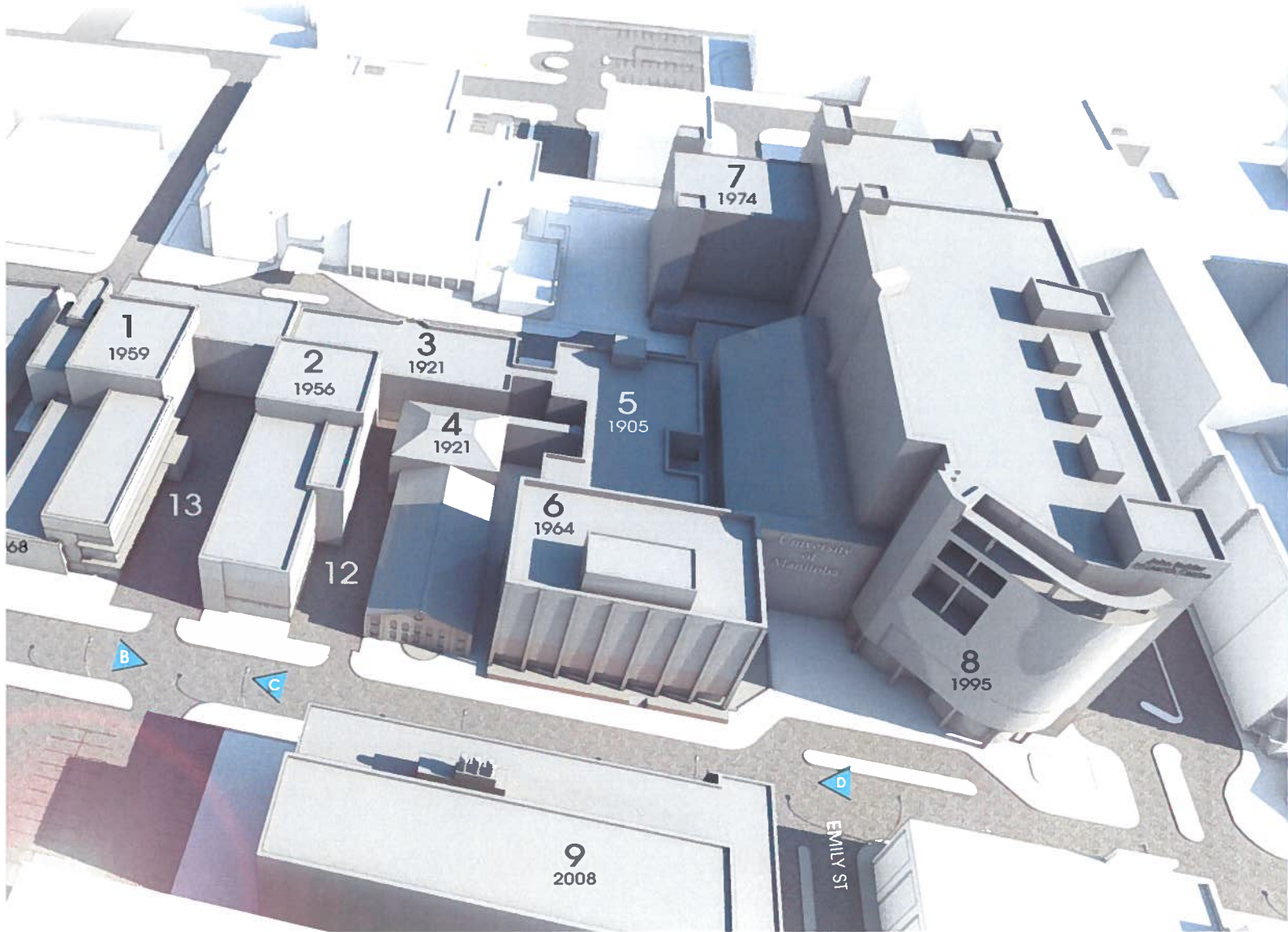
CAMPUS BUILDINGS

BUILDING	AREA	NO. FLOORS
1 Dentistry	95,958 SF	5
2 Med Rehab	46,454 SF	5
3 Pathology	39,549 SF	5
4 I-Building	33,917 SF	4
5 Medical Services	42,774 SF	4
6 Chown	56,704 SF	7
7 Basic Med. Sciences	194,512 SF	8
8 Brodie Centre	210,075 SF	5
9 Apotex Centre	94,967 SF	5
TOTAL	827,386 SF	

CAMPUS PARKING

LOCATION	AREA	CARS
10 Bannatyne Parkade	65,000 SF	299
11 Lot A & H	44,000 SF	119
12 Lot B	2,600 SF	8
13 Lot C	10,300 SF	37
14 Lot E	40,500 SF	130
TOTAL	162,400 SF	593





2. EXISTING CONTEXT (continued)

University of Manitoba Bannatyne Campus

The University of Manitoba's Bannatyne campus currently accommodates approximately 2,000 students and 1,600 staff, offering an education within Medicine, Medical Rehabilitation, Pharmacy, and Dentistry. The campus is surrounded on three sides by the Health Sciences Centre and benefits from this co-location. The campus occupies 8.4 acres of contiguous land, thirty percent of which is used for surface parking, and includes approximately 830,000 square feet of building floor area.

McDermot Avenue, with on-street parking, has become a major thoroughfare through the heart of the campus, which has raised concerns for public safety. A positive feature of McDermot Avenue is its existing tree-lined boulevards that provide a shaded green canopy in the summer months.

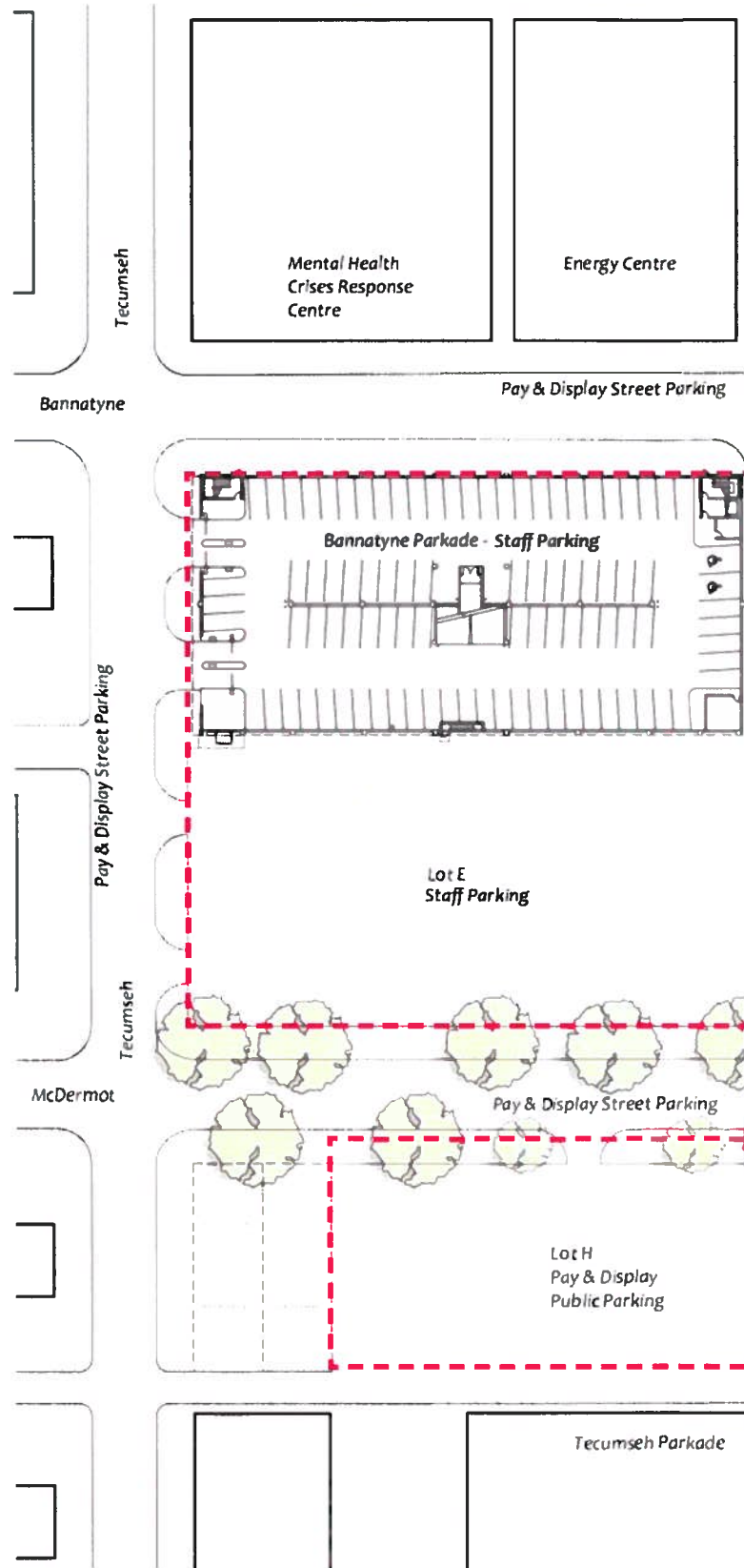
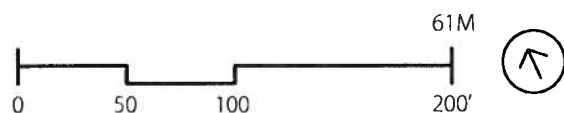
With a large atrium and event space that also houses a bookstore, library, fitness facility and a Tim Hortons, the Brodie Centre is the social hub of the Bannatyne campus. From the Brodie Centre, other campus buildings are connected via a network of double-loaded corridors and an underground tunnel system.

The most recent addition to the campus is the Apotex Centre, home to the Faculty of Pharmacy and Department of Immunology. The building offers modern educational spaces, flexible lab facilities and single-loaded corridors that set the path for a more integrated campus with increased visual connectivity to the outdoors.

One of the campus' oldest facilities, the T-Building, is a three-storey brick building which has proven too costly to upgrade in terms of accessibility, fire protection, HVAC, and building envelope. It is home to Student Services offices, and some of the Faculty of Medicine's teaching and office spaces. As demolition seems inevitable there is an opportunity to replace it with public green space and move its current functions to other locations on campus.

LEGEND

- | | |
|---|---|
|  UM Property Line |  Express Bus to Ft. Garry Campus |
|  Existing Buildings |  Bus Stop |
|  Circulation/Public Space |  Steam & Chilled Water |
|  Tunnel System |  Information Technology |
|  Purified Water |  Emergency Code Blue Telephone |



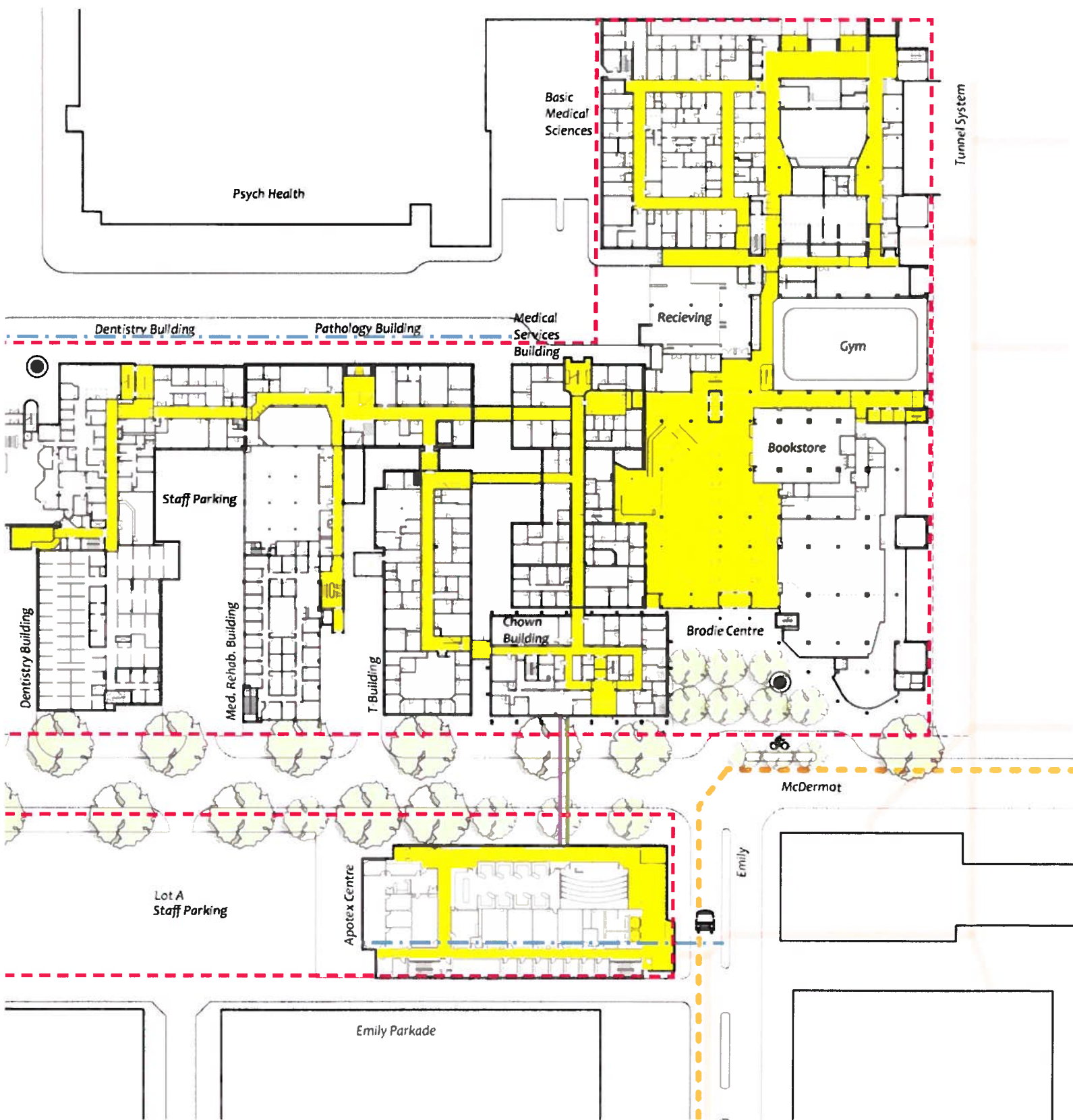


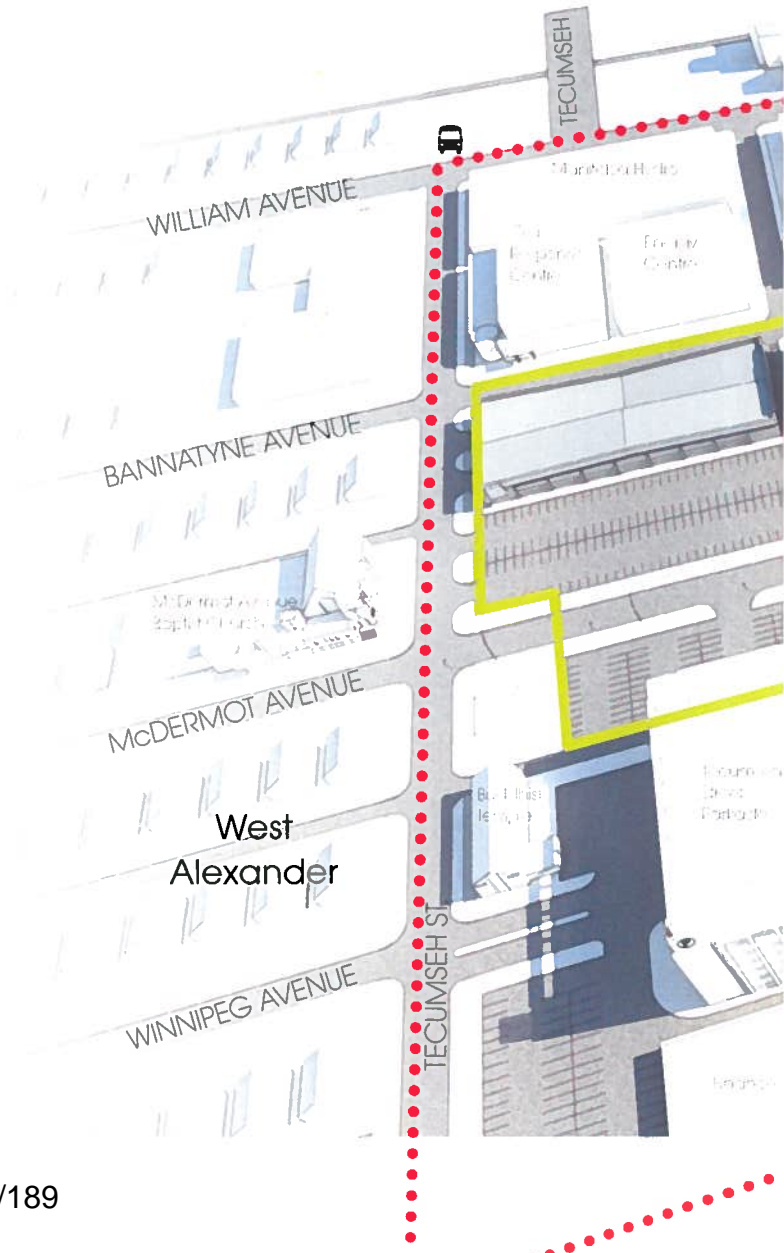
Diagram 2 – Existing Campus Grade Level Plan

West Alexander and Centennial

The Bannatyne campus has been part of the West Alexander neighbourhood since the first Medical College building was constructed in 1905. The neighbourhood is one of Winnipeg's original mixed-use residential, commercial and industrial areas. Located immediately west of Winnipeg's downtown, it has a population of approximately 4,000 (2006), with the majority of dwellings built previous to 1946 and generally lower incomes compared to City of Winnipeg averages. Commercial development is well established on arterial roads such as Notre Dame Avenue and Sherbrook Street. It is a culturally diverse and engaged community with an active residents association (the West Alexander Residents Association). The Centennial neighbourhood is located to the east of the campus. Approximately 2,225 people live in this neighbourhood (2006), which is one of the most ethnically diverse in Winnipeg (almost 50% of residents identify as Aboriginal and 24.9% identify as visible minorities, 13% of whom are Filipino). Centennial is identified as a Housing Improvement Zone by the City of Winnipeg. Priorities and concerns for West Alexander and Centennial include housing, area safety, education, neighbourhood amenities (including a lack of grocery stores), and institutional encroachment. The *West Alexander and Centennial Neighbourhood Plan* (2008) is the City of Winnipeg's secondary plan for the area.



McDermot Avenue, west of the campus between Arlington and Tecumseh Street



Health Sciences Centre

The Health Sciences Centre Winnipeg (HSC) is a large patient care, research centre, and teaching hospital located on thirty-two acres of land next to the Bannatyne campus in West Alexander. It is formally affiliated with the University of Manitoba, whose students learn there and where many HSC staff teach and conduct research. Designated as the Trauma Centre for Manitoba, HSC is also the Centre for transplants and most hospital-based pediatric care in the province. It was created in 1973 with the amalgamation of The Winnipeg General Hospital, The Children's Hospital of Winnipeg, The Manitoba Rehabilitation Hospital and the D.A. Stewart Centre (Respiratory Hospital). An extensive development program unfolded over the next thirty years, through the replacement of aging turn-of-the-century buildings with modern state-of-the-art facilities. In 2000, HSC was amalgamated with the Winnipeg Regional Health Authority (WRHA) and has since been governed by the WRHA's Board of Directors. Today HSC is an operating division of the WRHA. HSC recently developed a new master plan to guide its development over the next forty years.



Hugh John MacDonald School, east of the campus on Bannatyne Avenue



McDermot Avenue Baptist Church, on McDermot Avenue at Tecumseh Street

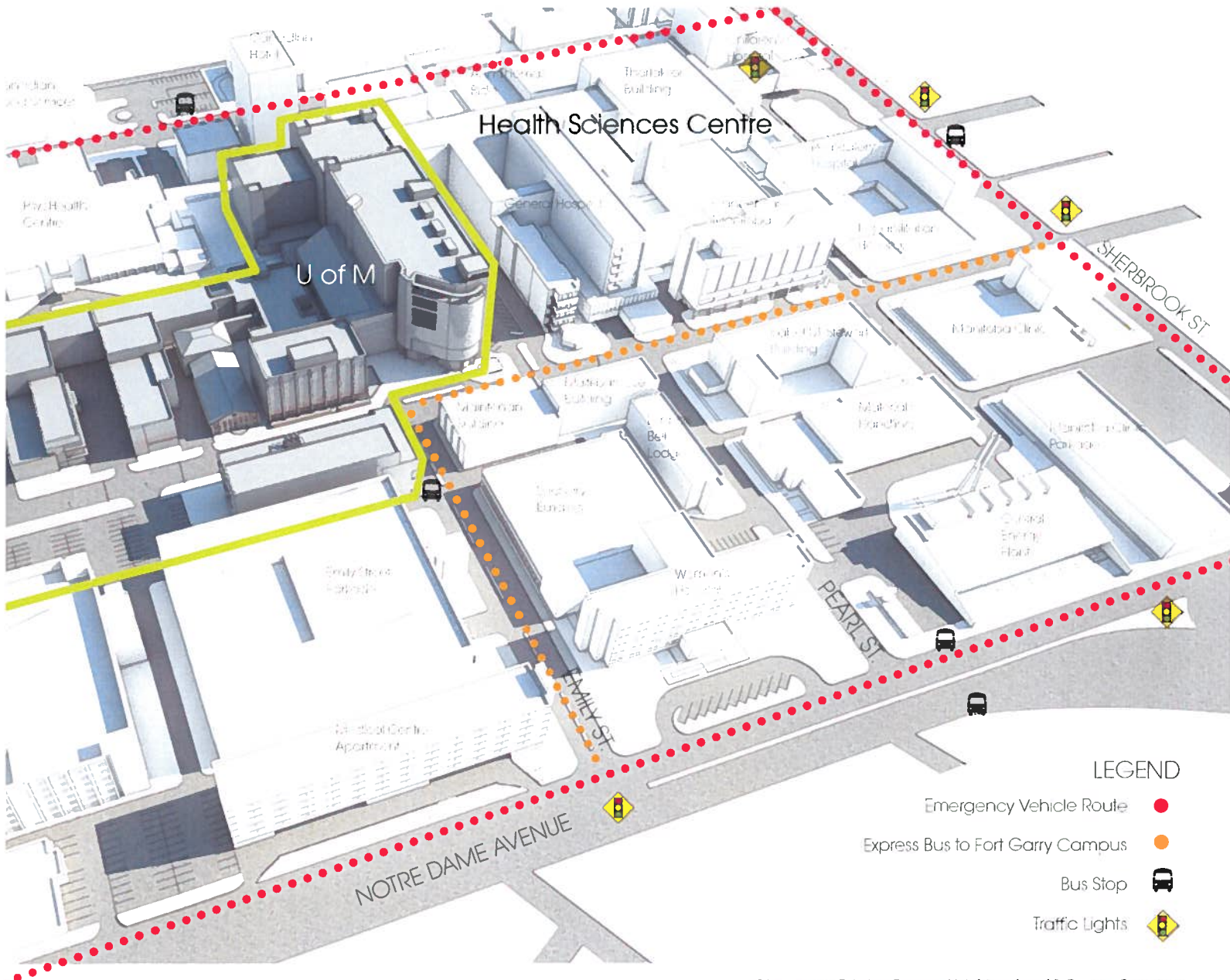


Diagram 3 – Existing Campus Neighbourhood & Context Overview



WEST ALEXANDER

ARLINGTON ST

LOGAN AVE

WILLIAM AVE

SHERBROOK ST

BANNATYNE AVE

MCDERMOT AVE

U of M

HSC

NOTRE DAME AVE

WELLINGTON AVE

NOTRE DAME AVE

ARLINGTON ST

SHERBROOK ST

SARGENT AVE

Plans and Zoning

OurWinnipeg and Complete Communities

OurWinnipeg (2010) is the City's official development plan. Four separate Direction Strategy documents are companions to the overall plan: *Complete Communities*, *Sustainable Water and Waste*, *A Sustainable Winnipeg*, and *Sustainable Transportation*. Of these companion documents, the *Complete Communities* Direction Strategy has been approved as a secondary plan for the city as a whole. This strategy calls for the realization of "complete communities" that support a variety of lifestyles and provide a range of options for living, working, learning, and playing, all within close proximity. This includes having the daily necessities of life within reach, along with a diverse range of housing types and transportation options (including public transit and active transportation) for varying incomes, abilities, and stages of life. The Bannatyne Campus Master Plan presents an opportunity to plan and design the campus in line with these 'complete community' principles.

Under *Complete Communities* the Bannatyne campus is identified as an "Institutional Campus" land type within an area defined as "Employment Lands." Employment Lands are intended to provide a range of market opportunities by accommodating new investment and economic development while contributing new jobs. *Complete Communities'* approach to Employment Lands allows for a broader and more flexible range of uses, while the Institutional Campus land type is intended to support increased mixed-use opportunities and encourage the establishment of more employment lands close to and/or within residential areas where contextually appropriate.

Educational and Institutional Zoning

Under Winnipeg's zoning bylaw, the Bannatyne campus falls within an "Educational and Institutional" (EI) zoning type. EI zoning is intended to provide for large and significant areas containing multi-building, public, quasi-public, or private facilities (for example, schools, places of worship, universities, hospitals, and cultural facilities). EI zoning is also flexible in that it allows for a variety of commercial and non-commercial uses that support the main functions of the zone's main facilities and its population. These would be considered as accessory uses.

West Alexander and Centennial Neighbourhood Plan

The Bannatyne campus falls within the boundaries of the City of Winnipeg's *West Alexander & Centennial Neighbourhood Plan* (WACNP) (2008), which is the secondary plan for the area. The overall vision of the plan is to "tie together the important role of the neighbourhood institutions with the values of neighbourhood health and sustainability to forge a new, positive vision for the community" through an emphasis on health and wellness.

The WACNP situates the Bannatyne campus within the neighbourhood's "Institutional Element," and recommends that this element have a dense, compact campus feel that is distinct yet connected with the rest of the community. The Institutional Area is envisioned to contain a range of neighbourhood uses, green spaces, services, and street activity. The Bannatyne Campus Master Plan corresponds well to these principles by emphasizing connections and openness to the surrounding community as well as lively street activity and vibrant public green space.



Envisioned Campus Character, supporting a range of uses and activities along a vibrant campus streetscape.

3. BANNATYNE CAMPUS VISION AND PRINCIPLES

The vision and principles speak specifically to the Bannatyne campus context and were developed through the Campus Master Plan engagement process. However, there are also overarching planning goals for both the Bannatyne and Fort Garry campuses, which are reflected in the "Planning Context" section of this document. There are also commonalities between the Bannatyne vision and principles and those outlined for the Fort Garry campus through the "Visionary (re)Generation" open international design competition. These will be further developed through the master planning process at Fort Garry.

The vision of the Bannatyne Campus Master Plan is for a dense, vibrant, sustainable, and urban live/work/learn/play campus community that emphasizes health, active living, and safety for its students and staff, and also for the broader community. The campus will foster a strong sense of place, encouraging connections within it, and with the surrounding neighbourhood. Its buildings will adhere to principles of universal design and will be accessible to people of all ages, abilities, and stages of life. The campus will be a place that maximizes cross-disciplinary sharing of resources and supports interprofessional education. The Plan's main principles are:

1. Character

The campus is a distinctly urban environment, and the Plan encourages this unique urban character. The campus will nurture a distinct sense of place and of arrival – arrival to a campus that is dense, filled with activity, and that contains a mix of uses from educational to recreational, residential, retail, and other services and amenities, all within a small footprint. This compact urban form will necessitate dense vertical development that emphasizes building up rather than sprawling out.

2. Healthy living

Bannatyne's status as a health sciences campus presents an ideal connection to health not only in the academic and professional spheres, but also in active everyday lifestyles. The campus will be a place that encourages active and healthy living through the provision of a variety of recreational and fitness facilities, universally accessible green spaces and open areas that can be used safely in all seasons, and through an emphasis on active transportation options such as walking and cycling.

3. Connectivity

The campus will become increasingly interconnected for all modes of transportation with McDermot Avenue as its central corridor. A long-term goal is for a gradual mode-shift from private vehicle use to alternative forms of transportation. The Plan emphasizes universally accessible pedestrian connections while still providing for a range of transportation options from walking and cycling to public transit and private vehicles. The Plan also encourages safe indoor and outdoor connections through the campus that link to the surrounding community.

4. Sustainability

Guided by the *Sustainability at the University of Manitoba: A Strategic Vision for Action* document (2012), the University is

committed to sustainability that entails the pursuit of ecological preservation and enhancement, social equity, and economic prudence. Through sustainable urban design, the Plan promotes low-impact lifestyle for the University community – a safe, well-connected, compact, and dense campus layout allows people to use active and sustainable modes of transportation. By adhering to the Manitoba Green Building Policy, ensuring that new buildings meet LEED standards, and pursuing AASHE STARS accreditation, the Bannatyne campus will pursue a high level of sustainable design. Ongoing community engagement, best-practices research, and continuous monitoring of environmental impacts and sustainability measures ensure that the University adapts to changing needs and availability of resources.

5. Integration

Changes in health sciences education favour increased interprofessional learning, teaching, and research, and greater cross-faculty interaction. The campus will reflect these changes through increased integration of knowledge from different faculties, and more spaces that encourage interprofessional interaction, while still recognizing the unique needs of the various faculties and schools. This will result in a more integrated learning experience for students, researchers, and staff.

6. Community

The University recognizes that it is not an isolated institution but is part of a broader community. The campus will be a place that is open and inviting to the surrounding neighbourhood, providing spaces and amenities for community members as well as for students and staff. By focusing on development within the campus' existing footprint, the Plan is sensitive to the boundaries with the community, while also seeing the need to soften those boundaries to become a welcoming neighbourhood space.

4. CAMPUS PLAN RATIONALE

This document has been developed in response to the current challenges and needs of the University as well as issues identified through the planning and engagement process. The key factors necessitating the development of the Campus Master Plan are:

The need to plan for the relocation of Nursing

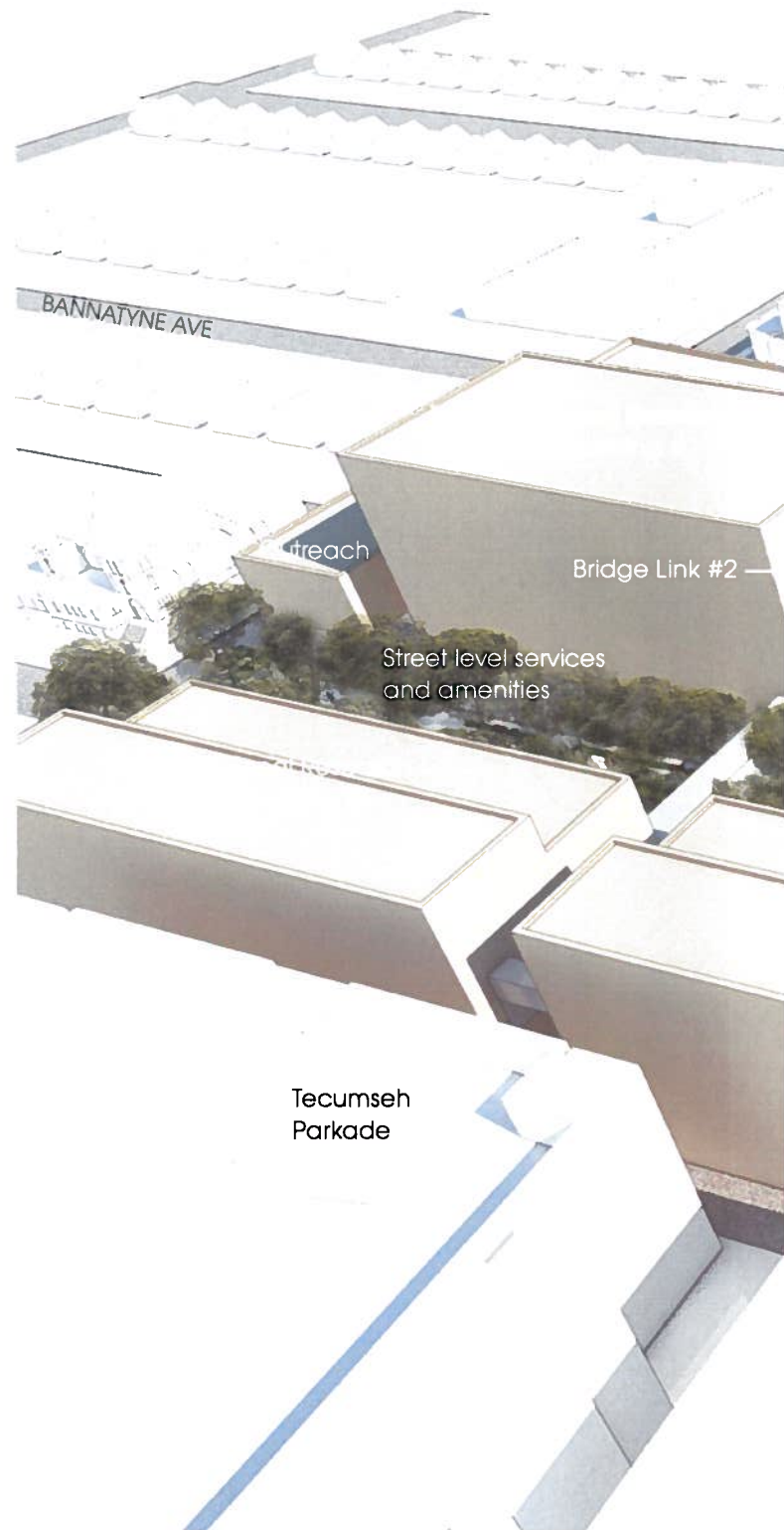
The prospective move of the Faculty of Nursing to the Bannatyne campus brings several opportunities. These include the need to integrate a new building for Nursing into the campus, the need for different types of spaces, the potential for Nursing's involvement in outreach with the surrounding community, and the necessity of planning to accommodate an influx of students and staff. This should be done in a way that maintains the Faculty's unique identity while allowing for collaboration with other Bannatyne faculties and schools.

The need to plan for interprofessional education

The movement away from 'siloe'd' educational approaches must be accommodated through planning and design that emphasizes flexible teaching and learning spaces, shared hubs, and spaces that encourage cross-faculty collaboration. New campus buildings should emphasize opportunities to bring faculties and schools together. Medical Rehabilitation for example currently has its Respiratory Therapy program located in the HSC's Isabel M. Stewart Building; this Plan presents an opportunity to bring this program onto the campus with the rest of Medical Rehabilitation. Also, a new interprofessional clinic for the campus, with representation from all faculties and schools, presents one opportunity to pursue interdisciplinary education while providing primary care.

A lack of amenities and services

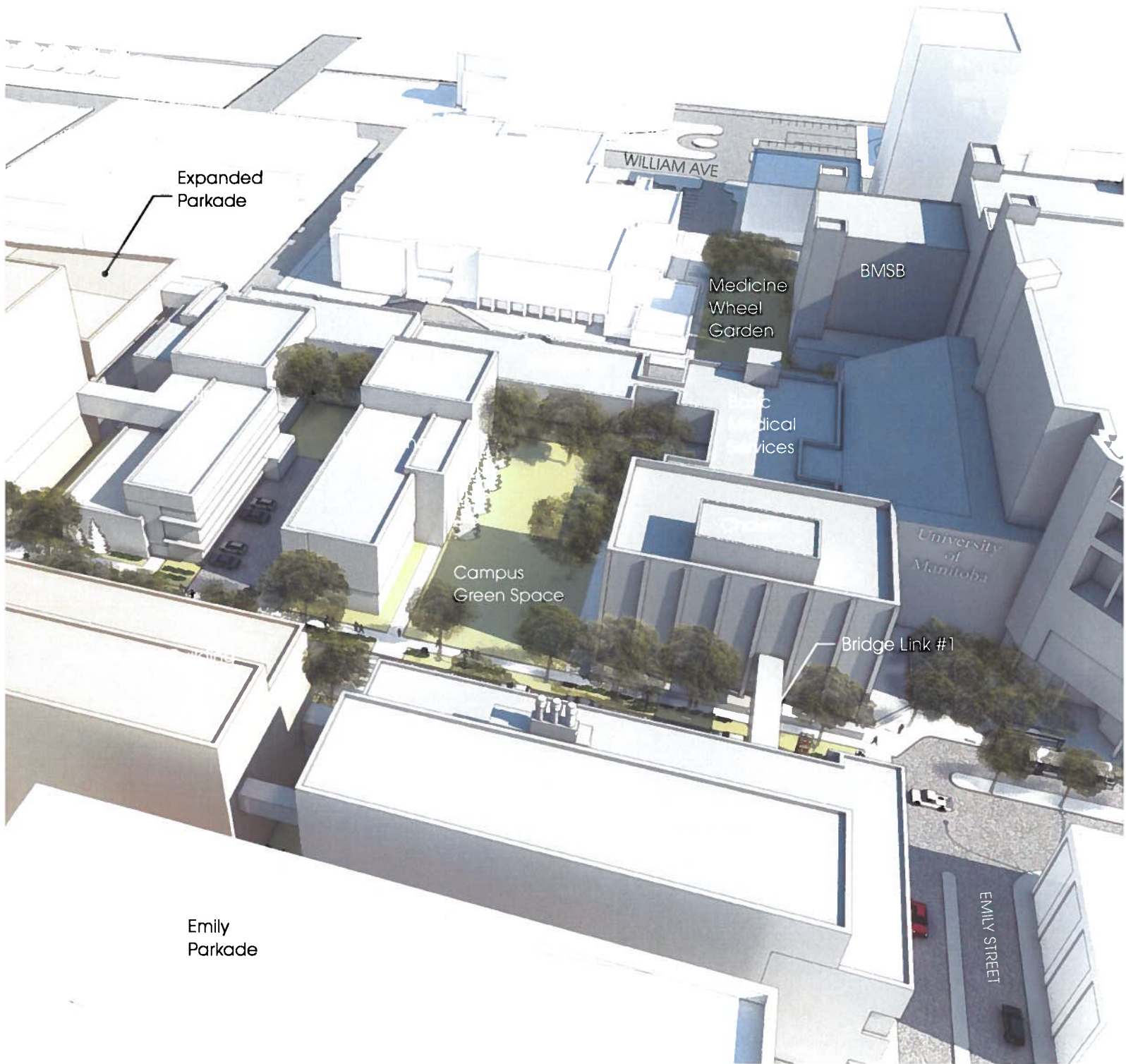
The Plan addresses the lack of on-campus amenities and services by exploring opportunities for more green space, more varied food options, more comprehensive student services, daycare, and housing. The relocation of Nursing, along with a demonstrated demand for student housing (see the *Student Housing Market Demand Analysis*, a supporting document to the Campus Master Plan), opens up opportunities to serve a larger on-campus population through more cafés, restaurants, student services, and small shops. The Plan also guides development at the periphery of the campus by addressing the potential for student housing that is "connected" to the academic campus, promoting safety and convenience in the movement of students and staff at all hours, and contributing to a more vibrant campus environment. A larger campus population also raises the need for more active living facilities and opportunities on campus.



MASTER PLAN

Bannatyne Campus

LOOKING NORTH



Emily
Parkade

A need for a greater sense of place and campus identity

Stakeholder engagement also emphasized the need for a coherent campus identity that is welcoming, fostering a sense of arrival and a unique sense of place. This is currently lacking on campus, and will be accomplished through more clearly defined and distinct entranceways, streetscaping, landscaping, and site furnishings, along with a coherent wayfinding system for the Campus.






The importance of a strong campus-neighbourhood relationship

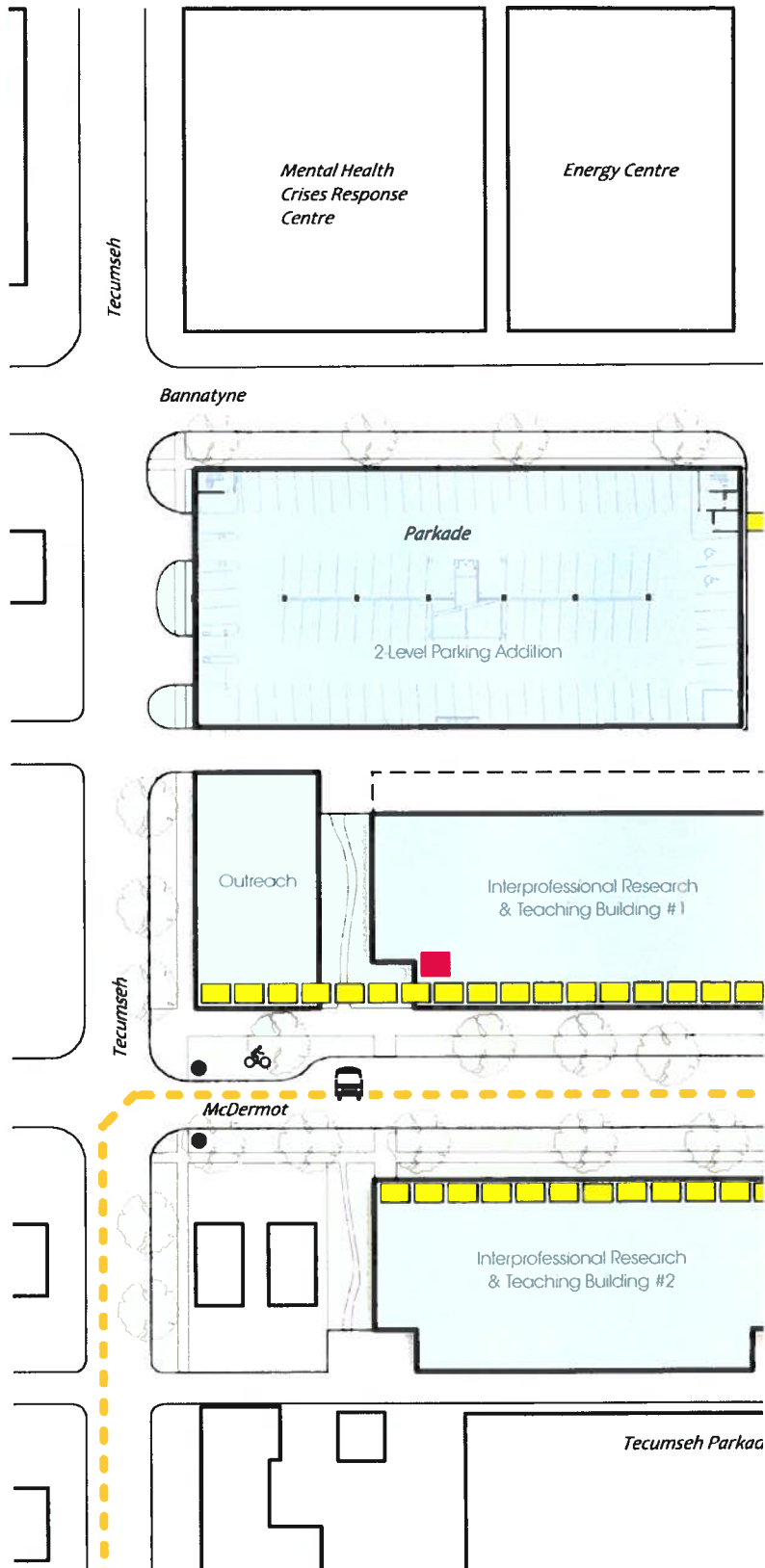
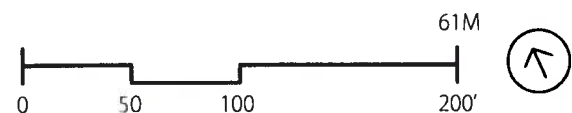
Although the University has existing community programs at the Bannatyne campus (such as Bannatyne Mini-U, the Biomedical Youth Summer Camp, and the SWISH program), there is still plenty of opportunity to strengthen the campus' relationship with the surrounding community. As the University's *Connecting to Kids* report (2010) states, "the Bannatyne campus is a mystery to most people" in the neighbourhood, and the Campus Master Plan is committed to improving this situation.

The Faculty of Dentistry's teaching clinic represents one area in which community outreach could be enhanced and integrated with the Plan's principle of interprofessional education. The facility is currently limited in size, capacity, and technology and a new state-of-the-art clinic is required. A new Dentistry teaching clinic will not only increase the capacity to train students, but also to further reach out to the community and provide a much-needed service to more patients. The existing Dentistry clinic's proximity to the proposed interprofessional clinic also presents an opportunity to link an expanded Dentistry teaching clinic to a new interdisciplinary facility.

The need for student residences also provides an opportunity to support the surrounding neighbourhood if done properly.

LEGEND

-  New Construction
-  Renovation
-  Security Office
-  Campus Gateway
-  Circulation (dashed = 2nd or 3rd storey)
-  Bus Stop with Shelter
-  Bicycle Parking
-  New Bus Route
-  New Services Location (electrical, steam, chilled water, purified water, IT)



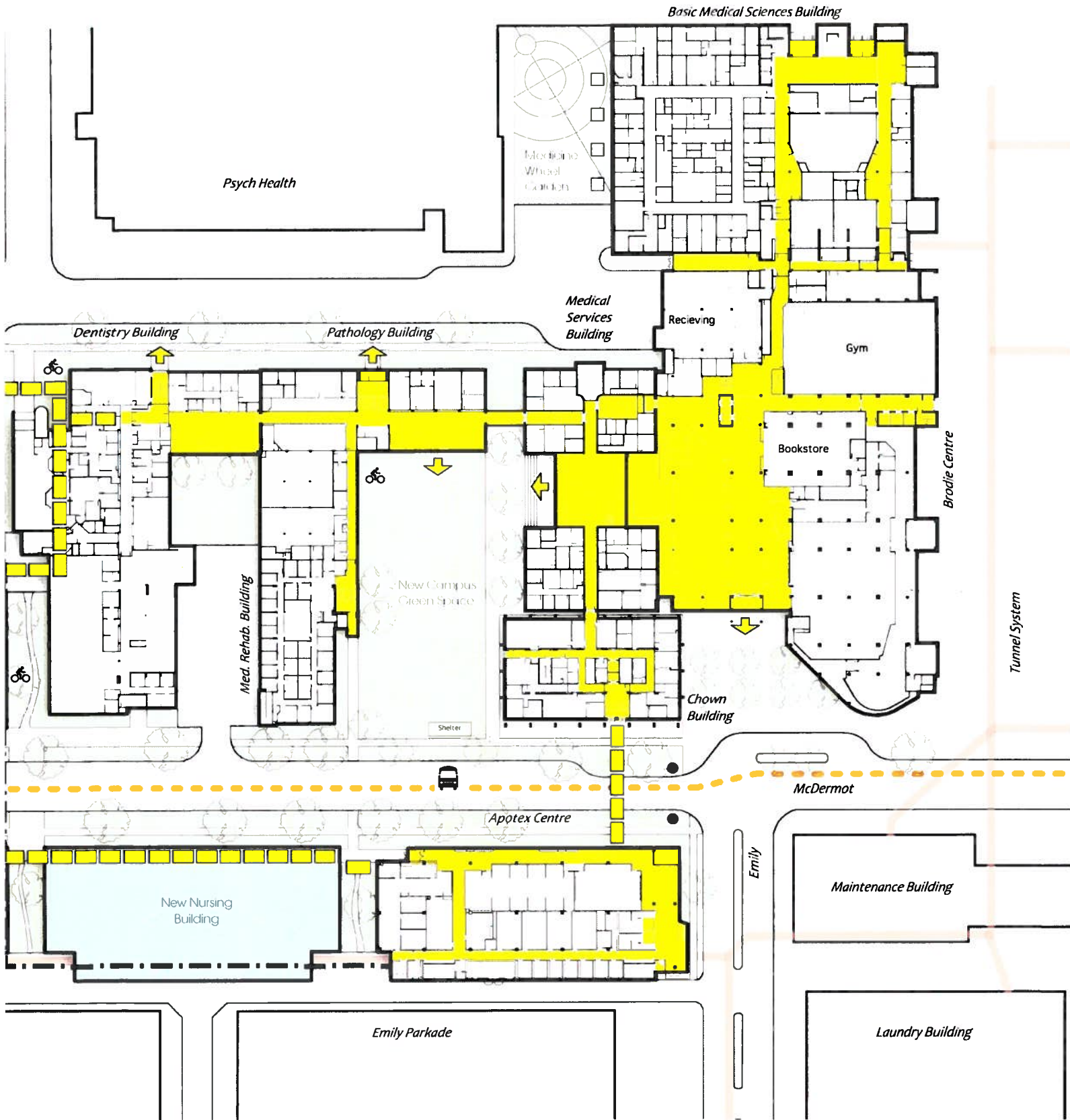


Diagram 6 – Master Plan Diagram shown at Grade Level

5. CAMPUS PLAN FRAMEWORK

Built Form and Land Use

The Master Plan emphasizes development within the campus' current footprint and boundaries, and therefore focuses on compact and vertical built form with McDermot Avenue as a central 'spine.' Because of the demanding nature of University programs, work/play/live amenities need to be available and proximal. By building along its core street, the University will begin to create a pedestrian-friendly and interactive village streetscape and that adheres to the principles of universal design. At ground level, new buildings should emphasize visual connectivity between indoor and outdoor spaces.

Currently, all of the academic buildings are under constant change in order to accommodate the on-going changing needs of their programs. The buildings have been updated through these renovations to maintain a level of life safety commensurate with the current building codes. With the exception of the T-Building, these buildings will continue to serve as functional spaces while new buildings are developed around them that include additional decanting space. Eventually, this co-location of buildings at the core of the campus, such as the current Dentistry, Medical Rehabilitation, Pathology, Medical Services, and Chown buildings, may someday be 'taken off-line,' and replaced with new structures that are built to the same height and mass as the Brodie Centre. These new structures should have matching floor elevations, and should exist in a configuration allowing for a new outdoor campus quad and other student life amenities. It will be important to consider, as much as possible, the heritage value of existing buildings in any redevelopment plan.

New buildings should also meet or exceed Manitoba Hydro Power Smart standards and the Manitoba Green Building Policy. Elements such as green roofs, living walls, solar collection, and heat recovery options must be considered in building design. By planning for durability and considering the entire lifecycle of buildings and infrastructure, the social, economic, and environmental impacts of building construction can be managed. Specific details on built form and land use types are described below.

Academic

Academic spaces and buildings should have an interprofessional emphasis. The proposed Interprofessional Research and

Teaching Building, and the Nursing Building, on the south side of McDermot will present opportunities for new types of academic spaces, such as shared and flexible classrooms, labs, and research spaces capable of facilitating interprofessional learning (along with student life and amenity functions).

The Interprofessional Building proposed on Parking Lot E will include academic functions such as the expansion of the Faculty of Dentistry and additional space for Medicine, as well as an interprofessional teaching clinic. This clinic should include representation from all faculties, integrating teaching and research with primary care for core area families and individuals. This facility should also provide an accessible street-front presence and act as a gateway to more specialized care in other areas including Dentistry's teaching clinic, which requires expansion and renovation.

Academic buildings should also accommodate a centralization of Medical Rehabilitation's programs onto the main campus, whether in a new building or on the upper floors of the current Medical Rehabilitation Building.

Academic functions in the Basic Medical Sciences Building will also require updating, in particular the relocation of Gross Anatomy out of the basement and onto the fourth floor, along with an expansion of the vivarium in the basement and part of the main floor. Animal Services functions currently housed in the fifth floor of Chown and fourth floor of Brodie will be brought together in the newly expanded vivarium space, and the vacated space in Chown will be reconfigured to address future needs.

Housing

The *Student Housing Market & Demand Analysis* describes a significant demand and interest in new student housing for the Bannatyne campus. Although space is limited on campus for a large-scale residence, a smaller housing facility could possibly exist at the corner of McDermot and Tecumseh, next to the Interprofessional Building on E Lot. Tecumseh could be developed as a compact residential street in order to create a soft transition between the academic campus and the surrounding single family neighbourhood, thereby allowing a step-down in scale between the two environments.

As there is also a significant population of students with families who may want to live near the campus, opportunities will be sought with the surrounding community for housing options that could cater to these students, perhaps in conjunction

with community housing, that is appropriately and sensitively integrated into the neighbourhood, addressing both student and community housing needs. This can increase the attractiveness of the campus for prospective students and contribute to a livelier environment during the day and after business hours.

Amenities and Services

The campus is currently in need of more amenities and this need will only increase with more people living, working, and learning there. More food options such as restaurants and cafés should be included in the planning of future buildings, particularly the Interprofessional Research and Teaching Buildings. A small grocery or convenience store, and/or seasonal farmers' market should also be considered as a service for a larger on-campus population, in addition to meeting a need for more fresh produce options in the surrounding neighbourhoods. Consideration for rooftop gardens on new buildings should be given both in terms of a local food option and as a connecting point with the neighbourhood.

The University's *Child Care Working Group Briefing Paper* (2013) states that there is an absolute shortfall of access to childcare spaces at both of the University's main campuses. This shortfall is particularly acute at Bannatyne, where there is no campus daycare facility at all. Community engagement also identified this as a serious need, and a daycare facility should be a priority in campus development. The lack of space on campus for a sizeable daycare with sufficient green space and pick-up/drop-off areas opens an opportunity to partner with community stakeholders near or adjacent to the campus, as daycare has been identified as a neighbourhood issue as well.

A larger student population at Bannatyne will also necessitate



Additional amenities such as cafes, and small grocers will provide needed services to the campus and neighborhood alike. Source: www.flickr.com/photos/271195793@N00

a widening of the range of student services available at the campus. Student Services' current location is in the T-Building. The eventual demolition of the T-Building raises the possibility of relocating and expanding Student Services (for example, into the main floor of the Interprofessional Research and Teaching Building #2, or into space in the Medical Services Building). A more visible student services presence should be considered, such as 'one stop shop' and welcome centre or office. This could serve community members accessing the campus in addition to students. Along these lines, a more central and visible security services office should be considered, with a more public face than its current location in the Medical Services building.

A larger on-campus population will also put a strain on the current active living facilities, which are already undersized. Future planning will take into account how active living options can be integrated into new buildings, and also how larger facilities and opportunities could be accommodated (possibly through partnering with HSC and/or neighbourhood organizations).

Mixed-Use

New buildings will emphasize a mix of uses from classrooms, labs, and research space, to student services, amenities, and community outreach. The Plan's emphasis on vertical development allows for uses such as commercial establishments, student services, or a teaching clinic to be accessible at street level, contributing to a vibrant street that is safe and well used. These street-level functions would help give a 'human face' to the campus. Above these should be academic functions such as classrooms, research spaces, and offices. The location of laboratories must be carefully planned within this mixed-use framework to account for issues such as ventilation and hazardous or sensitive materials.

Operations and Maintenance

This project provides the opportunity to address the poor quality of Physical Plant's current space in the basement of the Medical Services Building by offering a new and expanded location in the basement and small main-floor section of the new Interprofessional Building #1. This would include an adjacent loading area and offices on the north side of the building.

Sustainability standards will be integrated into the campus' built form and infrastructure with ongoing interaction of programs in areas such as water conservation, energy efficiency, and waste diversion will help manage impacts of campus operations.

Mobility

Active Transportation

As the central and defining external corridor of the campus, McDermot Avenue will be oriented to the pedestrian experience, with a plaza-like streetscape and a distinctive character defined by its architecture, spaces, lighting, plantings, artwork and other infrastructure, encouraging a mix of vehicular and pedestrian traffic. Street-calming measures such as boulevard bump-outs can help emphasize the pedestrian nature of McDermot Avenue. North-south pedestrian connections and inter-connected green spaces will also increase pedestrian activity throughout the campus and surrounding community.

Along with an active pedestrian realm on McDermot, cycling will be encouraged as a transportation option, with infrastructure such as bicycle parking locations situated across the campus. A focus on active transportation options such as cycling can further encourage the Plan's emphasis on healthy and active living. The University is working with the City of Winnipeg and neighbourhood organizations to ensure that active transportation options for the campus connect to surrounding networks.

Public Transit

The Plan proposes bus service and shelters along McDermot Avenue to help accommodate a larger on-campus population, and to service what will become the most active and vibrant street within the campus. Community engagement revealed a strong preference for transit service that accesses the heart of campus rather than skirting around it. This would increase the campus' overall livability for new students. In the long term an emphasis on public transit would also help mitigate parking and



Example of an accessible and pedestrian-friendly streetscape with centralized public transit service, and personal vehicle use. Source: www.architecturework.com

traffic congestion issues on campus, and community engagement revealed openness among stakeholders to explore alternative transportation options such as car-shares, park-and-rides and shuttles to and from campus. The University is working with the City of Winnipeg to ensure that public transit is sufficiently emphasized and planned for at the Bannatyne campus.

Indoor Connections

The internal pedestrian circulation system is an important component in connecting the campus and allowing for the safe and secure movement of equipment between buildings. Indoor pedestrian corridors in new buildings should be situated at the street front where possible, helping to animate and connect visually to the outdoor pedestrian experience. Visual connections between indoor and outdoor circulation spaces, along with the ability to move safely between buildings, will help foster an environment that is safe and secure for its users. A renovated and expanded pedestrian hallway through the heart of the campus (see Diagram 6) will enhance this quality by opening out into campus green spaces. Indoor pedestrian bridges across McDermot Avenue would help complete the indoor circulation system.

Single-Occupant Vehicles

While the Plan emphasizes active transportation options such as walking and cycling, McDermot Avenue must still accommodate multiple transportation modes, including personal vehicles, while emphasizing a safe pedestrian experience. McDermot will remain open to traffic due to its importance as a pick-up and drop-off area, and as an access point for people using services such as the CancerCare Building. Street closure to single-occupant vehicles could be considered at certain times, but private vehicle transportation is an important component of an active street providing vital access to commercial establishments. Bannatyne Avenue will continue to serve as an access route to the campus' shipping and receiving area, but will also contain green spaces and pedestrian connections.

Parking

Due to the Plan's emphasis on compact growth within the current campus footprint, future expansion of the campus will see development on prime real estate that currently functions as surface parking. The University's parkade was built to structurally receive another two levels. Given the current demand for parking spaces, the University will need to add these levels before it gives up its existing surface parking stalls to future development.

The long-term vision of the Plan is to reduce some of the need

for vehicle parking through promoting active transportation and working toward better transit service for the campus. However, parking needs for staff, students, and Dentistry clinic patients is still acute, and the University will work with partners on opportunities to address these issues.

Public Realm and Spaces

Along with urban density comes a need to be connected to nature; this is an important part of health and wellness. McDermot Avenue will be seen as a primary 'green corridor' with new and existing planting. Along the street will be gathering spaces of varying scales creating a dynamic campus centre. Green fingers will connect the campus to the surrounding community, spreading into building interiors and interconnected atrium spaces.

Public and open spaces must adhere to principles of universal design, to ensure that they are accessible and enjoyable for people of all ages, abilities, and stages of life. Principles of Crime Prevention Through Environmental Design (CPTED) along with adequate and well-designed lighting will help foster a campus environment and streetscape that encourages more activity, more 'eyes on the street,' and a safer atmosphere.

Campus Plaza

In the place of the current location of the T-Building, there is an opportunity to replace the building with a public green space where recycled brick from the T-Building's façade can be used to surface parts of the new plaza. This central green space in the heart of the campus will be open for students as well as for the wider community's use. Renovated and expanded circulation corridors in the Pathology and Medical Services Building could open into this space.

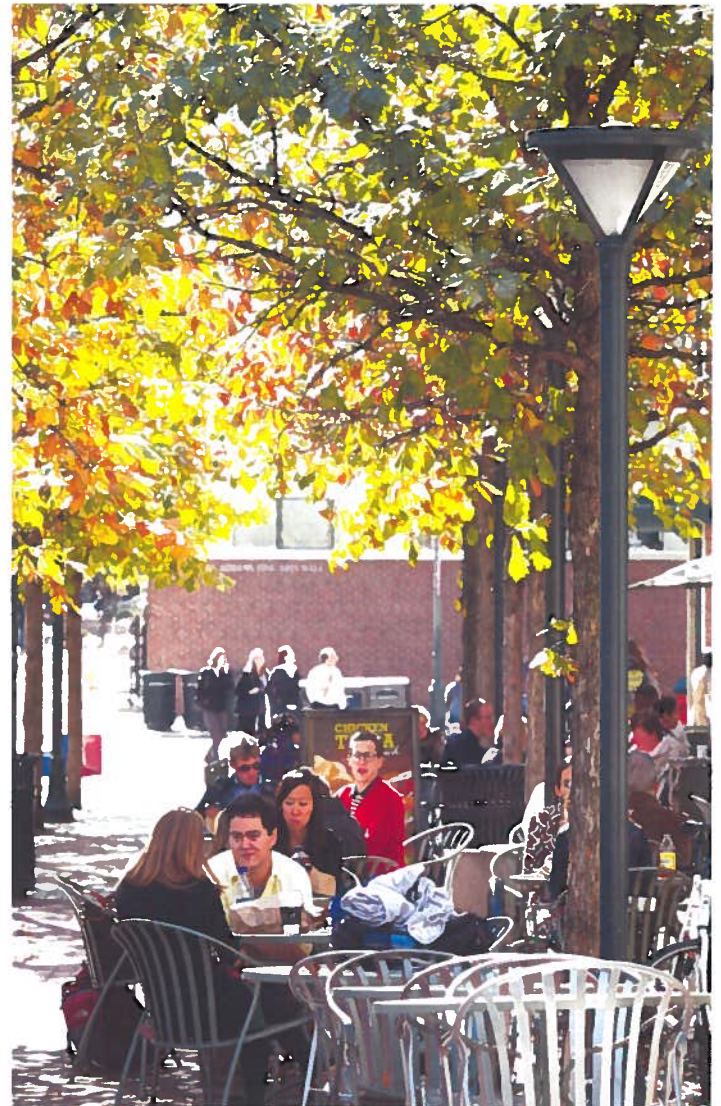
Rooftops

Given the limited amount of space within the campus boundaries, opportunities for developing lower level rooftops for recreation, gardening and/or green space activities should be considered when constructing new buildings. This can increase the amount of open space within a dense urban campus by utilizing space in innovative ways.

Medicine Wheel Garden

A key aspect of social sustainability in the Plan is to respect, reflect, and learn from Indigenous cultures through culturally relevant design of open space and the built environment. This is

a response to community engagement concerns and also part of the University's commitment to Indigenous achievement. One component of this is the Medicine Wheel Garden (a joint effort between the Office of the President, Indigenous Achievement, and the campus' Elder-in-Residence in the Faculty of Medicine's Department of Community Health Sciences). A cross-cultural teaching tool, the medicine wheel garden will reflect a way of life and provide cultural teaching, learning, and research opportunities for students, in addition to being a place of ceremony. Its immediate location will be on Bannatyne Avenue between the Basic Medical Sciences Building and the PsychHealth Centre. In the longer term, this type of space can also be integrated into the future main campus plaza.

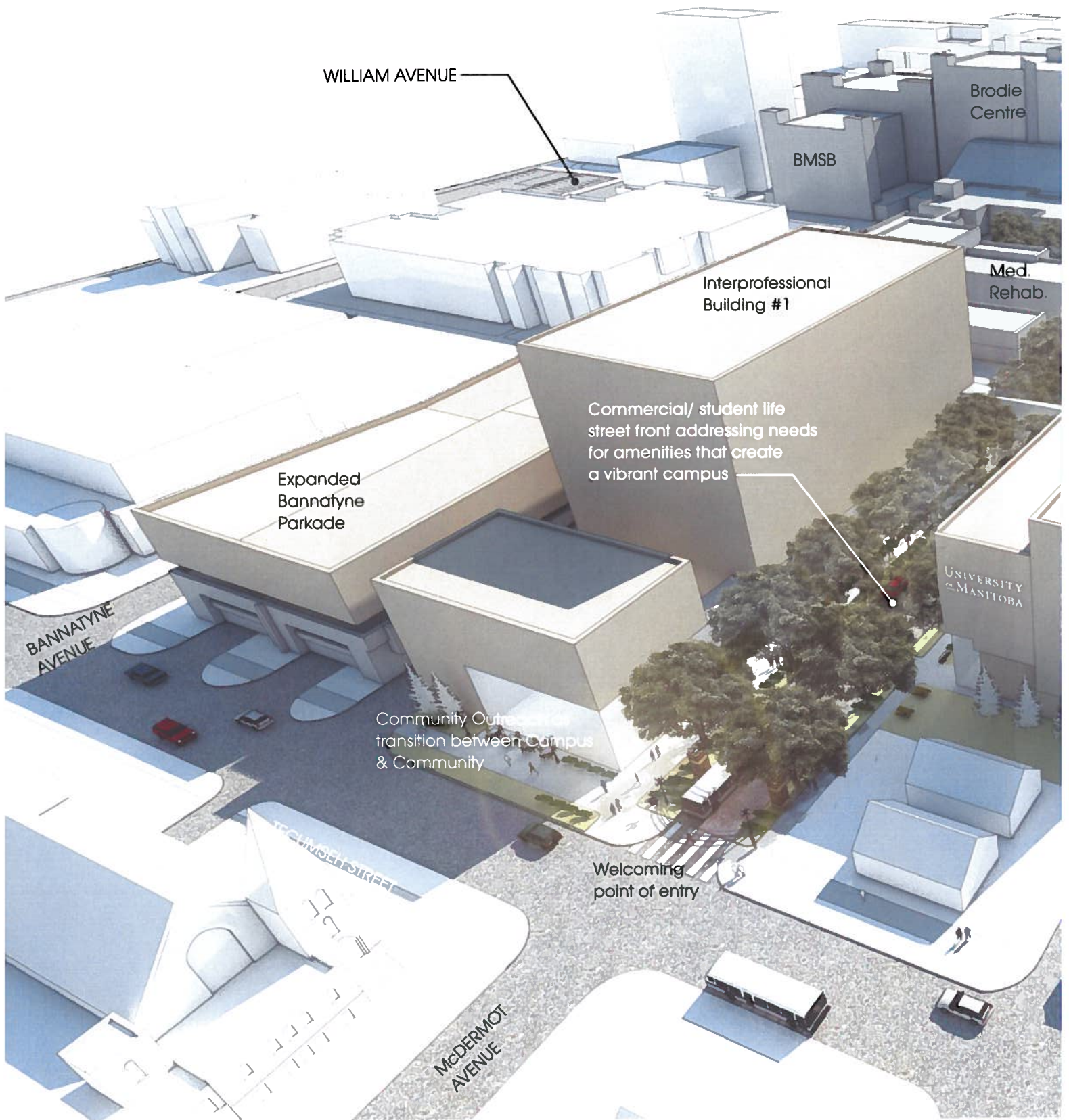


Example of vibrant campus street front at the University of Pennsylvania. Source: www.flickr.com/photos/universityofpennsylvania

MASTER PLAN

Bannatyne Campus

LOOKING EAST



WILLIAM AVENUE

Brodie Centre

BMSB

Interprofessional Building #1

Med. Rehab.

Commercial/ student life street front addressing needs for amenities that create a vibrant campus

Expanded Bannatyne Parkade

UNIVERSITY OF MANITOBA

BANNATYNE AVENUE

Community Outreach transition between campus & Community

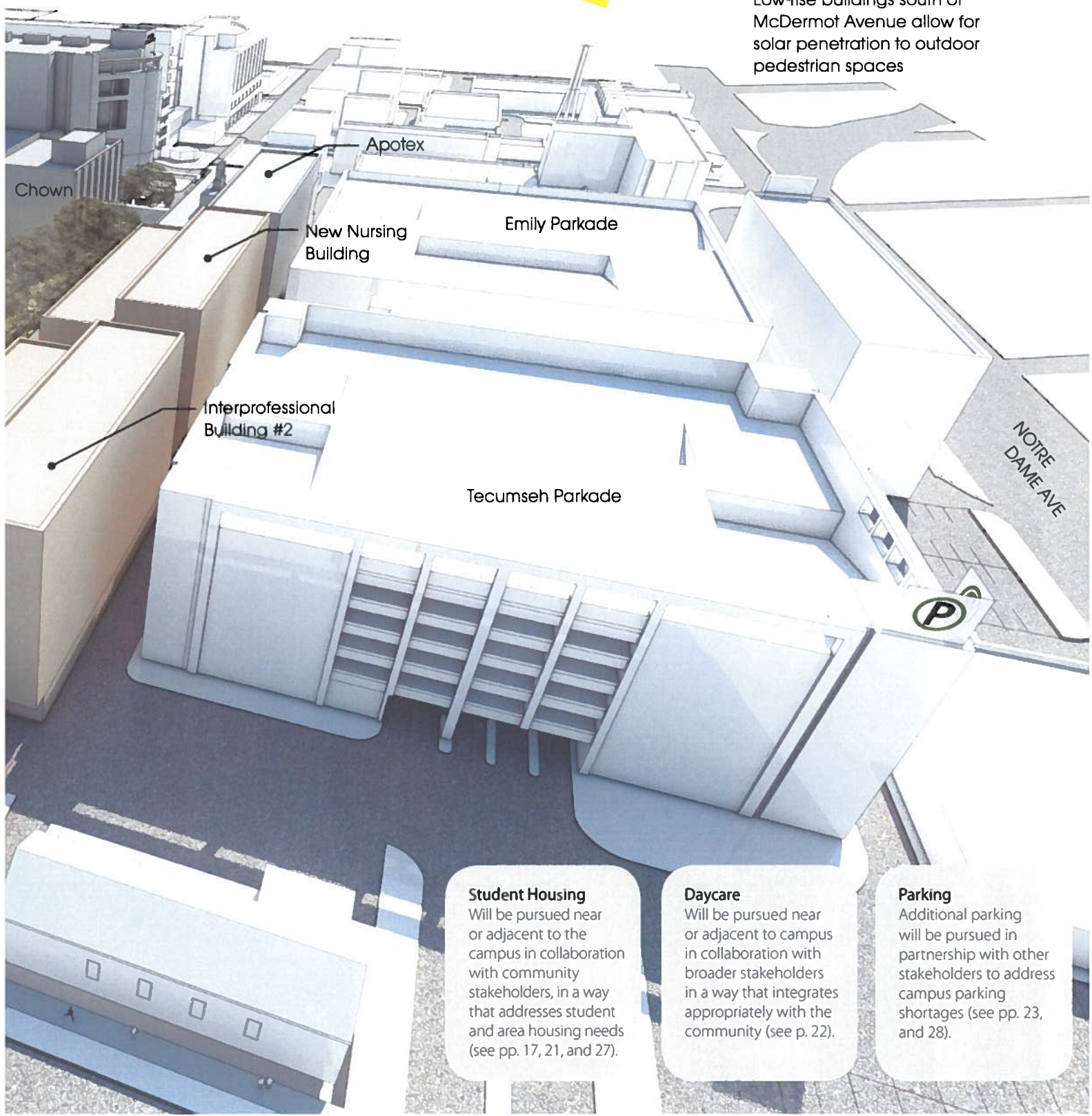
Welcoming point of entry

TECHMSET STREET

McDERMOT AVENUE



Low-rise buildings south of McDermot Avenue allow for solar penetration to outdoor pedestrian spaces



Student Housing
Will be pursued near or adjacent to the campus in collaboration with community stakeholders, in a way that addresses student and area housing needs (see pp. 17, 21, and 27).

Daycare
Will be pursued near or adjacent to campus in collaboration with broader stakeholders in a way that integrates appropriately with the community (see p. 22).

Parking
Additional parking will be pursued in partnership with other stakeholders to address campus parking shortages (see pp. 23, and 28).

Diagram 7 – Bannatyne Campus Master Plan Looking East

6. OPPORTUNITIES FOR COLLABORATION

Given the Bannatyne Campus' northern, eastern, and southern borders with HSC, and its location in the West Alexander neighbourhood, the Master Plan must carefully consider its development within the context of the surrounding area. Both of these relationships offer opportunities that will be important to consider in the future development of the campus. In planning for the future, it is crucial for the University to strengthen and build upon its relationships with the surrounding community and with HSC.

Working Together with the Neighbourhood

The University is committed to being a good neighbour to the surrounding community. Planning should occur in a collaborative way that does not set up hard and rigid boundaries between campus and community. This Plan seeks to be inviting to the neighbourhood, to soften campus-community boundaries, and to help create an environment that is enjoyable for residents in addition to students and staff. In working to build a strong campus-community relationship the Campus Master Plan endeavours to support existing services and initiatives in the community rather than duplicate them.

The Campus Master Plan does not call for expansion into the community or for acquisition of properties outside of campus boundaries. It remains committed to developing within the campus' current footprint, which will necessitate dense, compact development. However, the Plan also remains open and flexible to pursuing opportunities for collaborations with the neighbourhood outside of the campus boundaries where appropriate.

The following items outline some key neighbourhood issues and priorities, identified through community engagement, which could become points of partnership between the campus and the community.

A Welcoming and Inviting Campus

The campus' physical development can foster a more welcoming environment and greater integration with the neighbourhood through green spaces, varied mixed-use development, and campus gateways.

The green space proposed for the T-Building's current location is envisioned as a community space as well as a campus space. Neighbourhood use of the green space can be encouraged by improved streetscaping along McDermot Avenue that draws pedestrians in to an attractive and interesting street, en route to the main green space. Mixed-use buildings that include services and amenities at street level where they are easily

accessible, particularly on foot, can further enhance this street-level character around the green space. Finally, gateways to the campus should be distinct in signifying a university campus but should not contribute to a 'barrier feel' – people should feel able to move through the campus to access green spaces and other amenities, rather than feeling the need to skirt around it.

Beyond the campus' physical development, there are also often resources (such as programs, workshops, or speaking events) at the Bannatyne campus that neighbourhood residents would be interested in accessing or attending, but are unaware of due to a lack of advertising and publicity in the neighbourhood. The Campus Master plan commits to more continuous open dialogue with neighbourhood stakeholders to establish increased awareness of resources available on campus, and to develop a greater understanding of neighbourhood priorities and concerns.

Amenities

The Campus Master Plan also commits to working with the neighbourhood by encouraging a campus that provides much-needed amenities. These could include functions identified by the neighbourhood as key needs, such as a small-scale grocery store to compliment (not replace) other small stores in the area. Other amenities envisioned for the campus include restaurants, coffee shops, or cafés. An interprofessional teaching clinic is also being explored by the Bannatyne faculties and schools, which could help provide affordable health care services to area families and individuals. Finally, as the campus population is expected to grow, enhanced active living opportunities and facilities will have to be considered, in addition to ways in which such opportunities could be accessed by neighbourhood residents.

Housing

Housing is a major issue for both the Bannatyne campus and the neighbourhood. There is significant demand for student housing, outlined in the *Student Housing Market Demand Analysis*. As there are also significant community housing needs, the

Campus Master Plan is open to exploring housing development opportunities in collaboration with community stakeholders, to address student housing needs as well as housing issues in the neighbourhood.

Working Together with HSC

Given the symbiotic relationship between the University and HSC, mutual opportunities for ongoing collaboration exist as the respective campuses develop for efficiencies in planning and development, increased interprofessionalism, and interconnected recreational and green spaces through the campuses. Research conducted at (and between) both institutions is not only a source of improved health for individuals but is also an economic driver through the employment of knowledge workers in Manitoba, and through medical advances that contribute to people's health and ability to work productively. The Bannatyne campus' relationship with HSC should therefore not be at cross-purposes or risk duplicating services. Although both institutions have unique identities there is a strong existing relationship that should be built upon in the future. The University will continue to work with HSC on future collaborative opportunities between the HSC and Bannatyne campuses, in particular the urgent need for parking, the creation of a continuous, vibrant and welcoming corridor along McDermot Avenue, and the possibilities surrounding shared and central active living spaces and facilities.

7. IMPLEMENTATION

The vision for the Bannatyne campus is long-term, and will therefore have to be undertaken through a phased approach. An important part of this approach is the inclusion of spaces that can accommodate people displaced by renovations (or in the case of T-Building, demolition). This is often referred to as decanting space. The inclusion of decanting space in the Plan allows for development to occur while ensuring space for employees and students. This approach ensures that current programming and building uses can continue despite new development and relocation. For example, sufficient decanting space must be in place before the demolition of the T-Building, to provide space for the building's current users.

The implementation outline below is not a timeline with dates attached to it. It is a framework to guide and give some coherence to how campus development should unfold in the future. While the parkade expansion should happen first to replace surface parking spots lost due to new buildings, beyond that the Plan is flexible in terms of the sequence of new buildings and projects. The Plan is not meant to be rigid or unchanging, and will be reviewed every five years by the Campus Planning Office. This allows for evaluation of the Plan's progress and its continued congruity with the overarching goals and vision for the campus.



NEW BUILDING DEVELOPMENTS

A. Faculty of Nursing Building

New 112,000 sq ft, 5-storey building for the Faculty of Nursing including decanting space in the basement

B. Interprofessional Research & Teaching Building 1

New 190,000 sq ft, 8-storey building to accommodate an expansion of the Dentistry program as well as relocated medical programs. The main floor will include an interprofessional teaching clinic with an accessible 'store front' feel, incorporating space for a new expanded Dentistry teaching clinic, and possible student life amenities. A portion of the main floor and all of the basement will become home for the campus Physical Plant.

C. Interprofessional Research & Teaching Building 2

New 112,000 sq ft, 5-storey academic building with ability to provide shared access to state-of-the-art research and teaching facilities; including space for student life amenities on the main floor, contributing to a vibrant street-front environment; and including decanting space in the basement.

D. Gateway / Amenities Building

New building at the corner of McDermot and Tecumseh (or possibly and expansion of the adjacent proposed building) dedicated to amenities and services that can be accessed by both the campus and the community in order to enhance the campus gateway and community-campus interface.

E. New Circulation Spaces

Bright and transparent pedestrian spaces linking buildings, including indoor pedestrian bridges across McDermot Avenue.

F. Parkade Expansion

2-level addition above the existing parkade accommodating approximately 200 cars.

RENOVATIONS TO EXISTING BUILDINGS

G. Dentistry Building

Renovations to the existing Dentistry Building to update the spaces and accommodate adjacencies required for the expansion project (item B under New Building Developments above)

H. Existing Circulation Spaces

Renovations to existing hallways through Dentistry, Med Rehab, Pathology, and Medical Services (to improve wayfinding, to widen and provide for study/common areas overlooking the new green space, and to provide access to the green space).

I. Basic Medical Services Building

Renovations to BMSB to expand the Vivarium and consolidate Central Animal Care space in the basement and main floor, as well as the relocation of the Gross Anatomy to the fourth floor.

J. Medical Rehabilitation Building

Consolidation of the Med Rehab programs within the Med Rehab Building, including the third floor, as space needs of Medicine are consolidated elsewhere

CAMPUS CHARACTER & COMMUNITY INTERFACE

K. The Street

Streetscaping along McDermot to enhance it as a welcoming and comfortable place to be.

L. Campus Green Space

New green space with access from adjacent buildings.

M. Medicine Wheel Garden

Located between the PsychHealth Building and BMSB.

Student Housing

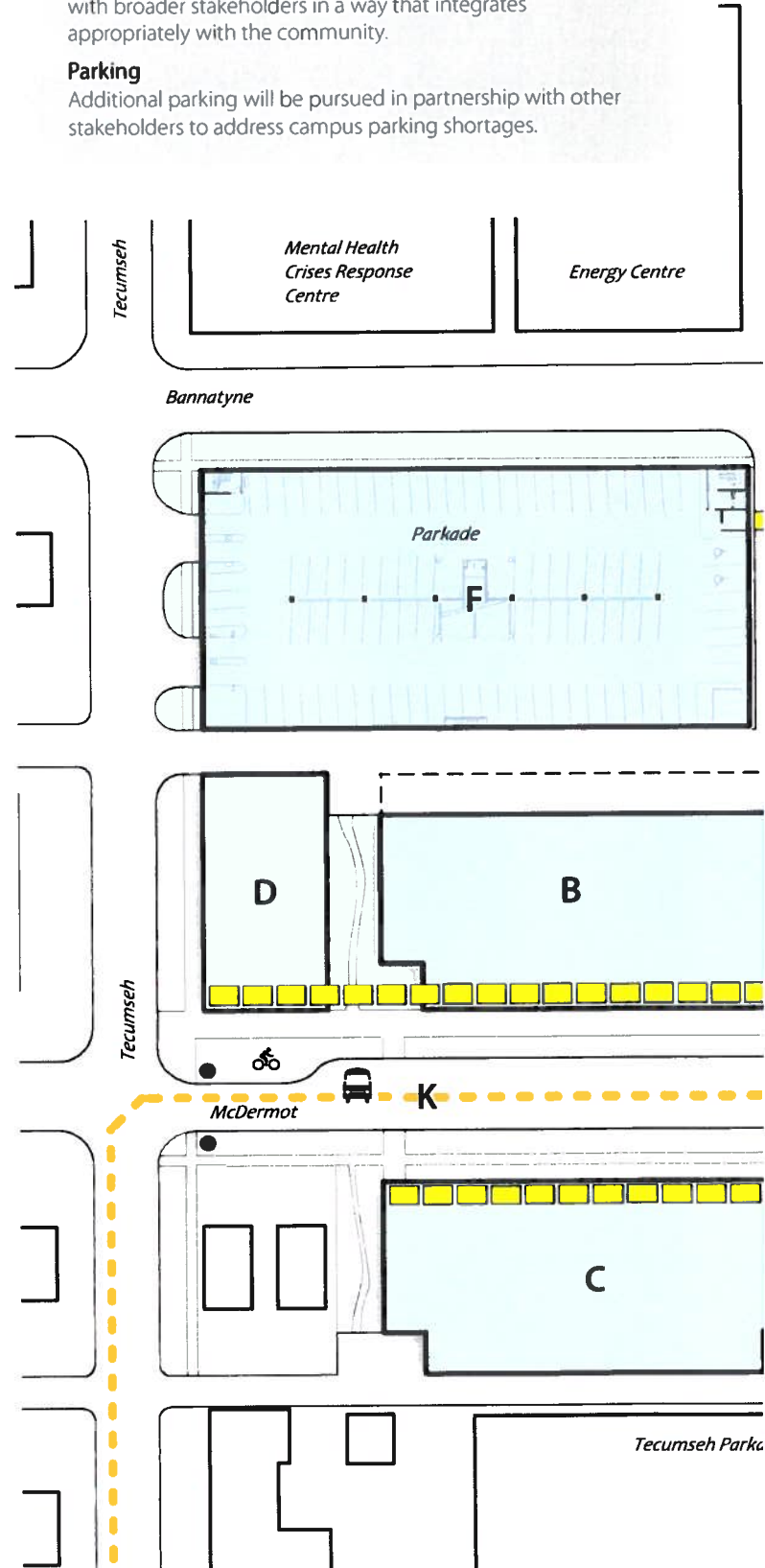
Will be pursued near or adjacent to the campus in collaboration with community stakeholders, in a way that addresses student and area housing needs.

Daycare

Will be pursued near or adjacent to campus in collaboration with broader stakeholders in a way that integrates appropriately with the community.

Parking

Additional parking will be pursued in partnership with other stakeholders to address campus parking shortages.



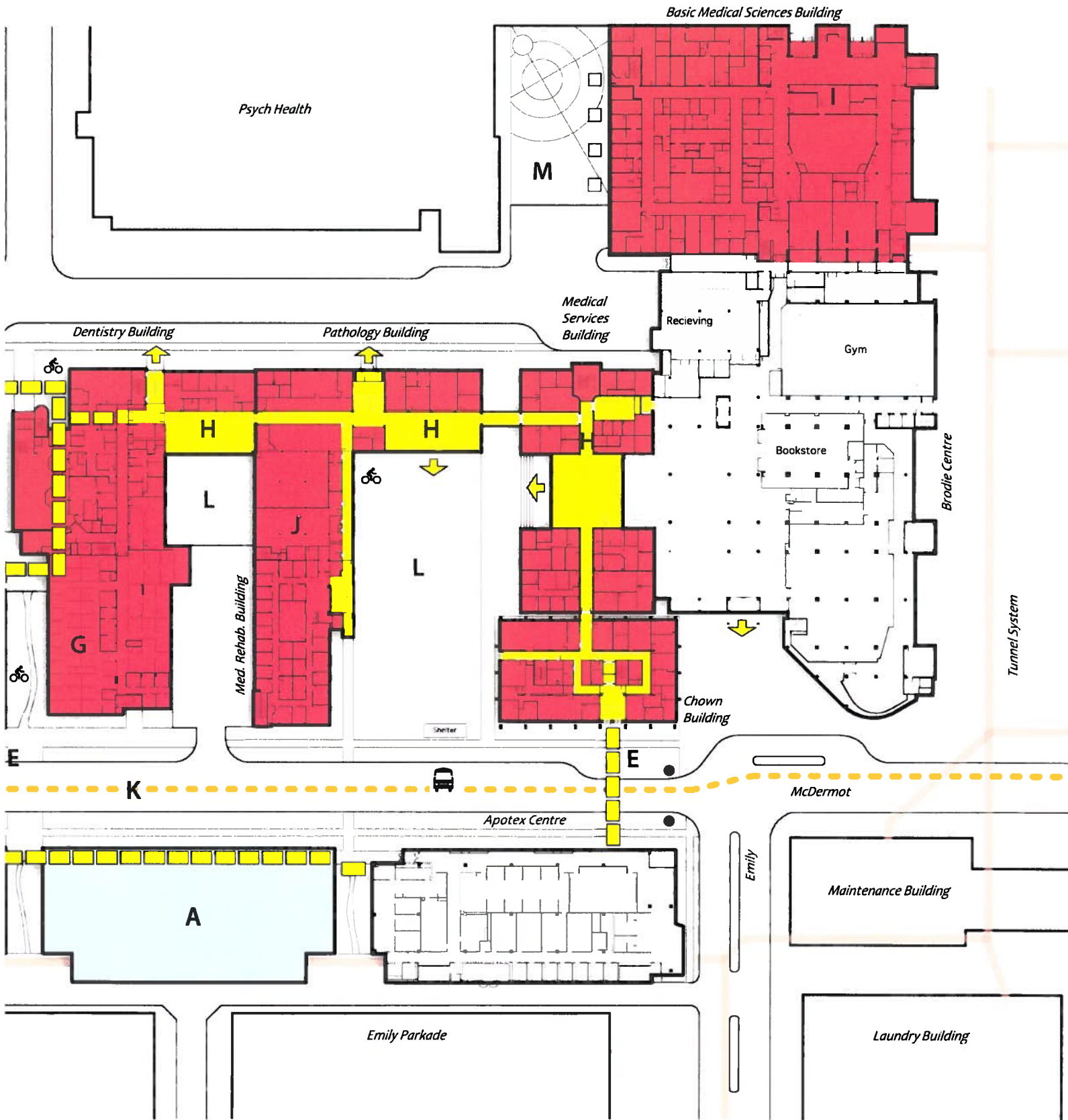
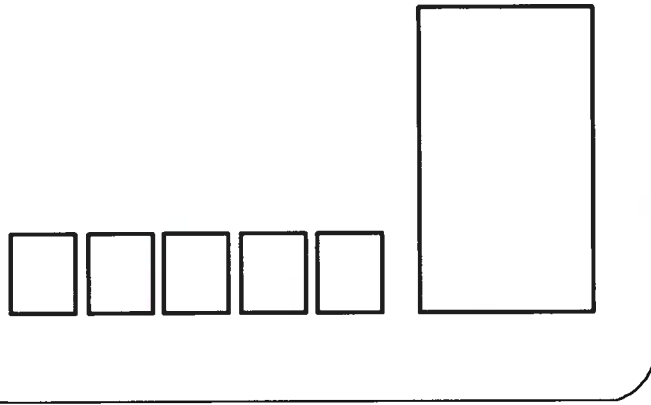
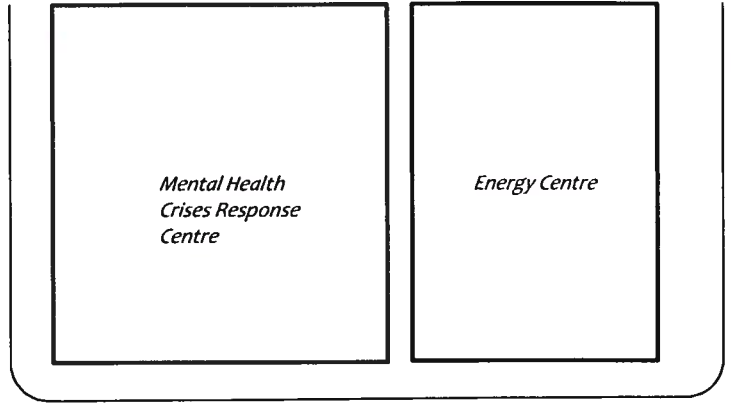


Diagram 8 – Implementation Diagram showing proposed new developments and renovations to existing buildings

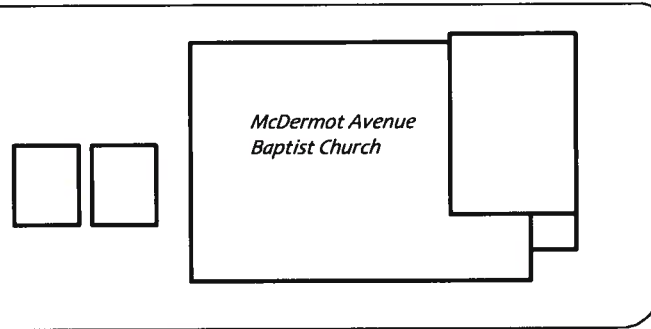
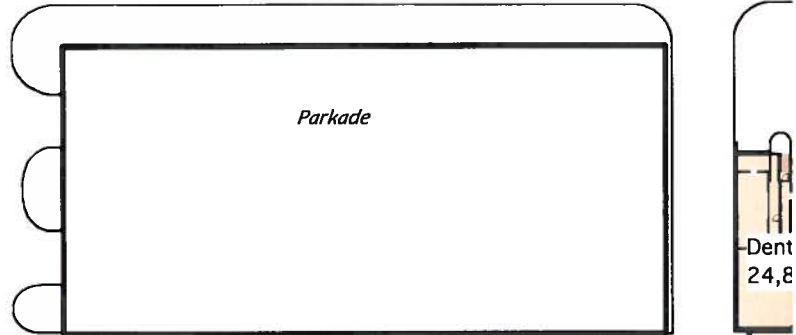
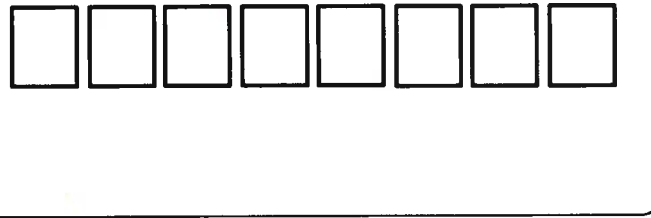
APPENDIX



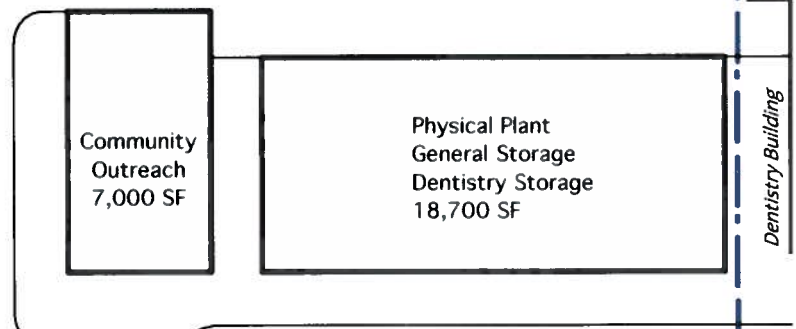
Tecumseh



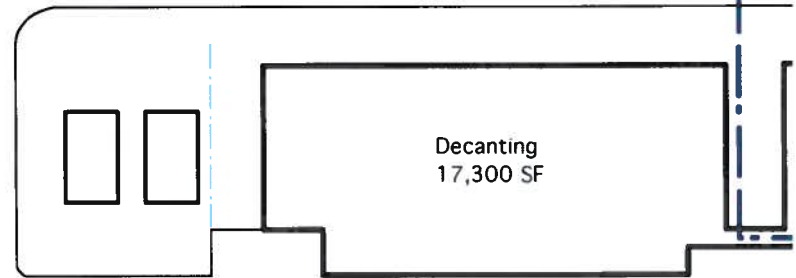
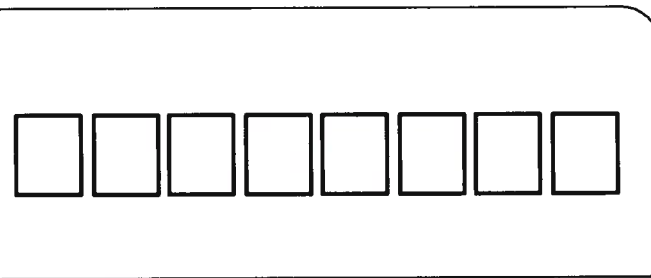
Bannatyne



Tecumseh

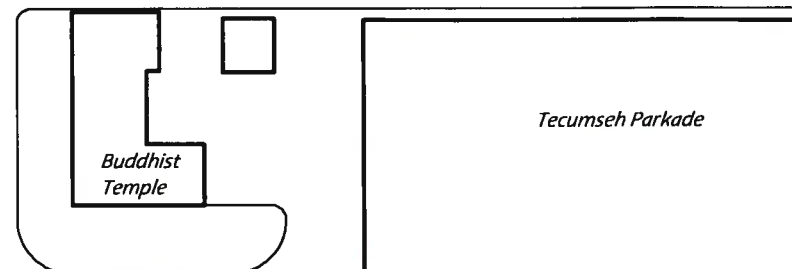
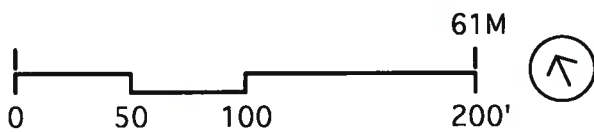


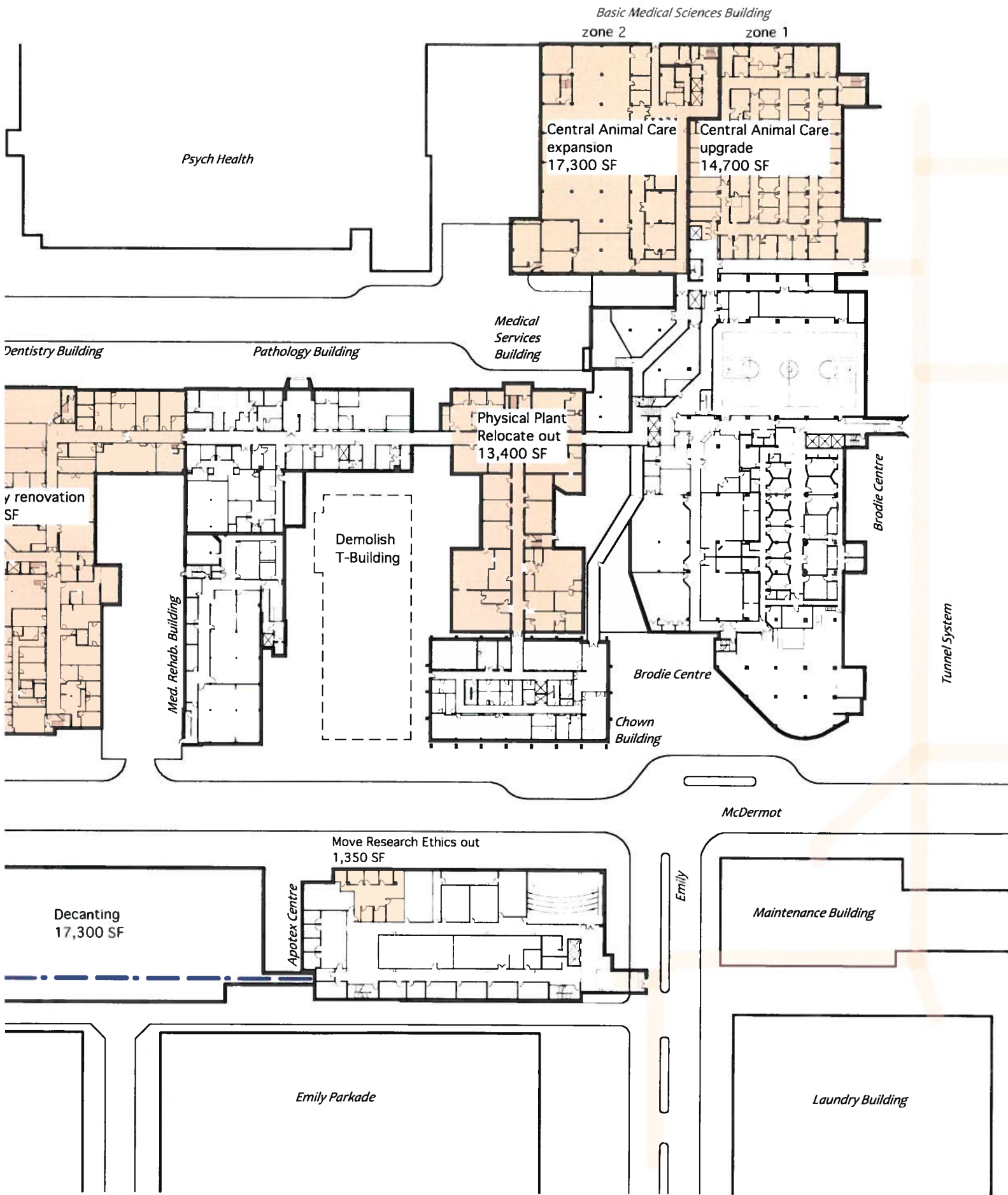
McDermot

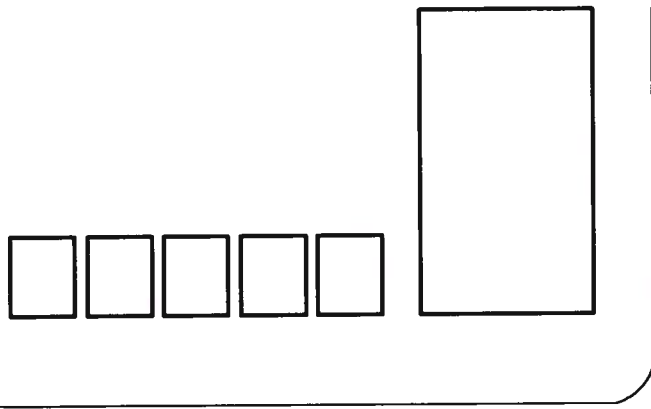


BASEMENT FLOOR PLAN

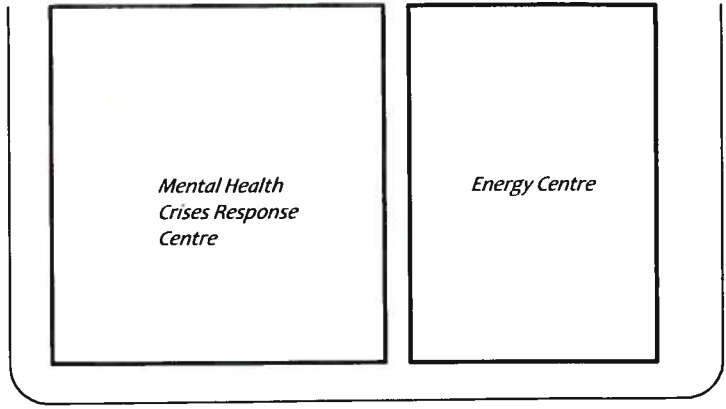
UNIVERSITY OF MANITOBA
BANNATYNE CAMPUS MASTER PLAN







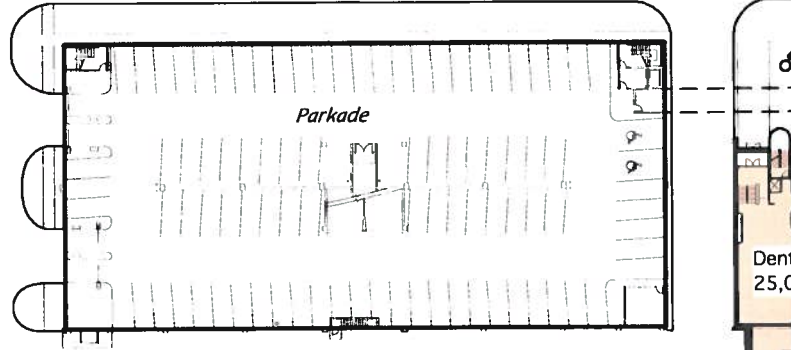
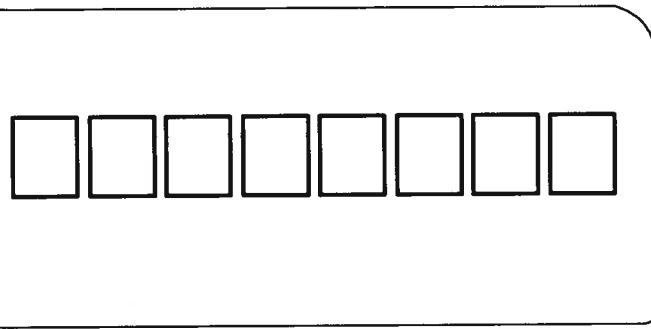
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Mental Health
Crises Response
Centre

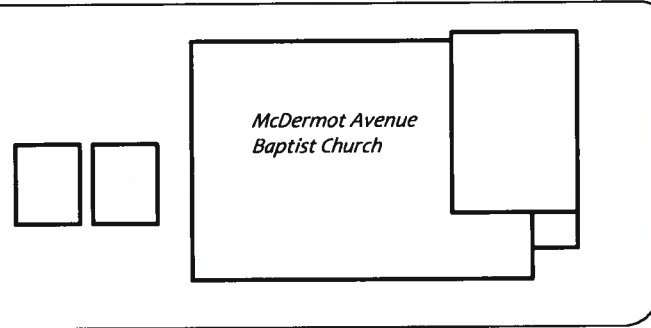
Energy Centre

Bannatyne

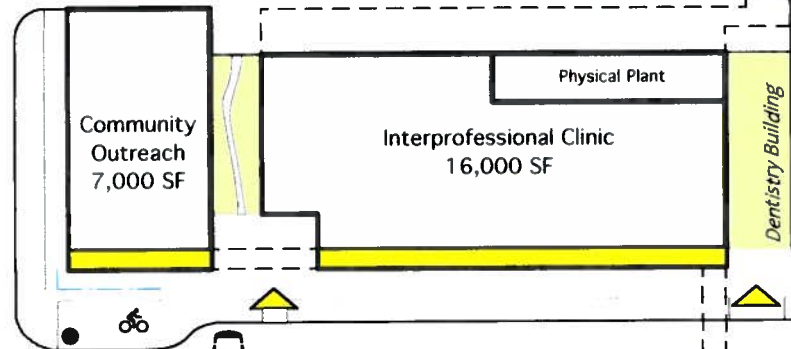


Parkade

Dent
25,000



McDermot Avenue
Baptist Church



Community
Outreach
7,000 SF

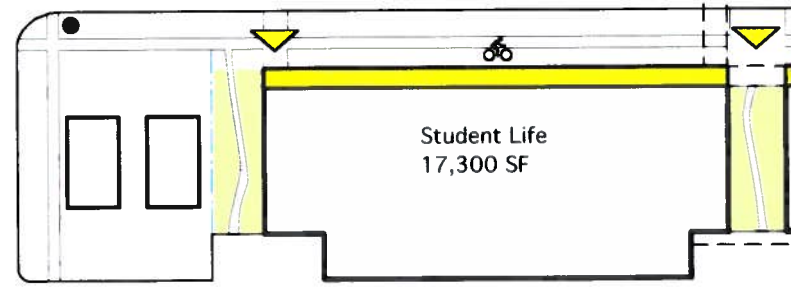
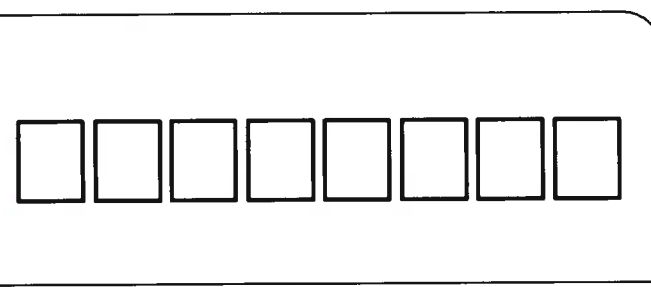
Interprofessional Clinic
16,000 SF

Physical Plant

Dentistry Building

Tecumseh

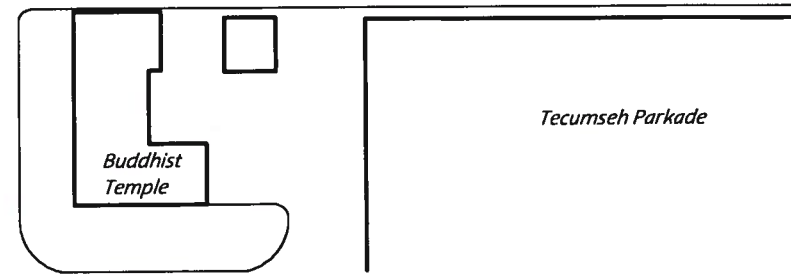
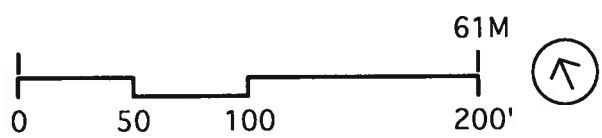
McDermot



Student Life
17,300 SF

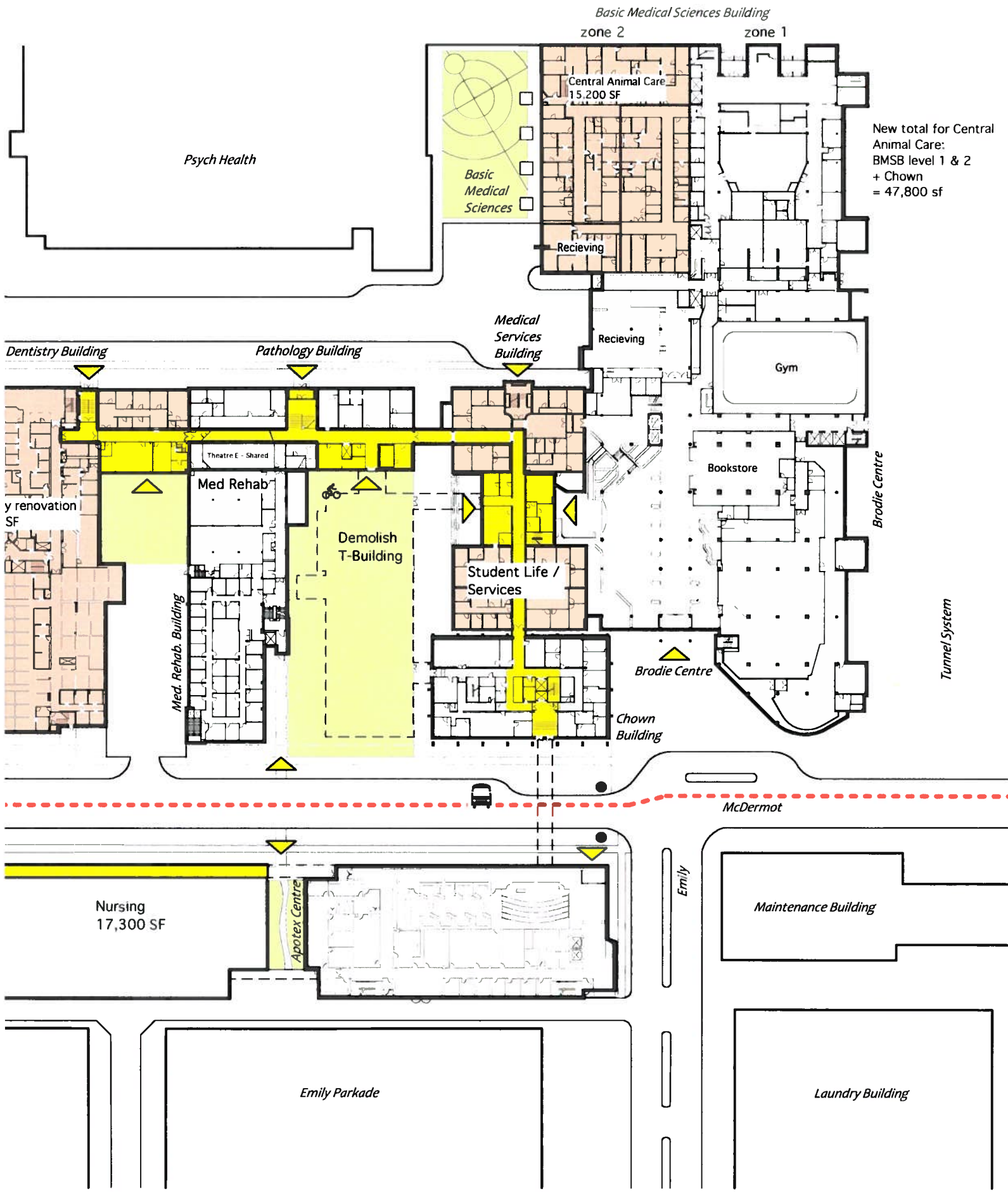
MAIN FLOOR PLAN

UNIVERSITY OF MANITOBA
BANNATYNE CAMPUS MASTER PLAN

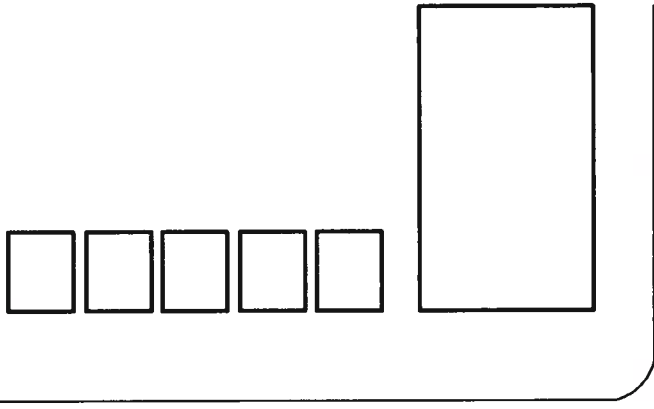


Buddhist
Temple

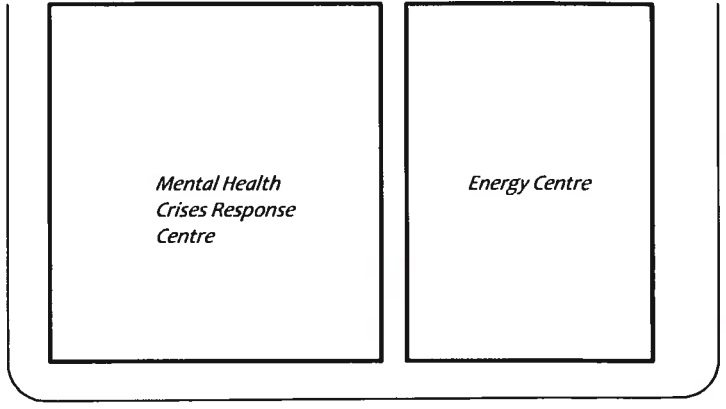
Tecumseh Parkade



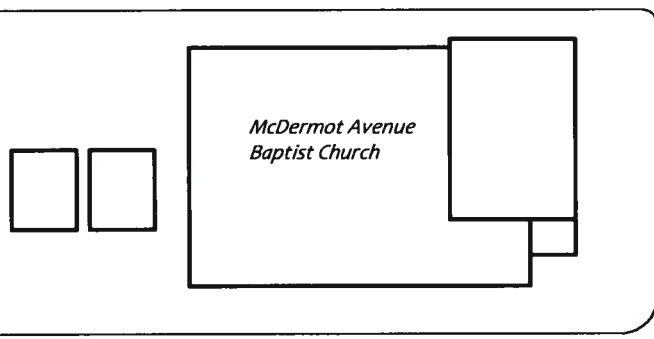
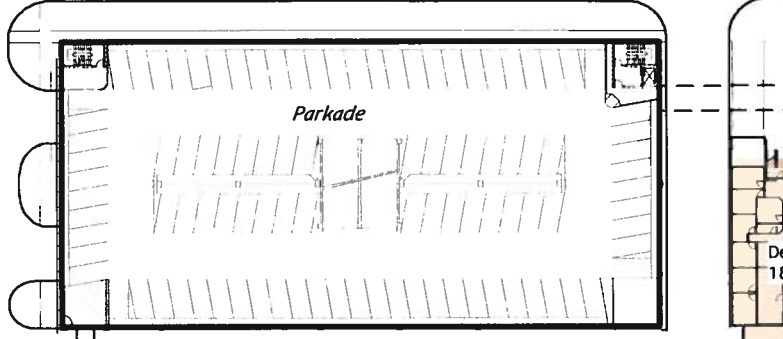
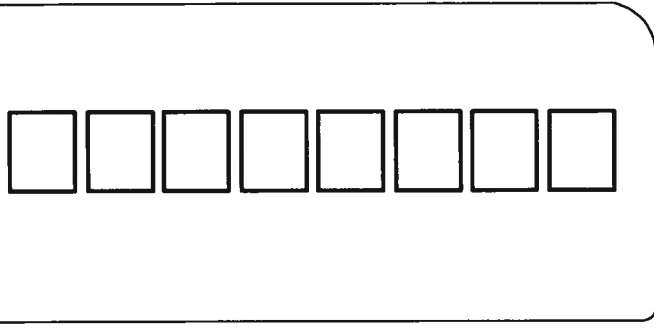
New total for Central Animal Care:
BMSB level 1 & 2
+ Chown
= 47,800 sf



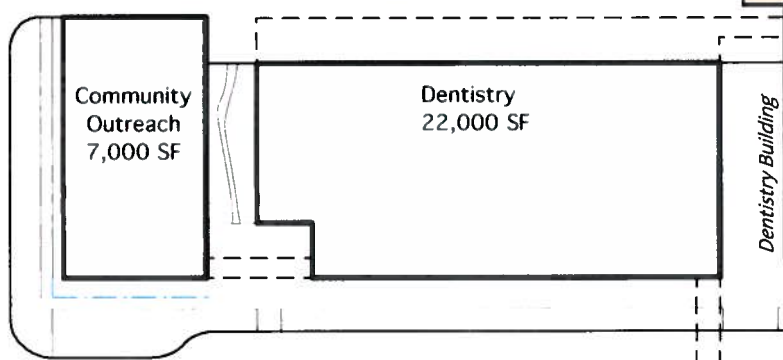
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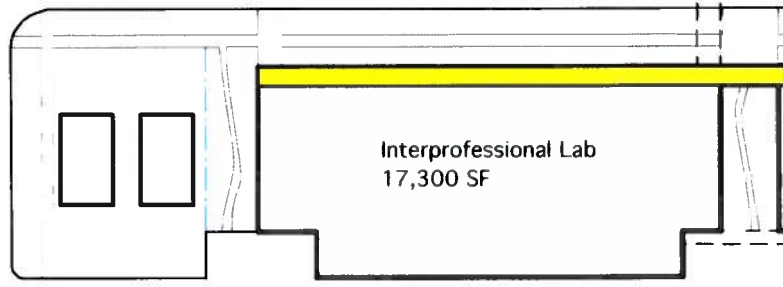
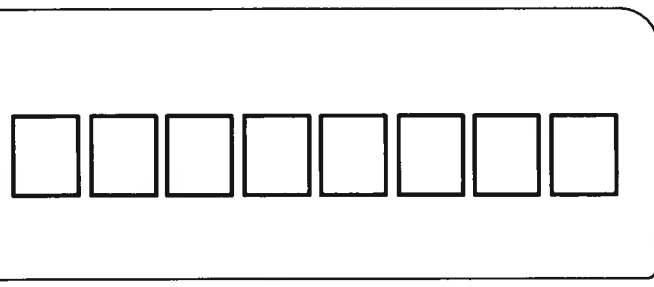
Bannatyne



Tecumseh



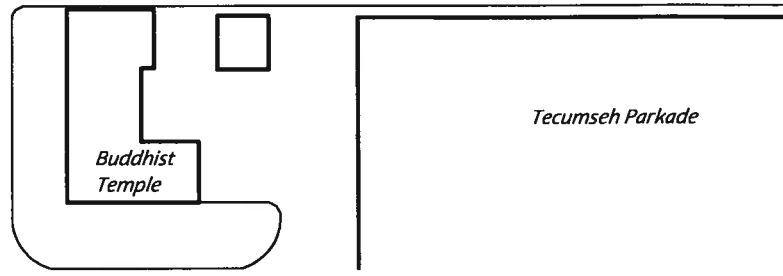
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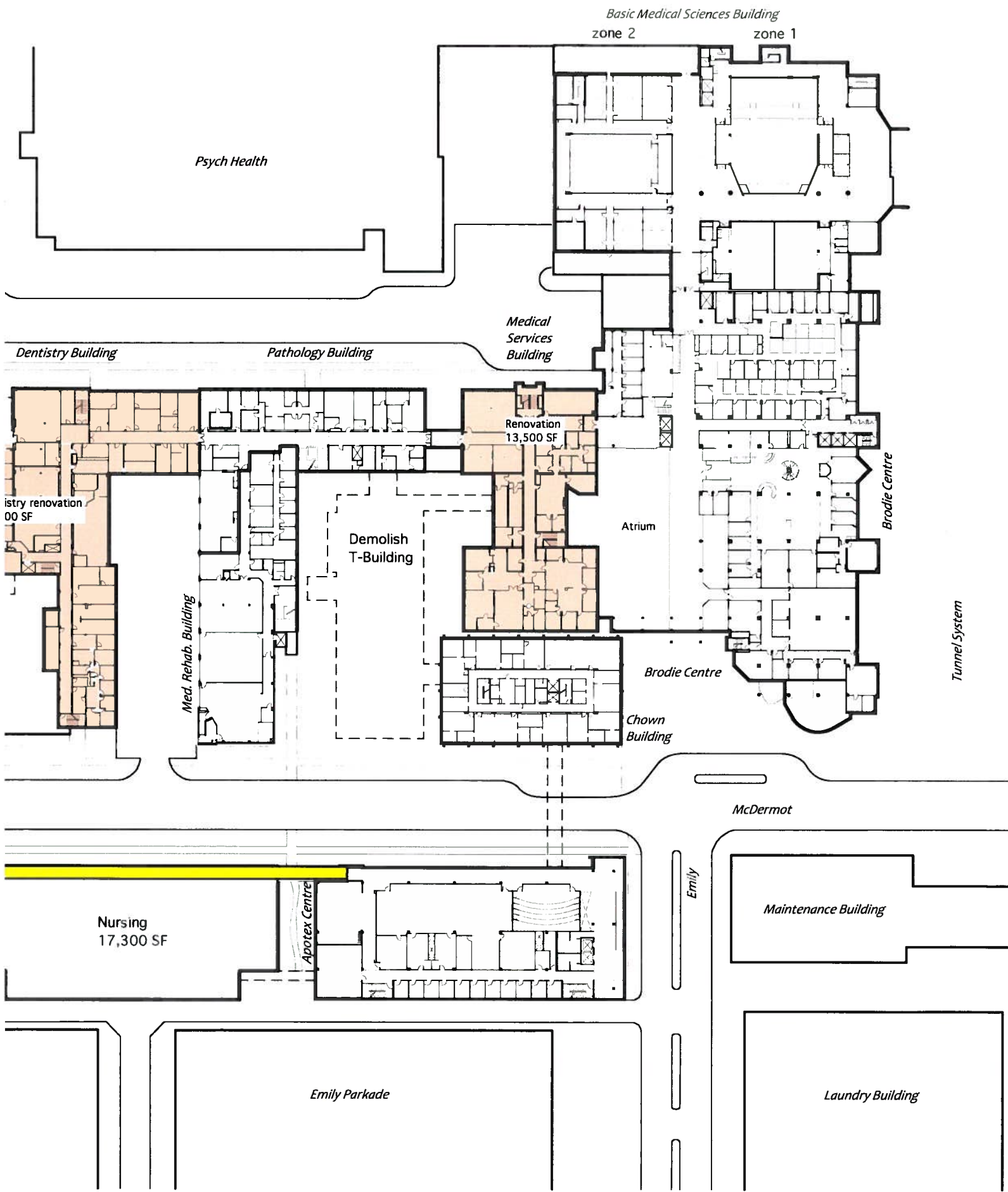


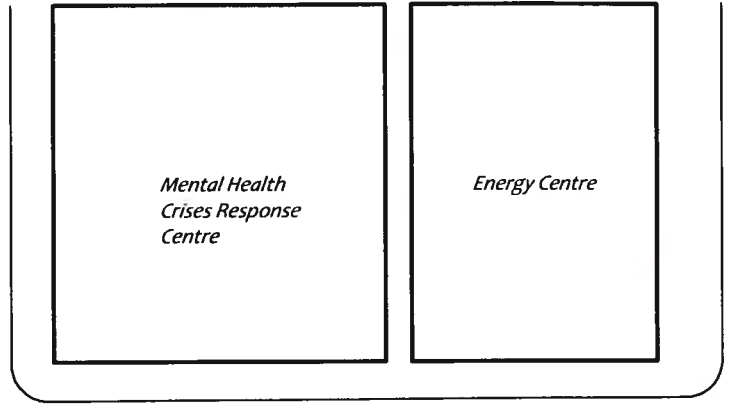
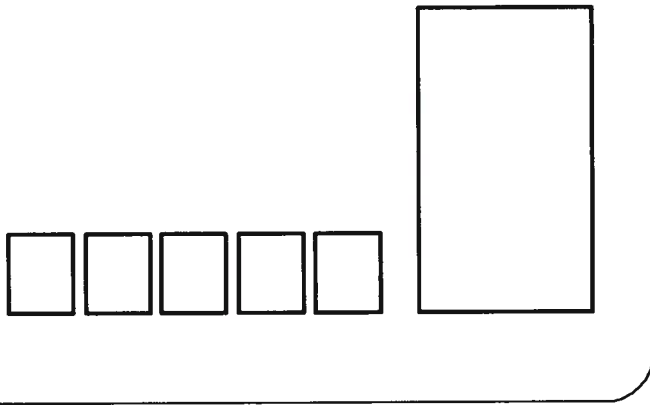
SECOND FLOOR PLAN

UNIVERSITY OF MANITOBA
BANNATYNE CAMPUS MASTER PLAN

0 50 100 200'

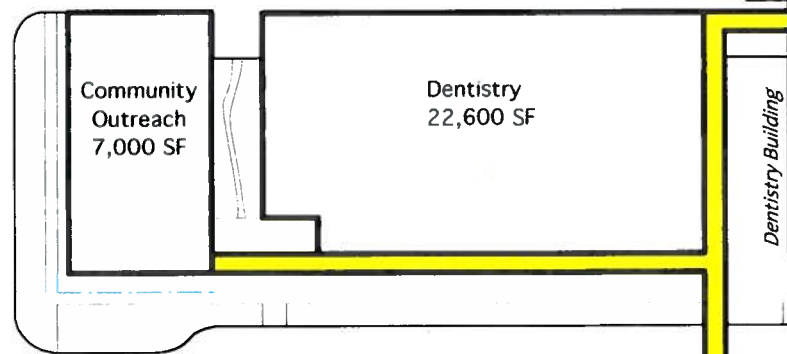
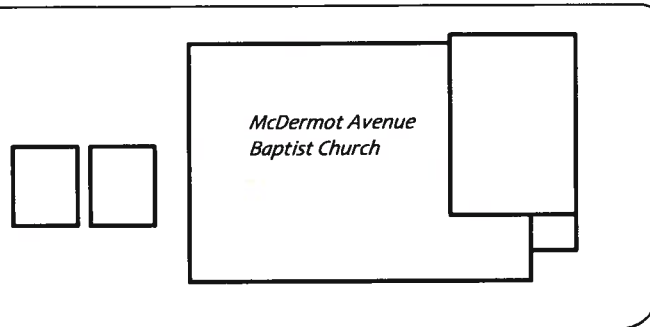
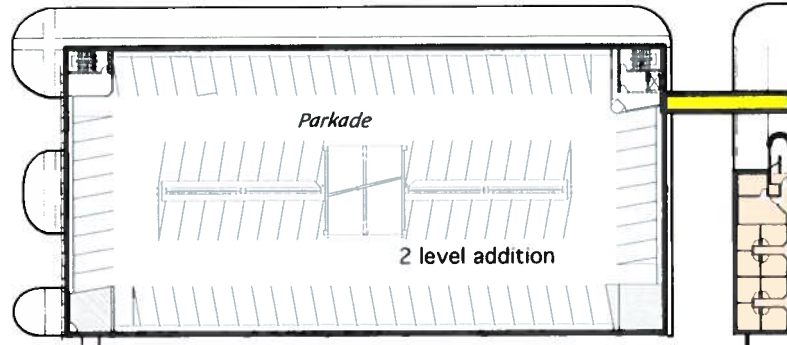
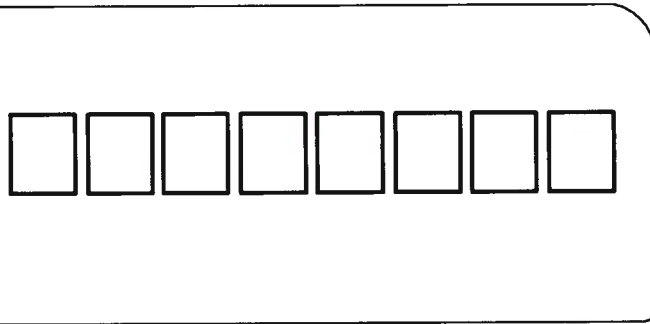






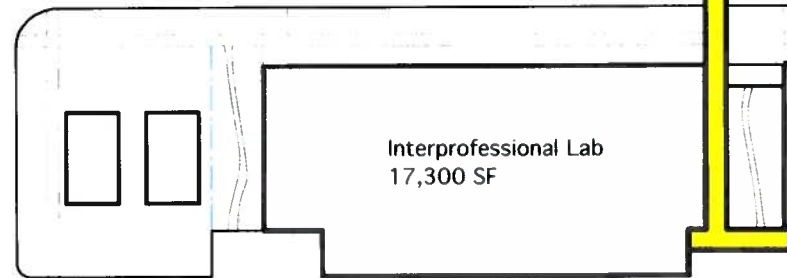
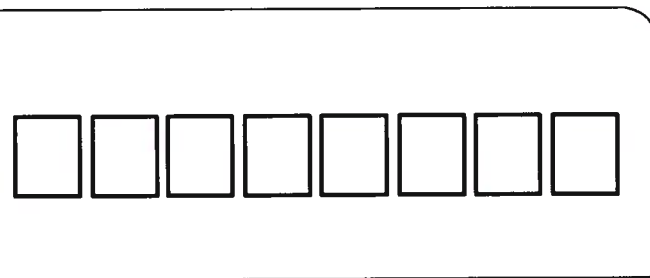
Tecumseh

Bannatyne



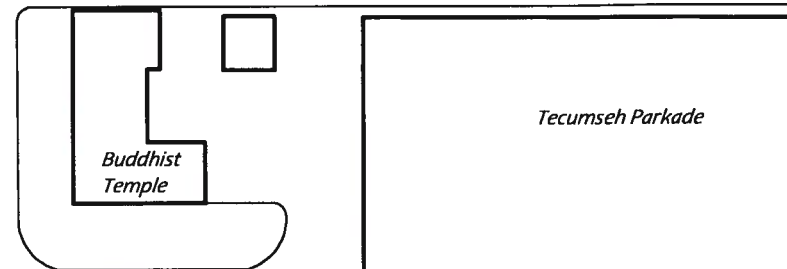
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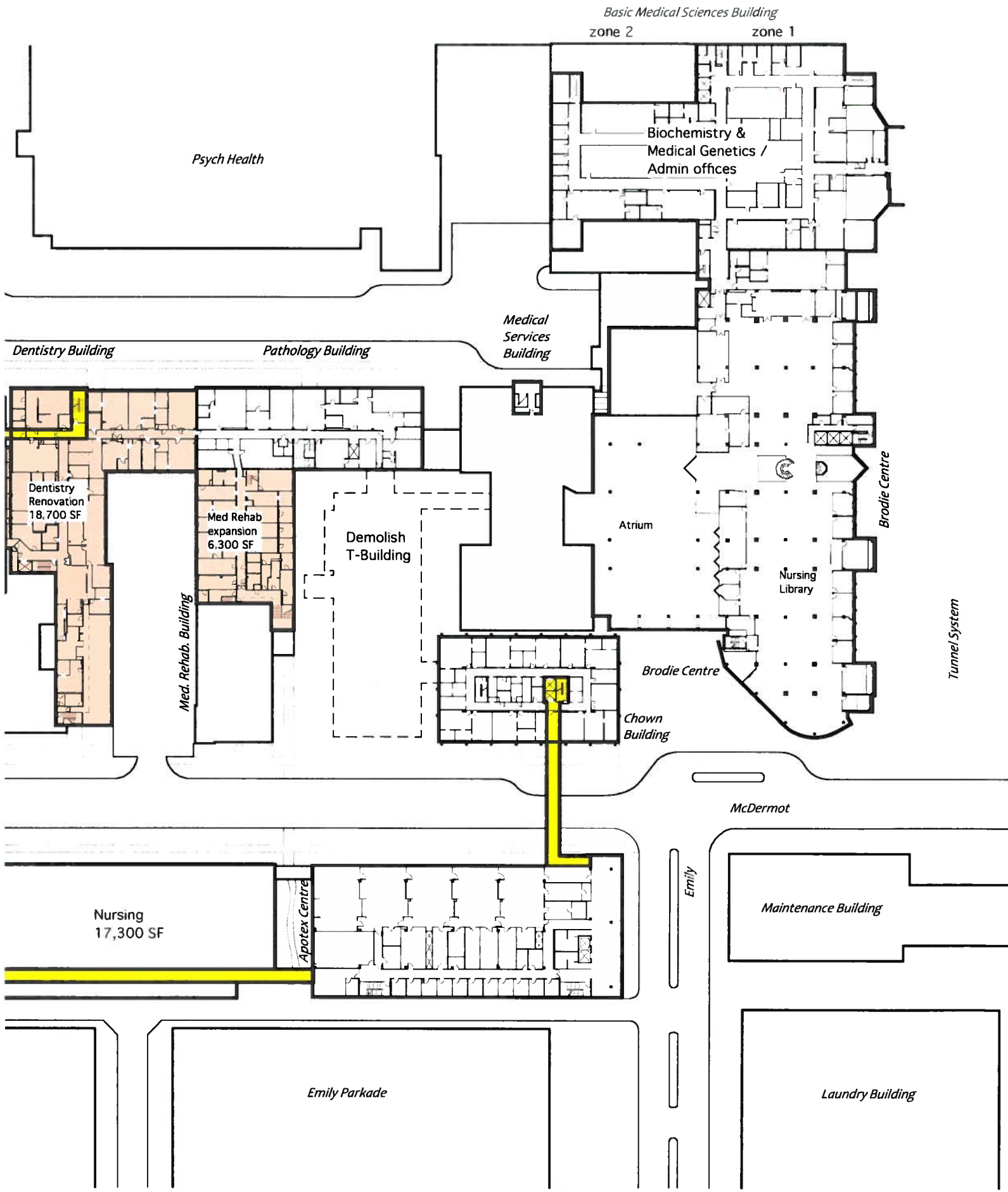
McDermot

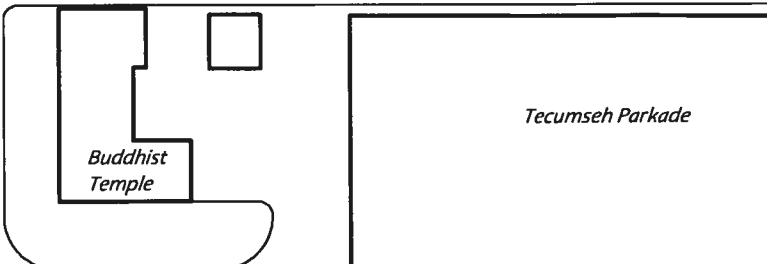
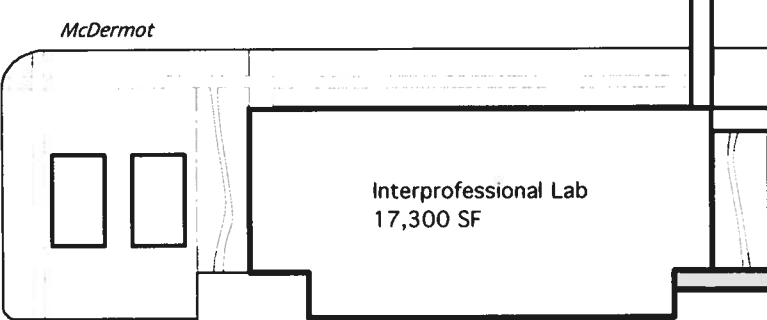
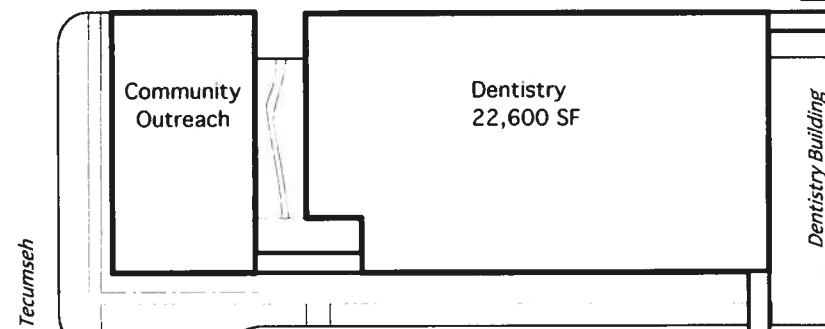
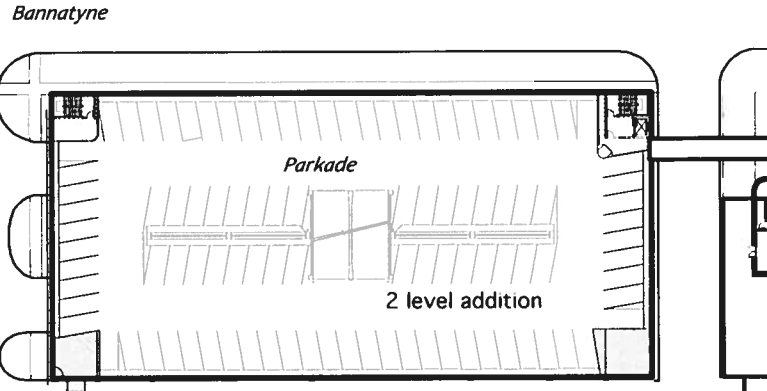
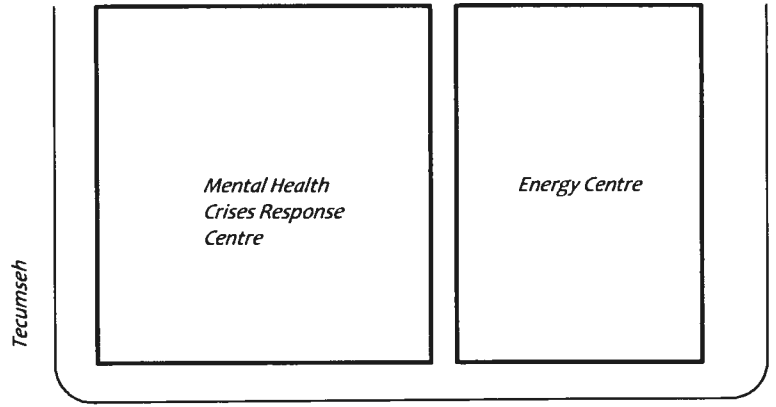
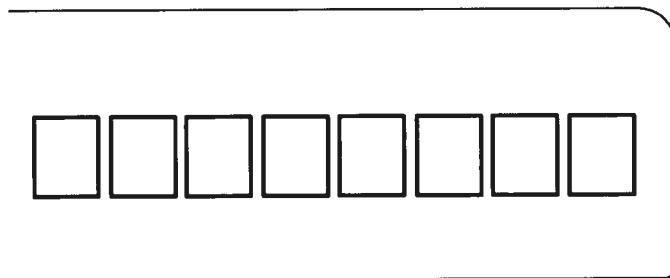
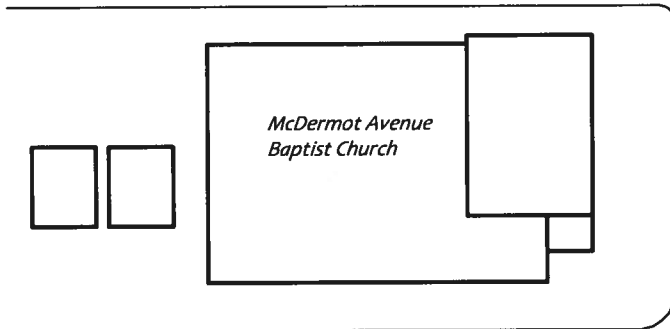
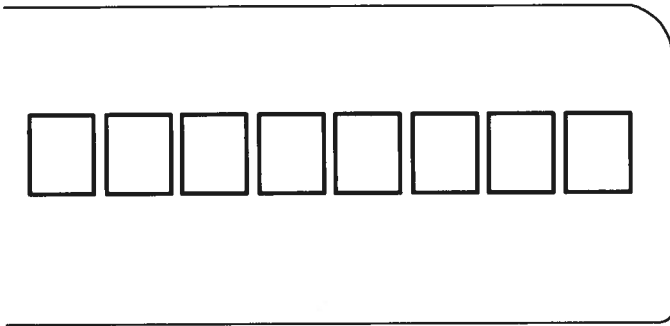
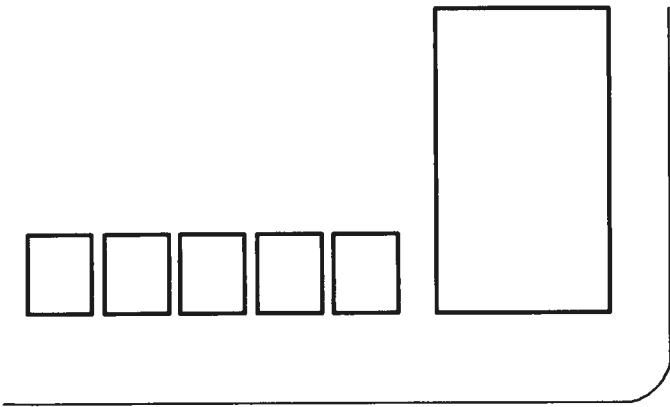


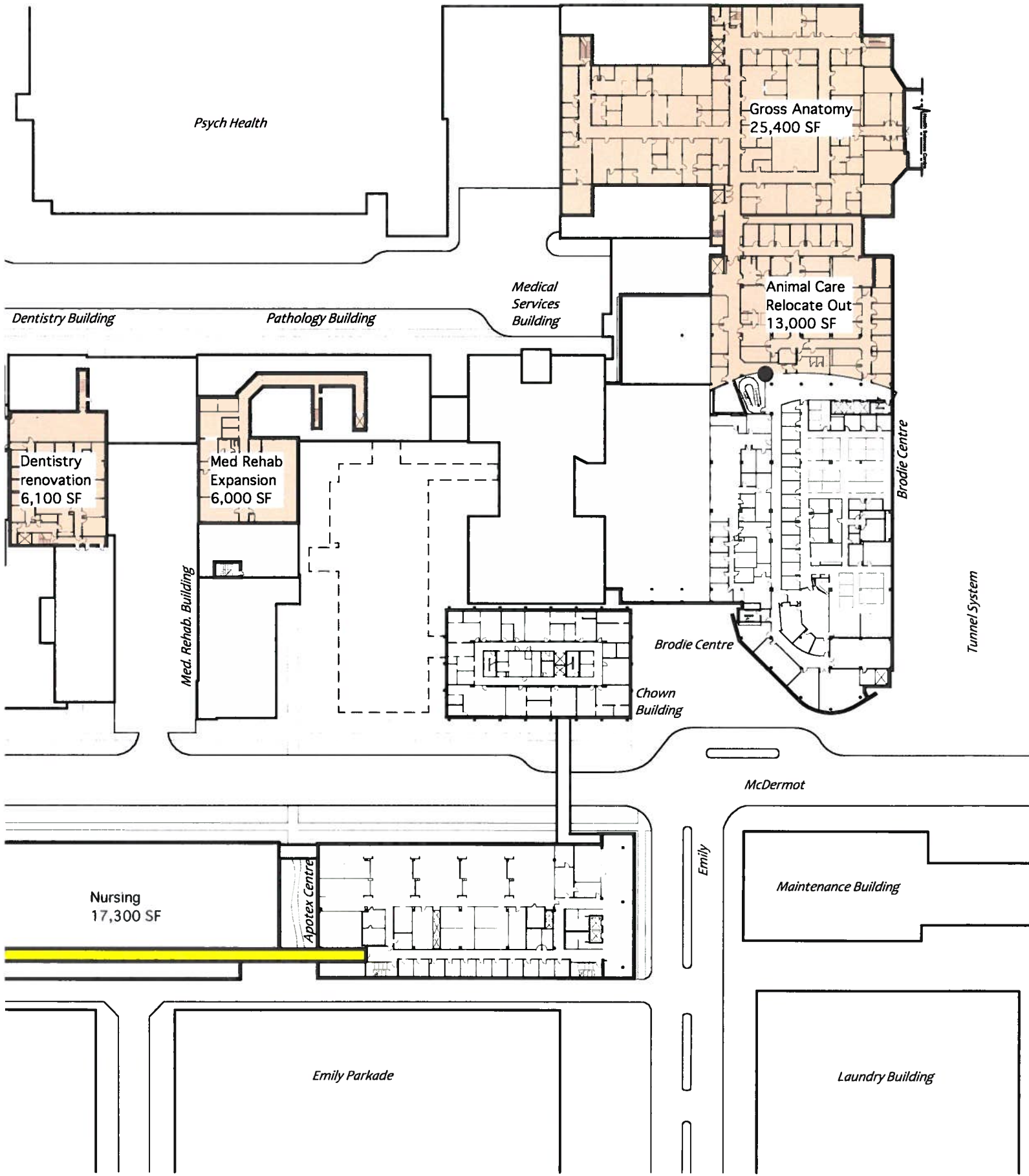
THIRD FLOOR PLAN

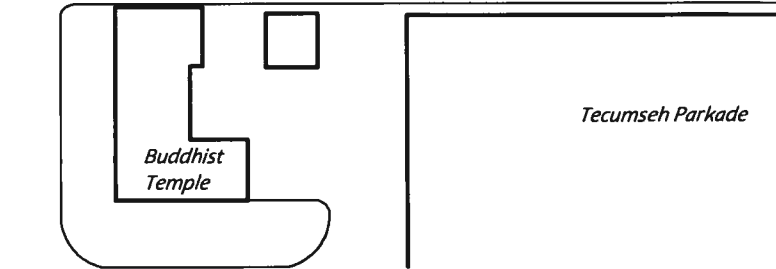
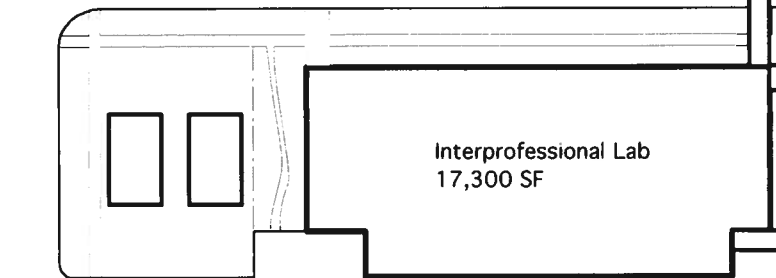
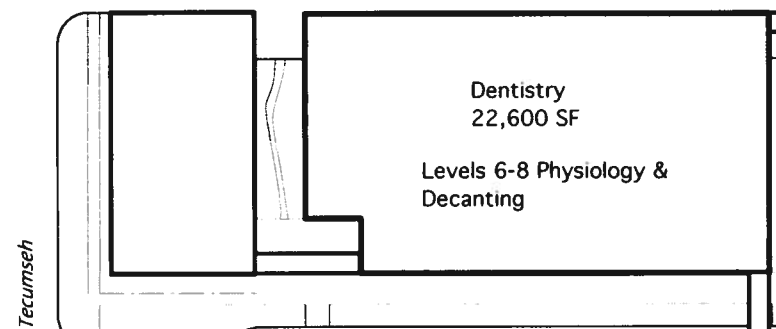
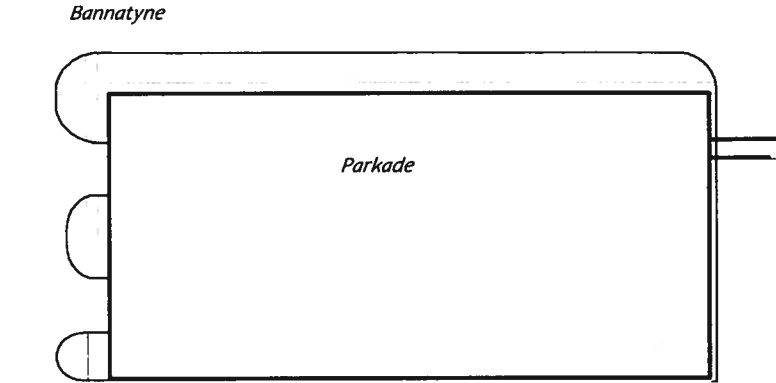
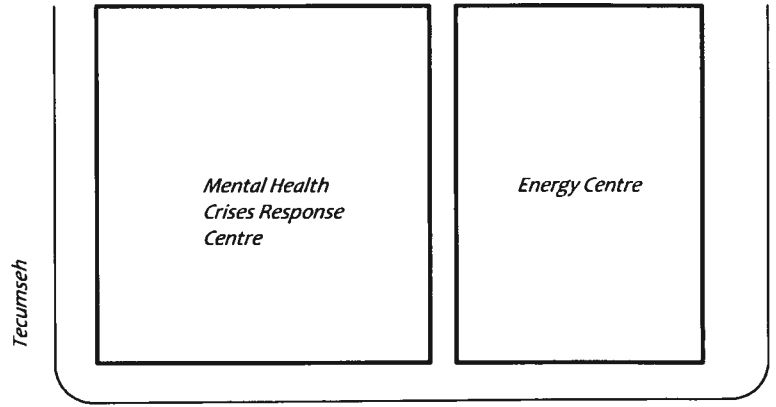
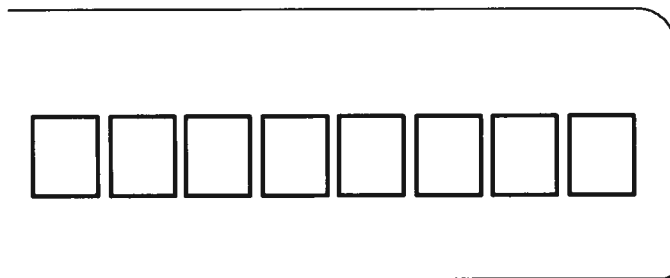
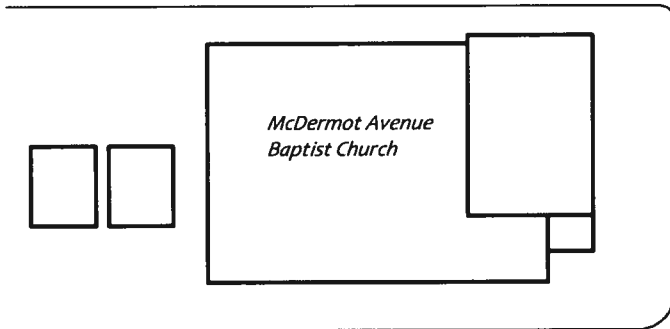
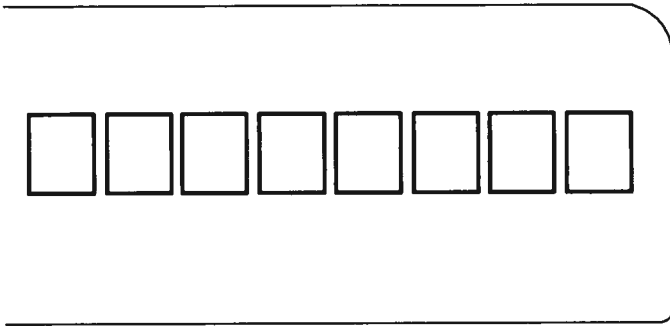
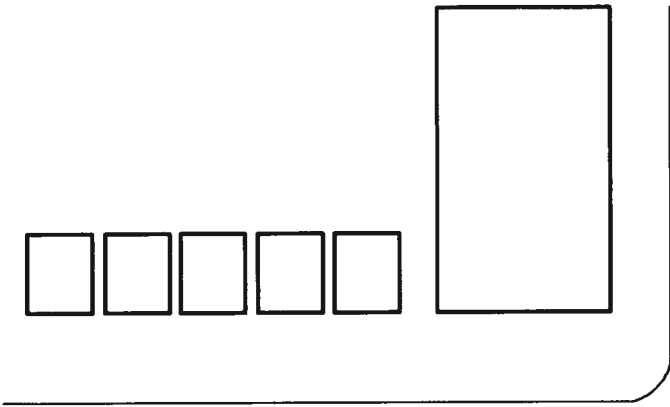
UNIVERSITY OF MANITOBA
BANNATYNE CAMPUS MASTER PLAN











Tecumseh

Bannatyne

Tecumseh

McDermot

Dentistry Building

Psych Health

MicroBiology

Dentistry Building

Pathology Building

Medical Services Building

Med. Rehab. Building

Brodie Centre

Tunnel System

Animal Care relocated out.
Incinerator to remain
8,500 SF

Brodie Centre

Chown Building

McDermot

Nursing
17,300 SF

Apotex Centre

Emily

Maintenance Building

Emily Parkade

Laundry Building



AGENDA ITEM: Report of the University Disciplinary Committee for the period of
September 1, 2012 to August 31, 2013

RECOMMENDED RESOLUTION:

For information only.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The annual report of the University Disciplinary Committee for the period September 1, 2012 to August 31, 2012 is attached. It is divided into two sections; Part 1 concerns incidents of academic dishonesty and Part 2 describes disciplinary matters involving inappropriate behavior. The Board of Governors has jurisdiction over the discipline of students.

The overall numbers of incidents increased this year in relation to 2010/2011 both in raw numbers and as a percentage of the student body but remain generally consistent in most categories. The exceptions are, in Part 1, increases in (i) reported incidences of cheating on mid-term tests, (ii) copying from other students or submitted own previous work, and (iii) inappropriate collaboration. The exceptions in Part 2 are increases in (i) breach of residence hall regulations and decreases in reported incidents of (i) disorderly conduct and (ii) unprofessional conduct.

The increase in number of inappropriate collaboration offences was the result of the change to an online lab and evaluation, and the use of a new diagnostic tool for evaluation in a first year course. The increased number of breaches of residence hall behavior reflects that residence staff are closely following the Resident Code of Conduct and have been recording and reporting breaches in a consistent way.

RESOURCE REQUIREMENTS:

N/A

IMPLICATIONS:

N/A

CONSULTATION:

Senate received the report for information on February 5, 2014.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate Executive Committee	January 22, 2014
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	February 5, 2014
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary 

Attachments

- Report of the University Disciplinary Report for the period September 1, 2012 to August 31, 2013



UNIVERSITY
OF MANITOBA

Office of the President

202 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-9345
Fax 204-261-1318

January 3, 2014

To: Mr. Jeff Leclerc, University Secretary
From: Dr. David T. Barnard, President and Vice-Chancellor
SUBJECT: Annual Report of the University Discipline Committee

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2012 to August 31, 2013 which was submitted by Dr. Don Fuchs, 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. Fuchs, has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Fuchs to attend the meeting at which the Report will be considered.

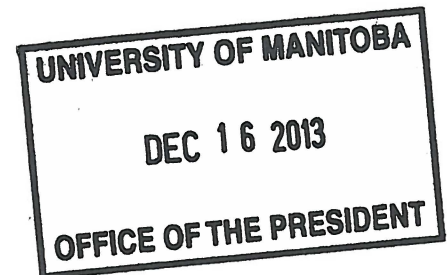
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UNIVERSITY
OF MANITOBA

Office of the University Secretary

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



December 1, 2013

Dr. David T. Barnard
President
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, 2012 to August 31, 2013. 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 Dishonesty" and the second addressing disciplinary matters which involve "Inappropriate Behaviour". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters. The graphs span a five-year period.

I would make the following observations concerning the report's contents:

- 1) The overall numbers of incidents increased this year in relation to last year, both in raw numbers and as a percentage of the student body. The numbers remain generally consistent in most categories compared to last year's results with the exception of:
 - a. increases in reported incidents of:
 - Part 1: Cheating on Mid-Term Tests;
Copying from Other Student's or submitted own previous work; and
Inappropriate Collaboration;
 - Part 2: Breach of Residence Hall Regulations; and
 - b. decreases in reported incidents of:
 - Part 2: Disorderly Conduct; and
Unprofessional Conduct.

...../2

Upon receiving the reports from the disciplinary authorities, I checked with those who reported increases in incidents to see if they were cause for concern.

The increase in number of inappropriate collaboration offences was the result of the change to an online lab and evaluation, and the use of a new diagnostic tool for evaluation in a first year course. The diagnostic tool was used last year for the first time. The lab assignment required that students perform the activity by themselves in their own account. A large number of students failed to do this and after extensive investigations by the department, most investigated students were found to have inappropriately collaborated on this assignment.

Based on these explanations, I am not concerned about the increases in incidents reported.

- 2) There are two incidents that were carried over from last year as all appeals had not been exhausted in the previous reporting period. These incidents are not included in the final numbers as they were counted in last year's annual report.

Total Number of Recorded Discipline Incidents in Relation to Total Number of Students

Year	Total # of incidents of Academic Dishonesty and Inappropriate Behaviour	Total # of students at The University of Manitoba	Percentage
2008-2009	574	26,238	2.2%
2009-2010	527	27,476	1.9%
2010-2011	402	27,751	1.4%
2011-2012	456	28,430	1.6%
2012-2013	548	29,181	1.9%

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.

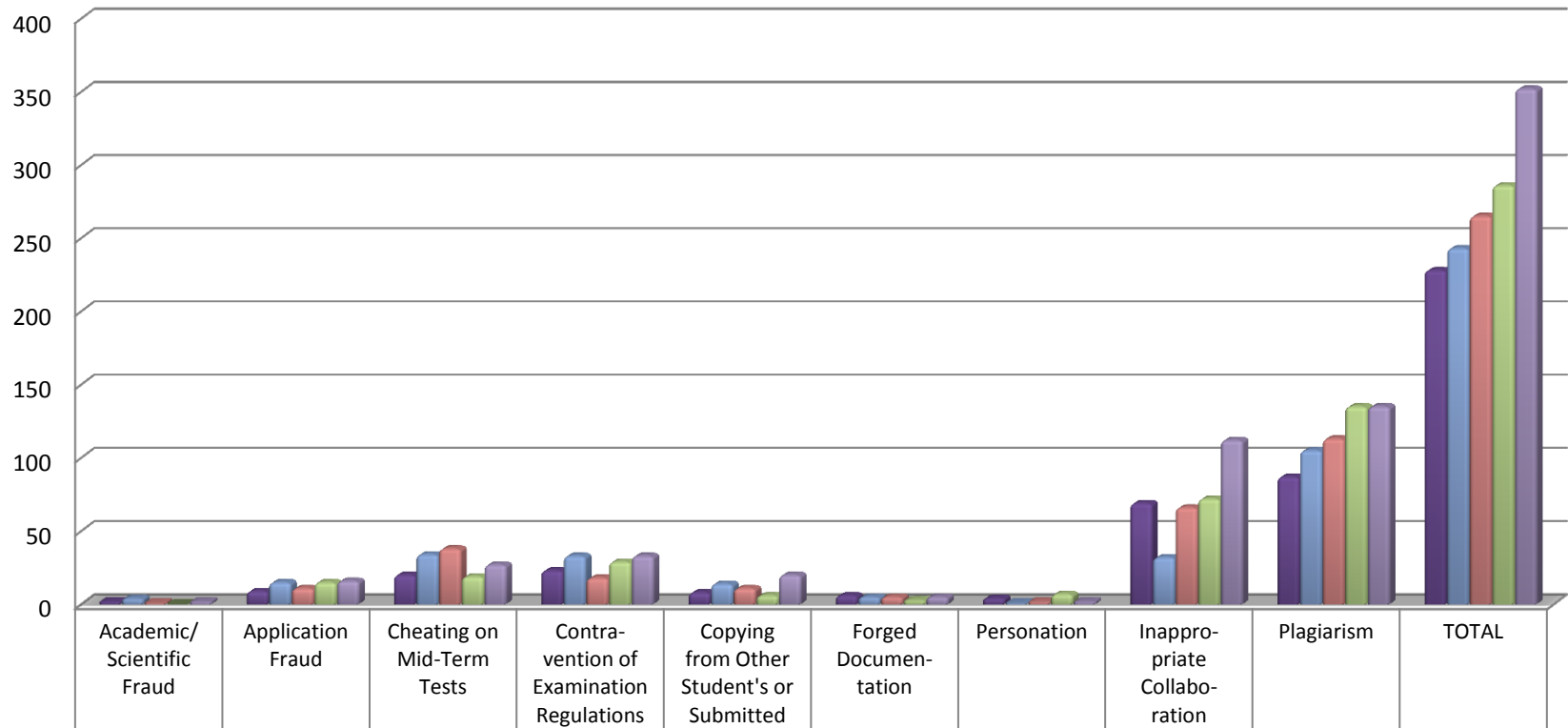
It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,



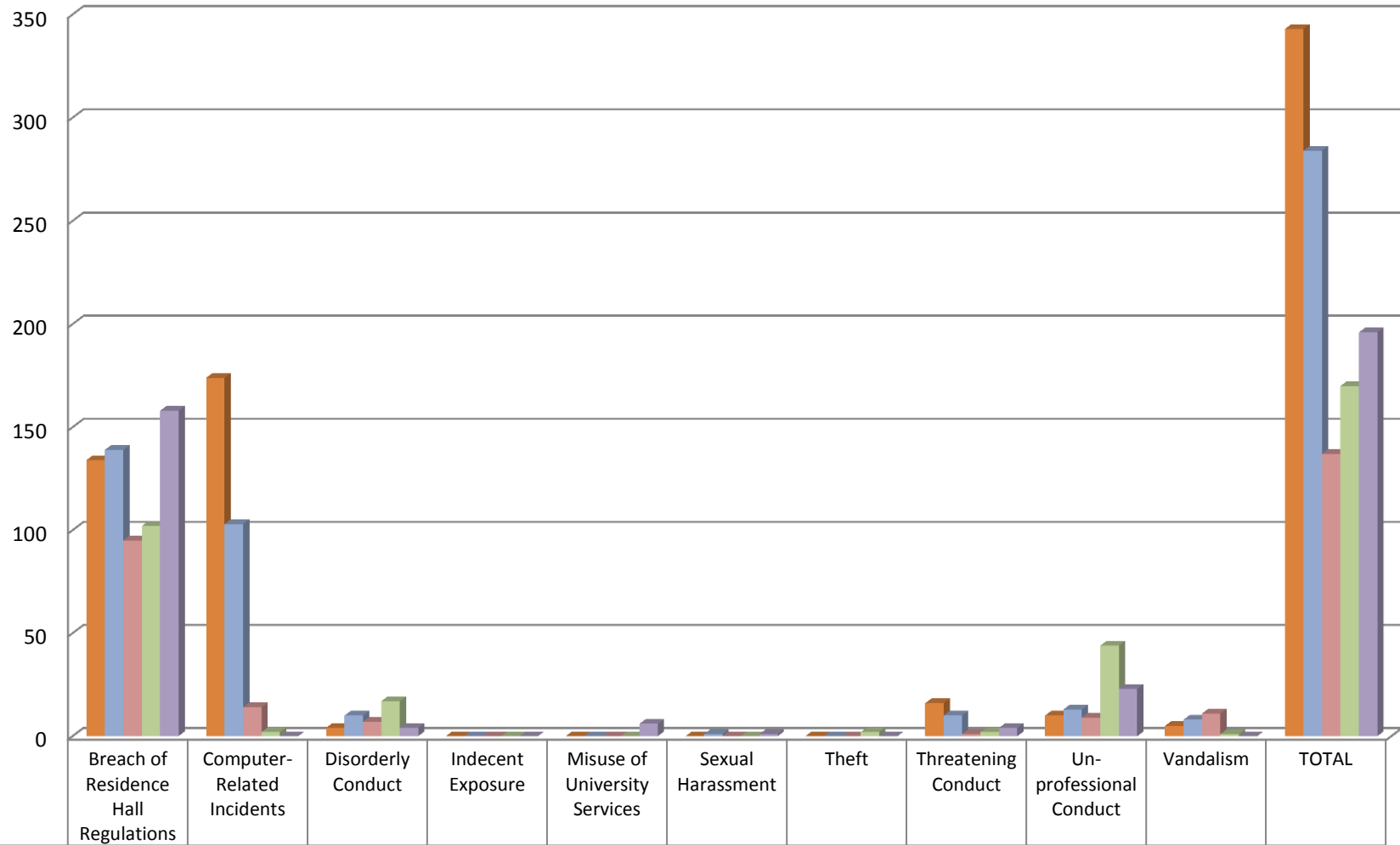
Dr. Don Fuchs, Chair
University Discipline Committee

Part 1 - Academic Dishonesty



2008-2009	2	9	20	23	8	6	4	69	87	228
2009-2010	4	15	34	33	14	5	1	32	105	243
2010-2011	1	11	38	18	11	5	2	66	113	265
2011-2012	0	15	19	29	6	3	7	72	135	286
2012-2013	2	16	27	33	20	5	2	112	135	352

Part 2- Inappropriate Behaviour



2008-2009	134	174	4	0	0	0	0	16	10	5	343
2009-2010	139	103	10	0	0	1	0	10	13	8	284
2010-2011	95	14	7	0	0	0	0	1	9	11	137
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

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2012 to August 31, 2013

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic/ Scientific fraud	1	Student falsely claimed to have submitted assignment	Student wrote apology; "F" in course; allowed to retake course at next offering	Associate Dean and Instructor	None	None	Not sought	None	Not sought	None
	1	Submitted falsified travel documentation in order to miss mid-term exam	Final Grade of "F-DISC" in course; notation on transcript; 2 letters of apology; "DISC" may be removed upon request after three years or at time of graduation	Associate Dean	Admission of guilt and apologetic	Lied to Department Head about missing classes and trip	Local Discipline Committee	Penalties upheld	Not sought	None
Application Fraud	11	Plagiarism in written submission of application to Faculty	Suspended from applying to Faculty for life	Dean	6 students replied showing remorse	5 other students didn't acknowledge penalty or did not show remorse	Not sought	None	Not sought	None
	1	Committed perjury; did not disclose completion of a previous degree	Application nullified; disciplinary notation (indefinite); suspended from applying to Faculty for life	Dean	None	No acknowledgement of allegation	Not sought	None	Not sought	None
	1	Cited for non-disclosure on application, of attendance at other post-secondary institution	No transfer credit for work completed at prior post-secondary institution, comment placed on record	Director	Voluntarily self-disclosed, cultural and language issues	None	Not sought	None	Not sought	None

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud Continued	1	Previous degree not legitimately completed	Admission to Faculty nullified; expelled from Faculty; future applications require Dean's approval	Dean	Showed remorse; medical circumstances; was not aware of fraudulent acts of hired tutor	Hired tutor provided a previous degree certificate; applicant did not authenticate document prior to submitting to Faculty	Not sought	None	Not sought	None
	1	Cited for non-disclosure on application, of attendance at other post-secondary institutions	Comment noted on academic record; may apply for removal after two years	Director	Application completed by a second party; plans to apply to competitive Faculty in future and work at prior post-secondary institution would lower GPA	None	Not sought	None	Not sought	None
	1	Cited for non-disclosure on application, of attendance at other post-secondary institutions	Comment noted on academic record; may apply for removal after two years	Director	Two institutions not disclosed; provided transcripts; had not been on probation or suspension	None	Not sought	None	Not sought	None
Cheating on Mid-Term Test Continued	2	Cheating on term quiz	"F-DISC" in course; statement on transcript; suspended from taking courses offered in the Faculty from May 1, 2013 to April 30, 2014; complete Academic Integrity tutorials and quiz	Department Head	Student took responsibility for writing quizzes in company of another student; conversing with other student while writing	Not able to explain short time to complete quiz	Not sought	None	Not sought	None

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1. Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test Continued	2	Both Students: Communicating and sharing test answers during in-class test	"0" on term test; "DISC" comment after Grade; students can apply for the comment to be removed upon confirmed graduation; notation on transcript about violating examination protocols; students may apply for the comment to be removed upon confirmed graduation	Associate Dean	None	Second offence for one of the students	Not sought	None	Not sought	None
	1	In possession of cheat sheet	Final Grade of "F-DISC" in course; suspended from taking department courses from May 1, 2013 – April 30, 2014; notation on transcript and academic record; required to complete Academic Integrity tutorials and quiz; "DISC" may be removed upon request at time of graduation	Associate Department Head	None	Student did not respond to the request to meet with Associate Head and did not contact the Office of Student Advocacy	Not sought	None	Not sought	None
	2	Copied answers on test	Grade of "0" on exam for each student	Department Head	None	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test Continued	1	Cheating on in-class quiz	"F-DISC" in course; suspended from courses in Teaching Faculty from June 1, 2012 – April 30, 2014; transcript comment of academic dishonesty; suspended from Faculty of Registration courses and any other courses contributing to Faculty of Registration degree requirements from June 1, 2013 – May 31, 2014; student may apply for removal of transcript comments upon confirmed graduation	Both Associate Deans	None	Second offence	Not sought	None	Not sought	None
	2	Cheating on an in-class test; student copied answers from another student	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty from September 1, 2012 – August 31, 2013; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on mid-term test Continued	1	Cheat sheet found in pencil box during mid-term test	"F-DISC" in course; suspended from registering in department's courses from May 1, 2013 – April 30 2014; notation on transcript and academic record; "DISC" may be removed upon request at time of graduation	Associate Head	Admission of Guilt	None	Not sought	None	Not sought	None
	1	Alleged to have copied answers from a neighbor and changed the bubble sheet from Version 1 to Version 2; appeal investigation revealed that he/she did use correct bubble sheet	Expulsion from course; suspended from registering in course for one year; and notation on transcript and academic record	Department Head	Admitted to copying answers from student's brother	None	Associate Dean and Director of Unit	"F-DISC" in course; notation on transcript and academic record; required to complete AI tutorials and quiz; "DISC" may be removed upon request after one year or at time of graduation	Not sought	None
	2	Found copying from each other during mid-term test	Final Grade of "F-DISC" in course; notation on transcript and academic record; "DISC" may be removed after 1 year or at time of graduation	Associate Head	None	None	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test Continued	1 CARRIED OVER FROM 2011-2012	Altered the answer sheet during the exam viewing period, after the exam was graded	"F-DISC" in course; suspended from Faculty courses from May 1, 2012 – April 30, 2013; notation on transcript and academic record; letter of apology; "DISC" may be removed upon request after one year or at time of graduation	Associate Dean	Admission of guilt and expressed regret	None	Local Discipline Committee	Penalties upheld with the exception that the suspension from the Faculty courses increased from May 1, 2012 – April 30, 2014; "DISC" may be removed upon request at time of graduation	Not sought	None
	1	Cheating in mid-term examination and violating exam regulations by speaking to another student and allowing another student to copy their work in course	"F-DISC" in course; upon confirmed graduation, student can apply for removal of the comment	Both Associate Deans	Student denied speaking to another student despite the evidence provided from the Professor; student denied knowledge of another student copying their exam responses; (The other student involved confessed that they cheated by copying from the other student but denied knowing this student or speaking with this student).	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on mid-term test Continued	1	Cheating on an in-class test; student copied answers from another student	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty from September 1, 2012 – August 31, 2013; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Director of Unit of Registration	Student admitted to cheating	None	Not sought	None	Not sought	None
	1	Changing answers on a mid-term exam after it was marked then appealing for a change of Grade in course	"F-DISC" in course; barred from Teaching Faculty and Faculty of Registration courses from July 31, 2013 – July 31, 2014; comment on transcript; notation of Academic Dishonesty; upon confirmed graduation, can apply for comments to be removed	Both Associate Deans	None	Student denied altering answers despite overwhelming clear evidence as shown by document imaging; student also did not seem to appreciate the gravity of the situation	Not sought	None	Not sought	None
	1	Cheating on an in-class pop quiz	Final Grade of "F-DISC"; suspension from Faculty of Registration from January 1, 2013 to August 31, 2013; required to complete Academic Integrity tutorials; "DISC" to be removed after graduation	Associate Dean of Faculty of Registration	Student admitted to cheating the day following the test	None	Local Discipline Committee	Appeal denied; penalties upheld	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test Continued	1	Did not shield answers from his/her brother who was sitting next to him/her	Expulsion from course; Suspended from registering in department courses for one year; notation on transcript and academic record	Department Head	Claimed to not facilitate his/her brother's cheating	Brother admitted to copying answers	Associate Dean of Teaching Faculty and Director of Unit of Registration	Earned grade less 10%; "DISC" designation in course; notation on transcript and academic record; required to complete Academic Integrity tutorials and quiz; "DISC" and notation can be removed upon request after one year or at time of graduation	Not sought	None
	2	Cheating on an in-class pop quiz; student copied answers from another student	Final Grade of "F-DISC"; suspension from Faculty of Registration from January 1, 2013 to December 31, 2013; "DISC" to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	None	None	1 student: Local Discipline Committee	Appeal denied	Not sought	None
	1	Cheating on a mid-term exam; student brought study notes to exam which were visible to invigilator	Final Grade "F-DISC"; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	Unauthorized materials at exams	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test Continued	1	Cheating on an in-class pop quiz; student copied answers from another student	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty from January 1, 2013 to August 31, 2013; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	2	Cheating on an in-class test; student copied answers from another student	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty from January 1, 2013 to December 31, 2013; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Cheating on an in-class test; student copied answers from another student	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty January 1, 2013 to August 31, 2013; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Director of Unit of Registration	Student admitted to cheating	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on a Mid-Term Test Continued	1	Cheating on a makeup test; student accessed their text book for answers	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty June 1, 2013 to May 3, 2014; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	Joint Local Discipline Committee (student appealed to have "DISC" comment removed from the course)	Appeal granted; "DISC" comment removed	Not sought	None
Contravention of Examination Regulations	1	Cheating on final exam	Final Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Attended final exam in course; left without handing in exam; and wrote a deferred exam	Write an essay summarizing the online Academic Integrity tutorials	Associate Dean	Feeling ill and left exam; insufficient evidence to uphold allegation of academic dishonesty	Should have followed exam regulation by informing one of the invigilators of illness	Not sought	None	Not sought	None
	1	Possession of crib notes in final exam	Grade of "F" in course discipline comment on transcript; one year suspension from May, 2013; must complete the Academic Integrity tutorials prior to returning to the Faculty	Dean	None	Second Offence	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Cheating on final exam	Grade of "F-DISC" in course; "DISC" notation will remain for one year until August 31, 2013; suspended from courses taught by the Teaching Faculty and Faculty of Registration for one year	Associate Deans of both Faculties	When approached by instructor, student indicated that he/she needed to pass the course to graduate; when student informed report would be completed student did not finish exam; student signed report and left the room	None	Dual Local Discipline Committee	Appeal denied; original penalties upheld	Not sought	None
	1	Possession of crib notes in lab exam	"0" marks in lab exam; statement on transcript	Department Head	None	None	Not sought	None	Not sought	None
	1	Student found with electronic device with answers to the exam and a course assignment during final exam	Grade of "F" in course; statement on academic transcript "student charged with academic dishonesty" which may be appealed for removal after a period of one year and/or 24 credit hours of study; required to complete on-line student discipline tutorial and quiz	Associate Dean	Student admitted to wrong doing; expressed regret, shame and embarrassment and apologized	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Cheating on final exam; student's examination booklet was found in possession of another student	Final Grade of "F-DISC"; complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Assistant of Unit of Registration	None	None	Not sought	None		
	1	Continued to type when time was called during a final exam	Warning; event documented; sealed letter placed on file	Associate Dean	Student was very apologetic	None	Not sought	None	Not sought	None
	1	Cheat notes in final exam	"F-DISC" in course; suspended from taking courses in Faculty from May 31, 2013 until April 30, 2014; academic dishonesty comment; student can apply to have all comments removed upon confirmed graduation	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Cheat notes in final exam	"F-DISC" in course; suspended from taking courses in Faculty from June 19, 2013 until December 31, 2013; academic dishonesty comment; student can apply to have all comments removed upon confirmed graduation	Associate Dean	None	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Contravention of exam regulations and possible cheating; using a concealed phone in midterm exam	"F-DISC"; can apply to have comment removed upon graduation; transcript notation of academic dishonesty; student can apply to have comments removed upon graduation	Associate Dean	None	Student knew having a cell phone in an exam was wrong but brought it into the exam and was using it	Not sought	None	Not sought	None
	1	Another student was witnessed looking at his/her exam	Final Grade of "A-DISC"; required to write an essay summarizing the online academic integrity tutorials; "DISC" designation may be removed upon request after April 30, 2013	Associate Dean	Insufficient evidence to suggest this student facilitated the cheating; student provided plausible explanation surrounding the incident	Similarity of answers between the exams; indicated he/she did not know the student who was copying from his/her but evidence suggest that he did know the student	Local Discipline Committee	Appeal granted; "DISC" comment will not be applied and grade will remain as "A"	Not sought	None
	1	Formula sheet found inside calculator	Final Grade "F-DISC" in course; suspended from Teaching Faculty courses from January 1, 2013 – August 31, 2013; notation on transcript and academic record; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Both Associate Deans	Admission of guilt	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Cheating on a final exam; student's answers were a replica of information from the internet	Final Grade of "F-DISC"; suspension from taking courses by the Teaching Faculty from June 1, 2013 – May 31, 2014; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None	None
	1	In possession of small formula sheets	Final Grade of "F-DISC" in course; suspended from Teaching Faculty and Faculty of Registration courses from January 1, 2013 – August 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Both Associate Deans	Admission of guilt	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Observed speaking with another student during exam and sections of exam shared many similarities those of another student's exam paper	Final Grade of earned grade with "DISC" designation in course; notation on transcript and academic record; required to complete on line Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after two years	Associate Dean of Teaching Faculty and Director of Unit of Registration	Admitted to speaking with another student during exam but claimed not to have provided them with answers	None	Not sought	None	Not sought	None
	1	Formula found inside the cover of a calculator	Final Grade of "F-DISC" in course; suspended from Faculty courses from January 1, 2013 – August 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Associate Dean	Admission of guilt	None	Not sought	None	Not sought	None

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 ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	In possession of a legal size sheet of paper containing formula	Final Grade of "F-DISC" in course; suspended from Teaching Faculty courses from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Associate Dean and Director of Unit	Admission of guilt	None	Not sought	None	Not sought	None
	1	Observed speaking with another student during exam and sections of exam shared many similarities with those of another student's exam paper	Final Grade of "F-DISC" in course; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after two years	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Admitted to speaking with another student during exam but claimed to not receive answers to questions	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	In possession of notes inside calculator cover	Final Grade of "F-DISC" in course; suspended from Teaching Faculty and Faculty of Registration courses from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Both Associate Deans	Admission of guilt	None	Local Discipline Committee	Penalties upheld	Not sought	None
	1 (2 incidents)	In possession of a cell phone during two final exams	Final Grade of "F-DISC" in both courses; suspended from Faculty from January 1, 2013 – December 31, 2013; notation on transcript and academic record; "DISC" designation and notation may be removed upon request after January 1, 2015	Associate Dean	Admitted that he/she knew possession of a cell phone was not allowed during final exams	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	In possession of piece of paper containing formula	Final Grade of "F-DISC" in course; suspended from Teaching Faculty and Faculty of Registration courses from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Both Associate Deans	Admission of guilt	None	Not sought	None	Not sought	None
	1	In possession of a small piece of paper with formulae written on it	Final Grade of "F-DISC" in course; suspended from taking courses in Faculty from May 1, 2013 – April 30, 2014; notation on transcript and academic record; "DISC" designation and notation may be removed upon request after one year or at time of graduation	Associate Dean	Admission of guilt	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Exam paper missing from those handed in at the end of the exam but later found; exam had been put under the instructor's door	Final Grade of "F-DISC" in course; suspended from Faculty courses from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Associate Dean	None	Room examined thoroughly by invigilator before leaving; writing on post-it note on exam found under door matched writing on exam paper; some answers provided would be more expected of higher level courses and not covered in course; erasures on 7 of 10 pages of exam	Not sought	None	Not sought	None
	1	In possession of eraser with formula written on it	"F-DISC" in course; suspended from courses offered by Teaching Faculty from May 1, 2013 – April 30, 2014; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Associate Dean of Teaching Faculty and Director of Unit of Registration	Claimed to have written the formula on eraser several weeks prior to the exam	None	Not sought	None	Not sought	None

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Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Did not submit exam paper and left the exam room with exam paper	Final Grade of "F-DISC" in course; suspended from taking courses in Faculty from May 1, 2013 – April 30, 2014; notation on transcript and academic record; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Associate Dean	None	Insistent that he/she passed in the exam; exams submitted were counted as soon as exam was finished and one was missing; the invigilators confirmed that nobody removed a paper from the pile of submitted exams	Local Discipline Committee	Penalties upheld	UDC	Decision made in current fiscal year. Appeal granted; no finding of academic dishonesty; penalties removed; student given opportunity to re-write final exam
	1	Observed to have pushed his/her chair back and looking at nearby students' exams papers	Final Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty for 8 months from May 1, 2013 – December 31, 2013; notation on transcript and academic record; required to complete Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after two years or at time of graduation	Associate Dean of Teaching Faculty and Director of Unit of Registration	Admission of guilt but incident was not premeditated	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Cheating on final exam; student was in possession of another student's examination booklet	Final Grade of "F-DISC"; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation; suspension from taking course offered by Teaching Faculty January 1, 2013 – August 30, 2013	Associate Dean of Teaching Faculty and Administrative Assistant of Unit of Registration	None	None	Not sought	None	Not sought	None
	2	Cheating on final exam; violation of exam conduct by communicating to another student during the exam	"DISC" to be attached to the final grade; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Cheating on take home final exam; student's answers were cut and pasted from the internet	Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty May 1, 2013 – August 30, 2014; "DISC" to be removed once graduation confirmed	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations Continued	1	Cheating on final exam	Final Grade of "F-DISC"; suspension from the Faculty of Registration June 1, 2013 – May 31, 2014; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Passing notes to another student during a final exam	"F-DISC" in course; suspended from Teaching Faculty and Faculty of Registration courses from January 1, 2013 – August 31, 2013; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after three years or at time of graduation	Both Associate Deans	Admission of guilt	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other Student's/Own Previous Work	1	Copied previous student's assignment and submitted as own	"F" on both assignments and in course; required letter of apology to instructor	Department Head	Apologetic; health concerns (stress)	None	Not sought	None	Not sought	None
	2	Too similar to another student's solution in assignment	Grade of "0" on assignment	Associate Head	None	None	1 student appealed but withdrew before meeting was scheduled	None	Not sought	none
	2	Too similar to another student's work relating to a test	Grade of "0" for Test; discipline designation and notation on transcript for two years or prior to graduation	Department Head	Admitted receiving help from the other student for some of the problems on the assignment	None	Not sought	None	Not sought	None
	1	Copying from own work (self-plagiarism) and duplicate submission of work in two courses	Grade of "0" on final term paper for course unless final term paper re-written and submitted by June 28, 2013; plus a paper consisting of 300 words on the topic of the effects of plagiarism on academic writing; if the above submitted, the final term paper for second course will be graded as original	Director	None	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other	2	Copied from another student on a take home test	Letter on file	Associate Dean	None	Denied copying	Not sought	None	Not sought	None
Student's/ Own Previous Work	1	Inappropriate similarity to another student's assignment	Grade of "0" on assignment	Associate Head	None	None	Not sought	None	Not sought	None
Continued	1	Submitted fraudulent assignment for course	Final grade of "0" for 2 assignments in course; write a 500-word essay on academic dishonesty	Associate Dean and Associate Department Head	Admission of Guilt	Posted an assignment question on an online website and copied the answer received from an online tutor	Not sought	None	Not sought	None
	1	Duplicate submission; student submitted a paper that duplicated an assignment in a previous course which was done with a peer	Apology letter; 4 hours tutoring re: proper citation; 1500 word paper on responsibility between academic dishonesty and professional integrity and ethics; "0" on project; reprimand on transcript can be removed as of Feb 2014 subject to satisfactory completion of penalties	Associate Dean	None	Felt this was not a form of academic dishonesty, especially if the material was not being published	Dean	Denied	Not sought	None
	1	Copied previous student's assignment and submitted as own for 2 assignments in same course	Required to withdraw from course with "CW" until January 2018; apology letter; 10 page paper on link between teacher professionalism and academic integrity	Department Head	Admission; apologetic	2 assignments; queried mark – initially	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other Student's/Own Previous Work Continued	1	Duplicate submission of an assignment	"F-DISC" in course	Coordinator of Program	None	None	Dean	Final Grade of "F-DISC"; "DISC" to be removed prior to graduation providing no further incidents of dishonesty; required to complete Academic Integrity tutorials		
	2	Cheating in mid-term examination and violating exam regulations by speaking to another student and copying from another student	"0" in term exam; "F-DISC" in course; barred from taking Faculty courses from August 31, 2013 – December 31, 2013; notation on transcript of academic dishonesty upheld; upon confirmed graduation, student can apply for all comments to be removed	Associate Dean	Student 1: admitted to cheating but denied speaking to another student despite the evidence provided from the Professor Student 2: Admitted to cheating	None	Not sought	None	Not sought	None
	1	Submission of another student's work for own assignment	Grade of "F" on assignment; loss of 5% of Final Grade	Department Head	None	None	Not sought	None	Not sought	None
	1	Copied information from another student's report	Grade of "0" in lab report	Program Chair	None	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other Student's Own Previous work Continued	1	Submission of another student's work for own assignments	Grade of "F" on four assignments; Final Grade of "F-DISC"; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Coordinator of Program	None	None	Local Discipline Committee	Appeal withdrawn	None sought	None
	1	Submitted the same assignment in 2 courses	"F" on assignment; letter of apology to instructor	Department Head	Admitted to actions; apologetic; International student (not familiar with Canadian system)	None	Not sought	None	Not sought	None
	1	Duplicate submission of a research paper in two courses	"F-DISC" in both courses	Program Coordinator	None	None	Dean	Final Grade of "F-DISC" in course 1; Final Grade "C-DISC" in course 2; "DISC" to be removed after December 31, 2013 providing no further incident of academic dishonesty; required to complete Academic Integrity Courses	Not sought	none

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Forged Documentation	1	Forged medical note	Denied deferral for course; final Grade of "F-DISC" in course; suspended from Faculty from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to write a letter of apology to the medical doctor	Associate Dean	Admission of guilt	Searched websites to find a copy of a medical certificate, then printed, signed and submitted it to the Faculty	Not sought	None	Not sought	None
	1	Submission of a medical note with a forged signature	Denied deferrals for 3 courses; final Grade of "F-DISC" in 3 courses; suspended from the Faculty from January 1, 2013 – December 31, 2013; notation on transcript and academic record; required to write a letter of apology to the medical doctor; "DISC" designations and notations may be removed upon request after three years or upon graduation	Associate Dean	None	Claimed a friend substituted an original medical note with a forged one and that he/she was not aware of this until January 16 th ; the doctor confirmed that a medical note was never issued and the signature on the forged note is not authentic	Local Discipline Committee	Penalties upheld with the exception that the suspension from the Faculty changed to May 1, 2013 – April 30, 2015	UDC	Penalties upheld with the exception that the suspension from the Faculty changed to September 1, 2013 – August 31, 2014

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1. Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Forged Documentation Continued	2	Submission of a forged medical note	"F-DISC" in course; suspended from the Faculty from May 1, 2013 – April 30, 2014; notation on transcript and academic record; "DISC" designation and notation may be removed upon request after two years or at time of graduation	Associate Dean	Admission of guilt – under financial and family pressure	No supporting material was provided to document the difficulties	Not sought	None	Not sought	None
	1	Student submitted altered medical certificate	"Final Grade of F-Disc"	Associate Dean Faculty of Registration	Student was unaware that a friend altered certificate	None	Not sought	None	Not sought	None
Personation	2	Assignments of two students were similar enough to suggest they were the work of a single student	"F-DISC" in course; suspended from taking Faculty courses from May 1, 2013 – April 30, 2014; notation on transcript and academic record; required to complete online Academic Integrity tutorials and quiz; "DISC" designation and notation may be removed upon request after two years or at time of graduation	Associate Dean	Apologetic	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	2	Inappropriate collaboration and/or possession and use of old assignments in course; student's paper was almost identical to another student's paper	Both students: Loss of marks for assignment and a 1000 word essay	Department Head	None	None	Associate Dean	Student 1: Satisfactory essay submitted Student 2: Failed to submit essay; "F" in course and "DISC" notation added to academic record for one year	Not sought	None
	1	Required to perform calculations individually through their own WebMO account but the database indicates he/she did not	Grade of "0" for experiment; Winter 2013 lab mark cannot be used in a lab exemption even if 60% score or better after applying the above penalty; notation on transcript which may be removed upon request after one year	Department Head	None	None	Not sought	None	Not sought	None
	2	Students posted identical BLOG entries in relation to their clinical work	Warning issued; letter placed on confidential file and to be taken into account if any further instances	Program Coordinator	Took responsibility and stated they had learned their lesson	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration Continued	2	Students were talking at length during an examination, on two occasions	Warning issued; letter placed on confidential file and to be taken into account if any further instances; apology letter was to be written to the Professor	Program Coordinator	While account of incident was not credible, there was no compelling evidence of cheating	Students were warned on both occasions, neither apologized for their behavior; questions on bubble sheet were starred and changed	Not sought	None	Not sought	None
	7	Duplication of assignment (s)	Grade of "0" for assignment (s) and required to complete the online Academic Integrity tutorials	Associate Department Head	None	None	Not sought	None	Not sought	None
	23 Total incidents: 28	Duplication of assignment (s) Note: 3 students: 2 incidents each: 1 student: 3 incidents	Grade of "0" for assignment (s)	Associate Department Head	None	None	Not sought	None	Not sought	None
	2	Inappropriate collaboration with another student on paper submitted for course	Both students: Grade of "0" for assignment in course One Student: Letter placed on file	Associate Department Head	None	None	Not sought	None	Not sought	None
	9	Duplication of assignment in course	"DISC" designation placed on transcript which can be removed upon request after two years or prior to graduation	Department Head	None	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration Continued	8	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment in course; their Fall 2012 lab mark cannot be used for a lab exemption; notation on transcript which may be removed upon request after one year	Department Head	None	None	1 Student appealed to: Associate Dean	Penalties upheld	Not sought	None
							1 Student appealed to Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Penalties upheld	Not sought	None
	34	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment in course; their Winter 2013 lab mark cannot be used for a lab exemption; notation on transcript which may be removed upon request after one year	Department Head	none	none	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration Continued	7	Required to perform calculations individually through their own WebMO account but the database indicated they did not	Grade of "0" for experiment in course; their Summer 2013 lab mark cannot be used for a lab exemption; and notation on transcript which may be removed upon request after one year	Department Head	None	None	Not sought	None	Not sought	None
	1	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment; their Winter 2013 lab mark cannot be used for a lab exception; and notation on transcript from May 17, 2013 – May 15, 2014 which may be removed after one year	Department Head	None	None	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	Penalties upheld	Not sought	None
	1	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment in course; their Winter 2013 lab mark cannot be used for a lab exemption; notation on transcript which may be removed upon request after May 16, 2014	Department Head	None	None	Associate Dean	Penalties upheld	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration Continued	1	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment in course; their Winter 2013 lab mark cannot be used for a lab exemption; and notation on transcript which may be removed upon request after one year from date of discipline letter	Department Head	None	None	Associate Dean of Teaching Faculty and Dean of Faculty of Registration	Penalties upheld with the exception that transcript notation to remain on transcript from May 17, 2013 – December 31, 2013 after which it may be removed upon request	Not sought	None
	3	Inappropriate collaboration on a take-home assignment	"F" on assignment; "DISC" recorded on final grade; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	2	Inappropriate sharing of materials on assignment	"F" on assignment	Associate Department Head of Faculty of Registration	None	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration Continued	1	Required to perform calculations individually through their own WebMo account but the database indicated they did not	Grade of "0" for experiment in course; their Winter 2013 lab mark cannot be used for a lab exemption; and notation on transcript which may be removed upon request after one year	Department Head	None	None	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	Penalties upheld with the addition of a suspension from taking Teaching Faculty courses from May 1, 2013 – April 30, 2014 with the exception of one course required to complete degree	Not sought	None
	1	Inappropriate collaboration on a take-home assignment	"F" on assignment; "DISC" recorded on Final Grade; "DISC" to be removed 6 months prior to graduation providing no further incidents	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
Plagiarism	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"; required to complete Academic Integrity and Student Conduct tutorials	Associate Dean of Faculty of Registration and Department Head of Teaching Faculty	None	None	Not sought	None	Not sought	None
	1	Plagiarism	"F" on assignment; comment on transcript	Associate Department Head	None	None	Not sought	None	Not sought	None

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Part 1, Academic Dishonesty

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Plagiarism Continued	1	Use of uncited sources	Grade of "F" in assignment	Acting Department Head	Not intentionally dishonest; delay in processing case	None	Not sought	None	Not sought	None
	1	Uncited work of another student	"0" for assignment; Must attend plagiarism and writing workshops; Letter in file	Associate Dean	Student didn't realize he/she had to cite work of another student	Student did not appreciate gravity of the act	Not sought	None	Not sought	None
	1	Uncited sources	Must attend time management workshop then re-submit the 2 papers; write a paper on Reference and Citation; letter in file indicating plagiarism; comment on transcript	Associate Dean	Student unfamiliar with citing process	None	Not sought	None	Not sought	None
	1	Uncited sources	Complete time management, stress management and plagiarism workshops; re-do assignment	Associate Dean	Student was in a hurry to complete assignment; very apologetic; under a lot of personal stress	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment	Department Head	No deceit; carelessness	None	Not sought	None	Not sought	None
	1	Uncited sources	Complete workshop on citations; original assignment to be corrected; letter in file until graduation	Associate Dean	Student thought he/she was doing it correctly; very apologetic	None	Not sought	None	Not sought	None

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Plagiarism Continued	1	Uncited sources	Must attend workshops on essay writing and plagiarism; then re-submit assignment with error corrected; ½ grade penalty; and letter on file	Associate Dean	Did assignment in 2 stages; very apologetic	None	Not sought	None	Not sought	None
	1	Uncited sources, copied from Web	Must complete workshops on essay writing and plagiarism; ½ grade deduction; must re-submit paper identifying areas of plagiarism	Associate Dean	Student did not know they needed to cite work taken from Web; English is not first language	None	Not sought	None	Not sought	None
	1	Plagiarism	Grade of "F-DISC" on assignment; Must complete the Academic Integrity and Student Conduct tutorials and quiz	Director	None	None	Not sought	None	Not sought	None
	1	Plagiarism in final paper	Apology letter; 4 hours of tutoring; "F" in course; transcript reprimand (9 months)	Associate Dean	Computer crashed several times and had to re-do paper; resulted in several drafts on computer; time constraints	Attended Academic Integrity session in home unit; demonstrated very solid knowledge about proper citation, etc.	Not sought	None	Not sought	None
	1	Use of uncited sources	Final Grade of "F" in course	Acting Department Head	Stress of father's death	None	Not sought	None	Not sought	None

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Plagiarism Continued	1	Plagiarism on draft report	Loss of marks for draft; 20% of course mark; and a 1000 word essay	Department Head	Student acknowledged actions	Student had been provided with explicit instruction on plagiarism	Associate Dean	Appeal denied; essay was inadequately referenced; revisions were required; a satisfactory essay was submitted	Not sought	None
	1	Plagiarism on submitted term paper	1000 word essay	Department Head	None	Student had been provided with explicit instruction on plagiarism	Associate Dean	Appeal denied; satisfactory essay submitted	Not sought	None
	1	Counseling pamphlet assignment – copied section from school division website	Received 0/15 on assignment; apology to instructor	Acting Associate Dean	Apologetic; honest	None	Not sought	None	Not sought	None
	1	Direct copying from article without citation	Letter of apology to instructor; Academic writing tutorial on reference at ALC	Department Head	Admission; lack of understanding re: citations	None	Not sought	None	Not sought	None
	1	Submission of uncited sources from internet for paper in course	Re-submit all 3 papers for assignment; deduction of 4 points from each assignment in order to be marked again; complete Academic Integrity tutorials and quiz	Department Head	Student took full responsibility; did not understand the directions for assignment	None	Not sought	None	Not sought	None
	2	Use of uncited sources	Revise and re-submit paper to instructor	Department Head	Sources clearly identified; honest mistake	None	Not sought	None	Not sought	None

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Plagiarism Continued	1	Lack of proper citation	Assigned the online Academic Integrity Tutorials; warning; sealed letter placed on file	Associate Dean	Unaware of proper citation techniques	None	Not sought	None	Not sought	None
	1	Inappropriately reported results	Event documented; warning; sealed letter placed on file	Associate Dean	May have been careless and unaware	None	Not sought	None	Not sought	None
	1	Plagiarized; Student received and distributed test answers to other	Final Grade of "F"; statement on transcript that student found guilty of academic dishonesty	Associate Dean	None	Student would not reveal source of test answers nor students he/she provided answers to	Not sought	None	Not sought	None
	1	Student handed in a paper based on a topic assigned in a previous term	Grade of "F" in assignment and final course Grade; cannot register for another course in the Faculty until April 30, 2014; must complete tutorials and take quiz provided by Student Advocacy; meet with Academic Advisor prior to next registration; hold placed on registration	Associate Dean	None	Student did not attend scheduled meeting	Not sought	None	Not sought	None
	1	Plagiarism of assignment in course	Grade of "0": on assignment and required to write a letter of apology to the instructor	Associate Head	None	None	Not sought	None	Not sought	none

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 ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	7	Used material without attribution	5 students: "0" on Final Assignment 2 students: "0" on Assignment 1 student: required to complete online tutorial on plagiarism	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Plagiarized part of an essay which was required as one of the penalties from a previous offence reported in 2011-12	Required to write a 500-word essay on plagiarism	Associate Dean of Faculty of Registration and Associate Dean of Teaching Faculty	Apologetic	None	Not sought	None	Not sought	None
	1	Plagiarism of assignment in course	Grade of "0" on assignment; required to complete online Academic Integrity tutorials and quiz; and required to write a letter of apology to the instructor of the course	Associate Head	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Mark of "0" on assignment	Department Head	None	None	Not sought	None	Not sought	None
	5	Use of uncited sources	Final Grade of "F-DISC"	Department Head	None	None	Not sought	None	Not sought	None

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Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarism in course	"F-DISC" in course; can apply to have the comment removed upon confirmed graduation; suspended from Faculty from January 1, 2013 – August 31, 2013; comment on transcript; can apply to have removed upon confirmed graduation; notation on transcript of academic dishonesty – second offence; can apply to have the comments removed upon confirmed graduation	Associate Dean	None	Second offence of academic dishonesty; showed no remorse and was uncooperative in the meeting processes	Not sought	None	Not sought	None
	1	Plagiarism in course	Mark of "0" on the mid-term exam	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Academic dishonesty in term paper	'F-DISC' in course; transcript notation of academic dishonesty; can apply to have comment removed upon graduation	Acting Department Head of Teaching Faculty and Associate Dean of Faculty of Registration	None	None	None	Not sought	None	Not sought

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	2	Plagiarism in term paper	"F" on term paper; "DISC" comment with final grade; can apply for removal of comment upon confirmed graduation; transcript comment about academic dishonesty; can apply for removal of comment upon confirmation of graduation	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Plagiarism in term paper	"0" on assignment; "F" in course; remediation permitted; 4 hours ALC tutoring; transcript reprimand (9 months)	Associate Dean	Small amount of plagiarism	Has published as a sole author (therefore should be familiar with proper citation methods); felt this assignment did not carry the same weight	Dean	Denied	Not sought	None
	1	Plagiarism of assignment in course	Final Grade of "F-DISC" in course; notation on transcript; "DISC" designation and notation to be removed after one year	Associate Department Head	Admitted that instead of submitting the final copy, inadvertently submitted a working draft which included plagiarized sections	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment	Department Head	Remorse	Culpable ignorance	Not sought	None	Not sought	None

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 ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarism in course	"0" on assignment; "F-DISC" in course; barred from Teaching Faculty courses and Faculty of Registration courses from August 31, 2013 - December 31, 2013 with comment on transcript; notation on transcript of Academic Dishonesty upheld; all comments can be applied for removal upon confirmed graduation	Both Associate Deans	None	None	Local Discipline Committee	Decision made in current fiscal year: Appeal denied; penalties upheld	Not sought	None
	1	Plagiarism in assignment	Apology letter; "F" in course (no remediation permitted); 4 hours ALC tutoring; transcript reprimand (9 months)	Associate Dean	Familiar with home country citation method	Method applied to some sections and not others; explanation confusing and not convincing	Not sought	None	Not sought	None
	2	Plagiarism in assignment (2 separate cases)	Apology letter; 4 hours ALC tutoring; "0" in assignment; rewrite assignment; transcript reprimand (9 months)	Associate Dean	Not experienced in research writing	Significant amount plagiarized	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment	Department Head	Stress; remorse	none	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarized (bought) entire paper in course	"0" on assignment; "F-DISC" in course; barred from Teaching Faculty courses and Faculty of Registration courses from August 31, 2013 – August 31, 2014 with comment on transcript; notation on transcript of Academic Dishonesty upheld; all comments can be applied for removal upon confirmed graduation	Both Associate Deans	None	Student denied allegation at first, professing innocence and honesty then upon further questioning and discussion of the evidence asked to revise statement and admitted that the paper was bought off a website	Not sought	None	Not sought	None
	1	Plagiarism in thesis	Two apology letters; transcript reprimand (18 months)	Associate Dean	Cut and paste errors from another student's literature review	Student should have reviewed sections to avoid plagiarism, especially at the level of thesis (student had already graduated)	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Apology letter; 3 hours ALC tutoring; "F" in course (remediation permitted); transcript reprimand (9 months)	Associate Dean	Showed remorse	Instructor had previously brought concerns of improper citation to student's attention	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarism in two assignments	Apology letter; 3 hours ALC tutoring; "0" on assignments ("F" in course; remediation permitted); transcript reprimand (9 months)	Associate Dean	Used to home country's classroom habits, where instructor approaches students versus the student approaching the instructor if clarification is required	Nearly half of assignment plagiarized	Not sought	None	Not sought	None
	1	Plagiarism in take home exam	Apology letter; 4 hours ALC tutoring; "0" on exam; transcript reprimand (9 months)	Associate Dean	Complicating family circumstances	Significant amount plagiarized	Not sought	None	Not sought	None
	1	Plagiarism in assignment	4 hours ALC tutoring	Associate Dean	Complicating personal and family circumstances	Did not ask for another extension in course work	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Apology letter; 4 hours ALC tutoring; "0" on assignment (pass in course); transcript reprimand (12 months)	Associate Dean	Showed remorse	Discussed assignment with a student who previously took course	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Apology letter; "F" in course (no remediation permitted); suspended for one year; transcript reprimand (24 months)	Associate Dean	None	Nearly entire assignment plagiarized	Not sought	None	Not sought	None

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 Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.
 ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarism in presentation	Apology letter; research paper on plagiarism; 3 hours ALC tutoring; transcript reprimand (3 months)	Associate Dean	Time pressure	Student had attended Academic Integrity session in home unit	Not sought	None	Not sought	None
	1	Plagiarism in final paper	Apology; "F" in course (no remediation permitted); expelled permanently	Associate Dean	None	Previously found guilty of academic dishonesty; presented an incomplete and unconvincing argument about saving multiple drafts of paper which were properly referenced except for the last draft	Dean	Denied	Local Discipline Committee	Withdrawn
	2	Plagiarism in co-submitted assignment	"F" in course (no remediation); 4 hours ALC tutoring; transcript reprimand (9 months)	Associate Dean	None	Nearly entire assignment plagiarized; attended instruction on proper citation, etc., signed in-class honesty declaration; did not take advantage of instructor's offer to tutor student on citation methods	Dean	Denied	Not sought	None
	1	Plagiarized in two assignments	"0" on assignment "D" in course; no remediation permitted); 4 hours ALC tutoring; transcript reprimand (9 months)	Associate Dean	None	Attended instruction on proper citation, etc., signed in-class honesty declaration; did not feel bound by previous instruction on proper citation in this assignment	Dean	Denied	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1 (2 incidents)	Plagiarized one assignment in two separate instances	1 st instance: Apology; 4 hours ALC tutoring; "0" on assignment; transcript reprimand (12 months) 2 nd instance: "F" in course (no remediation); 16 month suspension; transcript reprimand (extended additional 12 months for a total of 24 months)	Associate Dean	1 st instance: English is not first language; pressed for time 2 nd instance: None	1 st instance: Present for in-depth instruction on proper citation, etc. 2 nd instance: Did not re-work or correctly re-work plagiarized material and demonstrated a lack of understanding of proper referencing	Dean	Denied	Local Discipline Committee	Pending
	1	Plagiarism in take home exam	Apology; 3 hours ALC tutoring; "F" in course (no remediation); transcript reprimand (12 months)	Associate Dean	None	Student thought they may have not properly cited; however, the student did not review passages in assignment before handing in	Dean	Denied	Not sought	None
	1	Plagiarism in assignment	Apology; 3 hours ALC tutoring; "0" on assignment ("F" in course – no remediation); transcript reprimand (9 months)	Associate Dean	None	Did not understand severity of actions; called the plagiarism errors of syntax; felt department was complicit in actions	Dean	Denied	Local Discipline Committee	Pending
	1	Plagiarism in assignment	Apology; 4 hours ALC tutoring; ("F" in course – no remediation permitted); transcript comment (12 months)	Associate Dean	Misunderstood requirements of assignment	Did not seek guidance and plagiarized nearly entire assignment	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Plagiarism in assignment	Apology; CO in course; resubmit all course assignments; attend unit workshop on Academic Integrity; transcript comment (6 months)	Associate Dean	Significant personal and medical circumstances	Nearly entire assignment plagiarized; did not seek further time extensions	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Apology; 4 hours ALC tutoring; "0" on assignment (pass in course); transcript comment (9 months)	Associate Dean	Showed remorse	Did not seek guidance on how to properly cite and reference	Not sought	None	Not sought	None
	1	Plagiarism in Candidacy exam	Write a 250 word research proposal summary; 4 hours ALC tutoring; transcript comment (9 months)	Associate Dean	Struggle with English language skills; time pressure; stress; showed remorse	Student should know better at Ph.D. Candidacy Exam level	Not sought	None	Not sought	None
	1	Second incident of plagiarism	Final Grade of "F-DISC"; suspension from Faculty of Registration from January 1, 2013 – June 30, 2013; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	"F" for assignment; Final Grade of "F-DISC"	Program Director	None	None	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Second incident of plagiarism	Final Grade of "F-DISC"; suspension from taking courses offered by teaching Faculty from June 1, 2013 – May 31, 2014; required to complete Academic Integrity tutorials; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	"F-DISC" in course	Program Coordinator	None	None	Dean	"F-DISC" in course; "DISC" to be removed after July 15, 2014 providing no further incidents of academic dishonesty	Not sought	None
	1	Second incident of plagiarism	Final Grade of "F-DISC"; suspension from taking courses by Teaching Faculty June 1, 2013 – May 30, 2014; "DISC" to be removed 6 months prior to graduation providing no further incidents	Associate Dean of Teaching Faculty and Director of Unit of Registration	Second incident	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Second incident of plagiarism	Final Grade of "F-DISC"; suspension from taking courses by Teaching Faculty September 1, 2013 – August 31, 2014; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Associate Dean of Faculty of Registration	None	None	Not sought	None	Not sought	None
	1	Second incident of plagiarism involving two assignments for the same course	Final Grade of "F-DISC"; suspension from the Faculty of Registration May 1, 2013 – April 30, 2015; "DISC" to be removed once graduation confirmed	Associate Dean of Faculty of Registration	None	None	Local Discipline Committee	Appeal denied; penalties assigned: "F-DISC" in course; suspension from Faculty of Registration May 1, 2013 – May 1, 2016	Not sought	None
	6	Use of uncited sources	"F" on assignment; Final Grade of "F-DISC"; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty; required to complete Academic Integrity tutorials	Department Head	None	None	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Second incident of plagiarism	Final Grade of "F-DISC"; required to complete Academic Integrity tutorials; suspension from Faculty of Registration from May 1, 2013 – December 31, 2013; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty	Associate Dean of Faculty of Registration	Personal circumstances	None	Local Discipline Committee	Appeal denied	Not sought	None
	1	Student submitted another student's paper as their own	Final Grade "F-DISC"; must contact Academic Learning Centre; required to complete Academic Integrity Tutorials; "DISC" to be removed 6 months prior to graduation	Associate Dean of Teaching Faculty and Administrative Assistant of Unit of Registration	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Final Grade of "F" in course	Acting Department Head	Remorse	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Loss of 1 point (max 15) on paper	Department Head	Remorse; apology; 2 nd incident	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Third incident of plagiarism	Final Grade of "F-DISC"; "DISC" to be removed once eligible to graduate; two year suspension from Faculty of Registration from August 1, 2013 – August 1, 2015	Associate Dean of Faculty of Registration	None	Third incident	Not sought	None	Not sought	None
	1	Use of uncited sources	Final Grade of "F-DISC"	Program Coordinator	None	None	Dean	Final Grade of "F-DISC"; "DISC" to be removed 6 months prior to graduation; must complete Academic Integrity tutorials	Local Discipline Committee	Final Grade of "F-DISC"; "DISC" to be removed 6 months prior to graduation; suspension from taking courses offered by Teaching Faculty from August 1, 2013 – August 1, 2014; required to complete Academic Integrity tutorials
	2	Use of uncited sources	Grade of "F" in assignment	Department Head	None	None	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	None	Not sought	None	Not sought	None
	1	Student submitted assignment as their own	Loss of 3 points (max 15) on first paper; loss of 15 points (max 15) on second paper	Department Head	Remorse; apology	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Loss of 3 points (max 15) on paper	Department Head	Remorse; apology	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Loss of 5 points (max 15) on paper	Department Head	Remorse; apology	None	Not sought	None	Not sought	None
	2	Use of uncited sources	Loss of 15 points (max 15) on paper	Department Head	Remorse; apology	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Loss of 10 points (max 10) on paper	Department Head	Remorse; apology	None	Not sought	None	Not sought	None
	9	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F"	Department Head	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"; suspension from taking courses offered by Teaching Faculty until December 13, 2013	Department Head	None	Instructor held a class for citations issues and academic dishonesty; previously took courses in subject area	Not sought	None	Not sought	None
2	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	Instructor dedicated 1 and ½ session on issue of plagiarism	Not sought	None	Not sought	none	

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	Student reported inability to attend lecture section; under duress from personal problems; will attend ALC	Instructor clear on secondary sources were not to be utilized and was willing to make other arrangements based on compassionate grounds	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	Remorse; will attend ALC	Instructor clear on secondary sources were not to be utilized and was willing to make other arrangements based on compassionate grounds	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"; "DISC" to be removed after March 30, 2014	Department Head	None	2000 level course – plagiarized assignment	Dean	Appeal denied; Original penalties stand	Not sought	None
	9	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	One student: 3 rd year student	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	Student has completed over half of Major courses at the 2000 and 3000 level	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	Student's offence was in a 2000 level course; contrite but account of situation not believable	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	None	Student submitted essay for a 2000 level course; and prior completed 6 credit hours	Not sought	None	Not sought	None
	1	Use of uncited sources	Grade of "F" in assignment; Final Grade of "F-DISC"	Department Head	Remorse; apology; student genuinely confused	plagiarism was egregious in all papers	Not sought	None	Not sought	None
	2	Use of uncited sources	Grade of "F" in assignment; required to complete Academic Integrity tutorials	Department Head	None	None	Not sought	None	Not sought	None
	1	Use of uncited sources	Final Grade of "F" in course	Acting Department Head	Remorse	None	Not sought	None	Not sought	None
	1	Use of uncited sources	"F" on assignment; Final Grade of "D-DISC"; "DISC" to be removed 6 months prior to graduation providing no further incidents of academic dishonesty; required to complete Academic Integrity tutorials	Department Head	Student's infraction due to partly inadequate organization	None	Not sought	None	Not sought	None

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ALC: Academic Learning Centre

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism Continued	1	Co-op work report had plagiarized sections	Complete a tutorial on plagiarism and academic dishonesty; write a 3-page (double spaced) essay on "What Constitutes Plagiarism"; re-write the Introduction to the Co-op Report and re-submit	Associate Dean	None	None	Not sought	None	Not sought	None

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Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ALC: Academic Learning Centre

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE
September 1, 2012 to August 31, 2013

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations Community Standards	9	Over number of people allowed in room	3 Students: Written warning 6 Students: Community Service Hours	Housing Student Life	3 Students: Only 1 or 2 over 6 Students: Several people over and/or uncooperative with staff	None	Not sought	None	Not sought	None
	1	Double occupancy	\$50 fine and meet with Director	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Over occupancy and disrespect to residence staff	\$100 fine and guest restriction for semester	Housing Student Life	None	None	Not sought	None	Not sought	None
	36	Noise violation	Written and/or verbal warning	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None
	5	Noise violation	\$50 fine	Housing Student Life	Repeat problem from last year	None	Not sought	None	Not sought	None
	3	Noise/smoking/disrespect	Community service and probation	Housing Student Life	Multiple infractions	None	Not sought	None	Not sought	None
	9	Disrespect to residence staff	7 Students: Verbal and/or written warning 2 Students: \$50 fine	Housing Student Life	7 Students: 1 st offence	2 Students: 2 nd offence or extreme	Not sought	None	Not sought	None

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions. Examples of mitigating factors include the student's being apologetic or under extreme stress, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations	3	Unauthorized furniture	Notice to remove furniture from room and residence	Housing Student Life	None	None	Not sought	None	Not sought	None
Community Standards	1	Noise/marijuana/disruptive behavior	Probation for remaining term; Fall 2013/2014 application cancelled; ineligible to return	Housing Student Life	Disruptive behavior	None	Not sought	None	Not sought	None
Continued	2	Noise violation, beer bottles and too many guests in room	\$50 fine and written warning	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Pets in residence	Community hours and removal of pet	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Pets in residence	\$50 fine and removal of pet	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Pets in residence	Eviction from residence	Housing Student Life	Unsanitary conditions; pet was left alone; animal services called	None	Not sought	None	Not sought	None
Breach of Residence Hall Regulations	1	Smoking in residence	Written warning	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None
Smoking Drugs	1	Smoking in residence	\$50 fine	Housing Student Life	None	2 nd offence	Not sought	None	Not sought	None

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Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations Smoking Drugs	6	Suspicion of drugs in room	\$50 fine and probation	Housing Student Life	Odor only	None	Not sought	None	Not sought	None
	3	Smoking illegal substance	\$50 fine and probation	Housing Student Life	None	None	Not sought	None	Not sought	None
	2	Use of illegal substance in residence room	\$50 fine; 20 hours community service; and probation	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Drug paraphernalia in room	\$50 fine and probation	Housing Student Life	None	None	Not sought	None	Not sought	None
	2	Repeated use of marijuana in residence	\$150 fine and residence probation	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Marijuana use	\$150 fine and probation	Housing Student Life	None	None	Not sought	None	Not sought	None
Breach of Residence Hall Regulations Alcohol	3	Beer bottles in residence	Verbal and/or written warning	Housing Student Life	None	None	Not sought	None	Not sought	None
	12	Open alcohol	Verbal and/or written warning	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None
	5	Open alcohol	\$50 fine	Housing Student Life	2 nd offence	None	Not sought	None	Not sought	None
	11	Over-consumption	Verbal and/or written warning	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None

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 Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.*
 Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations	6	Over-consumption	\$50 fine	Housing Student Life	1 st offence	Returning student or 2 nd offence	Not sought	None	Not sought	None
Alcohol	2	Over- consumption	\$50 fine and/or community service hours	Housing Student Life	Extreme	None	Not sought	None	Not sought	None
	1	Over-consumption	Verbal warning and 2 hours community service	Housing Student Life	None	None	Not sought	None	Not sought	None
	2	Underage drinking	\$100 fine	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Over-consumption causing property damage	\$100 fine and \$52 cleaning charges	Housing Student Life	None	None	Not sought	None	Not sought	None
	9	Suspected drinking games	Written and/or verbal warning	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None
	7	Drinking games	\$50 fine	Housing Student Life	1 st offence	None	Not sought	None	Not sought	None
	5	Drinking games	\$100 fine and alcohol probation	Housing Student Life	None	2 nd offence	Not sought	None	Not sought	None
	1	Drinking games	\$100 fine and probation	Housing Student Life	Mass consumption	None	Not sought	None	Not sought	None

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Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations	1	Drinking games	\$150 fine	Housing Student Life	None	None	Not sought	None	Not sought	None
Alcohol	1	Drinking Games	\$200 fine and probation	Housing Student Life	Mass consumption	Repeat offender past years	Not sought	None	Not sought	None
	1	Over-consumption	5 hours community service	Housing Student Life	Happened in dining room;	2 nd offence	Not sought	None	Not sought	None
Computer Related Incidents	None									
Disorderly Conduct	1	Disrupting residence events; disrespectful to residence staff; disregard for residence policies	Banned from residences	Housing Student Life	Reoccurring problem	None	Not sought	None	Not sought	None
	2	Fighting	Probation; alcohol probation; and/or \$100 fine	Housing Student Life	None	None	Not sought	None	Not sought	None
	1	Trespassing (living in residence room without payment and unsanitary conditions	\$200 cleaning charge; \$150 fine for living in room	Housing Student Life	None	None	Not sought	None	Not sought	None
Indecent Exposure	None									
Misuse of University Services	1	Damaged residence property	\$50 charge	Housing Student Life	Damage expense	None	Not sought	None	Not sought	None
	2	Damaged residence property	\$100 charge	Housing Student Life	Damage expense	None	Not sought	None	Not sought	None

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 Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Misuse of University Services	1	Unsanitary room	\$50 cleaning charge	Housing Student Life	None	None	Not sought	None	Not sought	None
Continued	2	Left community kitchen very dirty	\$25 cleaning charge	Housing Student Life	None	None	Not sought	None	Not sought	None
Sexual Harassment	1	University Instituted investigation under Respectful Workplace Learning Environment Policy; found sexual harassment through derogatory statements, as well as prohibited retaliatory behavior during the investigation	2 month suspension	Vice-President (Administration)	Mental health issues contributed to behavior	Failure to address known mental health issues	Not sought	None	Not sought	None
Theft	None									
Threatening Conduct	1	Student had emotional outburst and was asked to leave the building; concern for personal safety; Security Services removed student from the building	Student required to meet regularly with student advocate to discuss strategies to deal with emotions when stressed and frustrated; recommendation to contact Counseling Services; further outbursts would not be tolerated and further incidents would be subject to disciplinary action under by-laws	Coordinator and Associate Dean	Student having significant personal issues	Behavior is escalating; faculty is concerned for student's personal safety and their own personal safety	Not sought	None	Not sought	None

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2. Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Threatening Conduct Continued	1	Report of inappropriate behavior toward instructor	Suspended from registration in any courses taught by instructor; advised about responsibilities under Respectful Workplace Learning Environment policy	Department Head	Student apology; 1st incident	None	Not sought	None	Not sought	None
	1	Communicated in a disrespectful manner to instructor	Letter of warning to remain in file and may be taken into account in any future investigation into a breach of the Respectful Workplace and Learning Environment (RWLE) Policy; Written apology to instructor for behaviors	Associate Dean	1st offence of a breach of the RWLE Policy; Admitted to infraction; Expressed remorse; Provided a good strategy for use in future; Classmate feedback re: previous communication problems with the instructor prior to incident	Written correspondence provided from two other instructors regarding similar patterns of behavior by student	Not sought	None	Not sought	None
	1	Uttered threats against 10 individuals	Permanently banned from attending on any property owned or controlled by the University of Manitoba	Vice-President (Administration)	Took responsibility and expressed remorse; family pressures; regretted actions	Did not know at the time that the actions were threatening to others	UDC	Appeal denied; penalty upheld		

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
 Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.
 Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct	2	Students continued to participate in inappropriate discussions regarding events that occurred previously resulting in a breach of the Respectful Work and Learning Environment (RWLE) Policy	Letter of reprimand; required to complete 2-hour online course in ethical decision-making; required to apologize to the Dean for breach of the RWLE Policy	Associate Dean	Admitted guilt; showed remorse; and promised to avoid repeat	Numerous prior warnings to avoid the offending behavior	Not sought	None	Not sought	None
	1	Presented false and misleading information to instructor	Apology letter; notation on transcript; imposed community service	Department Head	1st offence	Missed excessive amount of classes; expressed no remorse; took no ownership for behavior; suggested students were lying	Dean	Denied	Not sought	None
	1	Violation of Code of Professional Conduct	Removal from Practicum; "F" in course	Professional Unsuitability Committee	None	Arrived at investigative meeting intoxicated	Not sought	None	Not sought	None
	3	Violation of Code of Professional Conduct (inappropriate online action)	Formal apology; Professional Development Session re: Bullying, Development; and submission of an "Action Plan"; reflection paper	Professional Unsuitability Committee	None	None	Not sought	None	Not sought	None
	1	Violation of Code of Professional Conduct (inappropriate online action)	Formal apology	Professional Unsuitability Committee	Remorse for actions; accountability for actions	None	Not sought	None	Not sought	none

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.

Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct Continued	1	Breach of clinical policy and protocol by storing patient clinical records in a student locker	Letter of warning in student file until graduation; suspended from all scheduled classes and clinics for a period of one day	Associate Dean	None	Extensive history and many warnings for lack of attention to clinical procedures and protocols and failure to follow and meet Faculty expectations regarding policies, procedures and protocols	Not sought	None	Not sought	None
	6	Violation of Code of Professional Conduct (inappropriate online action)	Student Conduct Tutorial; preparation of bullying lesson plan	Associate Dean	Genuine remorse for actions; admission of guilt	None	Not sought	None	Not sought	None
	2	Inappropriate behavior related to fieldwork practica	One week suspension from field and clinic placements	Associate Dean	None	Code of conduct clearly outlined in orientation and field/ practicum guide	Not sought	None	Not sought	None

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 Examples of mitigating factors include the student's being apologetic or under extreme stress, etc.
 Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct Continued	1	Bribing team members during team assignment in course	"F" in term assignment; "F-DISC" in course; academic dishonesty comment on transcript; may apply for all comments to be removed upon confirmed graduation	Associate Dean	None	None	Not sought	None	Not sought	None
	1	Report of insulting comment written on submitted assignment	Meeting held with student and instructor; letter on file from Department regarding future similar incidents	Department Head	Remorse and apology from student; 1st incident	None	Not sought	None	Not sought	none
	1	Continued lack of compliance with Faculty's attendance requirements and lack of commitment to responsibilities as a student in the program beyond what was deemed acceptable	Suspended from all scheduled classes and clinics for one day; Required to meet attendance requirements of the Faculty; required to submit a 10-page essay on the importance of professional and ethical behavior	Associate Dean	Showed remorse and admitted guilt	Many previous infractions and warnings	Not sought	None	Not sought	none
	1	Inappropriate behavior in course – offering instructor money to re-grade a paper	"F-DISC" in course; suspended from Teaching Faculty and Faculty of Registration from May 1, 2013 – April 1, 2014; 'DISC' can be removed upon written request on confirmation of graduation; other penalties can be applied for removal after April 1, 2014	Both Associate Deans	Confession and remorse	Faculty of Registration is a Professional Faculty	Not sought	None	Not sought	None

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Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct Continued	1	Inappropriate language toward the course instructor	Expulsion from course; suspended from registering in department courses from January 1, 2013 – December 31, 2013; notation on transcript which may be removed upon request after one year from the date of the notification letter	Department Head	None	Showed no regret or awareness that he/she did anything wrong	Not sought	None	Not sought	None
	1	Engaged in inappropriate conduct; interfering with an investigation and breaches of confidentiality provisions under the Respectful Workplace Learning Environment (RWLE) Policy	One month suspension from the University of Manitoba; penalty notation on transcript for duration of suspension; may apply to Registrar to have removed; upon expiry of suspension and return to program student must be in strict compliance with RWLE Policy; refrain from other form of disruptive behavior; failure to comply will lead to higher sanctions, up to and including expulsion	Vice-President (Administration)	Not initiator of many of the problems; personal stress; sought counselling	Committed a number of breaches under RWLE Policy	UDC Student appealed one month suspension and transcript notation	Allowed in part; decision upheld except that one month suspension begins July 13, 2013 and transcript notation shall be removable upon completion of suspension		
Vandalism	None									

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions. Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*



AGENDA ITEM: Statement of Intent: Master of Dentistry (M.Dent.) in Prosthodontics

RECOMMENDED RESOLUTION:

For information only.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The proposed Master of Dentistry (M.Dent.) in Prosthodontics would be offered through the Department of Restorative Dentistry, Faculty of Dentistry. The purpose of the program would be to produce clinical specialists in the area of Prosthodontics. The three-year program would be a combined program in fixed, removable and implant prosthodontics. It would provide students with clinical proficiency and comprehensive knowledge of the diagnosis, treatment planning, rehabilitation and maintenance of oral function, comfort, appearance, and oral health of patients with missing or damaged teeth and orofacial defects.

Projected enrolment in the program is six students, with an intake of two students per year.

RESOURCE REQUIREMENTS:

Financial information will not be available until the Full Program Proposal has been completed and reviewed.

IMPLICATIONS:

The proposed program would be one of only three graduate programs in prosthodontics in Canada. The program would respond to an immediate need for more Prosthodontists in Manitoba, where there are only three full-time practicing Prosthodontists who all practice in Winnipeg, and to a shortage of Prosthodontics across Canada. It would also help to redress a shortage of access to care for Manitobans with advanced care needs and current inequities in access to specialist care for Manitobans living outside of Winnipeg.

ALTERNATIVES:

N/A



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate Executive	February 12, 2014
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	March 5, 2014
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Statement of Intent: Master of Dentistry in Prosthodontics
- Correspondence to the Council on Post-Secondary Education from the Vice-Provost (Academic Planning and Programs) [dated January 20, 2014]

Council on Post-Secondary Education

STATEMENT OF INTENT

Institution

- Brandon University, University of Manitoba, University of Winnipeg, Université de Saint-Boniface, Assiniboine Community College, University College of the North, Red River College

Program Overview

- Program Name: Graduate Prosthodontic Program
Credential to be offered: Masters of Dentistry in Prosthodontics
Does the program require accreditation from a licensing group? YES NO

Commission on Dental Accreditation of Canada (CDAC)

- Length of the program: 3 X Years Months Semesters
Proposed program start date: 1/07/15
Day/Month/Year

- Which department(s) within the institution will have responsibility for the program?

Department of Restorative Dentistry at the Faculty of Dentistry

- As compared to other programs your institution will be proposing, is the priority of this program: High Medium Low

- Is this a new program? YES NO
Is this a revision of an existing program: YES NO
Will the program be available to part-time students? YES NO
Will this program have a cooperative education component? YES NO

One day per week at Deerlodge Centre.

- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? YES NO

The minimum entry criterion for this program is successful completion of an undergraduate dental degree to ensure that all candidates start the program with reasonably similar training and ability. Accreditation requirements also require that all candidates complete the full program of didactic, clinical, and research training.

- Will there be distance delivery options? YES NO
Will this program be delivered jointly with another institution? YES NO
Are similar programs offered in Manitoba or other jurisdictions? YES NO

There are two active Graduate Prosthodontic programs in Canada. One is an established program at the University of Toronto and the second is a relatively new program at the

- What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

None

Specific Program Information

1. Program Description

- Describe the program and its objectives:

This three-year program is aimed at producing clinical specialists in the area of Prosthodontics with a Master of Dentistry Degree. The graduate students are required to demonstrate successful completion of clinical and didactic requirements in the Program by successfully completing didactic, laboratory, and clinical course requirements, and by successful defence of a thesis within the Faculty of Graduate Studies. Clinical training will be done under supervision of Board Certified Prosthodontists. As a clinical requirement, a minimum of 20 assigned comprehensively treated patients must be completed to the satisfaction of the Director of the Program. Research topics can include a variety of fields related to prosthodontics, and may be clinical, epidemiological, laboratory, or educational in nature. The program must be accredited by the Commission on Dental Accreditation of Canada (CDAC) which will ensure both that the discipline's educational objectives are met and that the graduates will be eligible to take the prosthodontics specialty certification examinations offered by the Royal College of Dentists of Canada and the American Board of Prosthodontics.

- Provide an overview of the content to be taught in this program:

This will be a combined program in fixed, removable and implant prosthodontics to provide the students with clinical proficiency and comprehensive knowledge of the diagnosis, treatment planning, rehabilitation and maintenance of oral function, comfort, appearance and health of patients with missing/damaged teeth and orofacial defects by using biocompatible artificial substitutes. The curriculum will include didactic and clinical instruction in complete dentures, removable partial dentures, fixed prosthodontics, implant dentistry (including implant surgery), geriatrics, temporomandibular disorders, sleep medicine and maxillofacial prosthodontics. The didactic background and the clinical and laboratory skills of these areas of prosthodontics are stressed.

Emphasis will be placed on inter-disciplinary education to ensure the oral health of the patient and the supportive therapy of other healthcare disciplines to achieve total patient care. This integration will be achieved through interdisciplinary seminars with other health specialties and through coordinated treatment planning with oral and maxillofacial surgery, orthodontics, pedodontics, periodontics, plastic surgery and head and neck surgery.

The intensive and systematized library reading assignments and literature review seminars will be an important aspect of the curriculum. They will be designed to acquaint the student with the principal facets of the prosthodontic specialty, evidence-based health care and methods of critically reviewing current dental literature.

Educational Objectives:

Upon program completion, graduates will be able to:

- develop and implement an integrated treatment plan for comprehensive patient care;*
- communicate effectively with patients and interpret the nature of their prosthodontic*

- problems and needs, and obtain informed consent;*
- *restore individual teeth;*
- *replace missing teeth and/or oral structures;*
- *manage masticatory, articulation and speech, swallowing and other functional relationships to achieve normal function; including the management of prosthodontic care for patients with maxillofacial disorders;*
- *manage prosthodontics patients requiring common surgical and traumatic prosthodontic treatments and the prosthetic care of patients with congenital or acquired oral and/or facial abnormalities;*
- *manage various single and multiple tooth restorations employing various restorative materials in dentate patients or in partially or completely edentulous patients with various combinations of other prostheses;*
- *manage various fixed prosthodontics restorations from a few units to complete arch restorations in combination with other fixed and/or removable prostheses;*
- *manage the fabrication of removable partial dentures alone or in combination with fixed, partial or complete dentures;*
- *manage the fabrication of complete dentures for both arches and for one arch in combination with natural teeth and/or other prostheses*
- *manage patients with a variety of complicating problems e.g. relating to anatomy, physiology, psychology, jaw relations, local and systemic health problems;*
- *critically evaluate both short term and long term treatment outcomes;*
- *communicate effectively with dental and other health professionals, interpret their advice, and integrate information in the overall management of patients;*
- *treat patients with prosthodontic needs in a hospital setting and other health care facilities;*
- *assess advances in prosthodontic and cross-disciplinary treatment techniques and biomaterials in order to provide the best available prosthodontic management of patients;*
- *utilize, appropriate pharmacological agents in the management of patients undergoing prosthodontic treatment;*
- *evaluate, select and technically/clinically manipulate biomaterials and dental equipment appropriately in the prosthodontic management of patients;*
- *efficiently retrieve and critically appraise the best available evidence on focused clinical questions to maintain competency in prosthodontics;*
- *manage geriatric patients with varying degrees of cognitive and physical impairments.*

2. Enrollment

- What is the program's initial projected enrollment? *Two*
- What is the projected enrollment for the 2nd and 3rd years?

Four in the second year and six in the third year. (i.e. 2 new students per year) To graduate two new prosthodontists a year from the program.

- Describe the expected student profile?

The program will seek to enroll graduates of Accredited Canadian and American Dental Schools. These can be either new graduates or actively practicing dentists. Ideally these would be from geographically distinct Schools thereby enriching the graduate experience of the students. Information from the American College of Prosthodontics indicates that there are currently 10 applicants for each graduate position available. To also enrich the graduate experience we would also be looking to enroll dentists from outside of North America. We

are currently receiving 6 enquiries a year from foreign trained dentists who are looking to enroll in a Graduate Prosthodontic Program.

3. Labour Market Information

- What labour market need is the program expected to meet?

There is a shortage of Prosthodontists not only in Manitoba but also throughout various areas of Canada. Manitoba has one of the lowest dentist to Prosthodontist ratio in Canada, only Saskatchewan and the Atlantic Provinces have a lower number of Prosthodontists. There are three Private Practice Prosthodontists covering an area from Northern Ontario west to Alberta.

- Are there currently jobs in Manitoba in this field? YES NO
If yes, where (geographic location and industry)?

In Manitoba there are only three full time practicing Prosthodontists, all practicing in the city of Winnipeg. Two of these Prosthodontists are approaching retirement age and the third has been in practice for less than 10 years. The Faculty of Dentistry employs a number of prosthodontists who each practice one day or less a week, equating to no more than one more full time practicing Prosthodontist in Winnipeg. This distribution has resulted in long waiting times for patients to access dental care from specialist Prosthodontists. Other Canadian Provinces has similar distribution problems with no private practice Prosthodontists in Saskatchewan, Northern Ontario and Northwestern Ontario. This shows the need for Prosthodontists in both in other population centers, and in rural Manitoba. The addition of more prosthodontists would reduce wait times, improve overall care for patients and allow for succession planning for those Prosthodontists who will be retiring in the near future.

- What is the future job forecast for individuals with this education/training/credential?

The Job forecast is excellent for graduating Prosthodontists. Along with opportunities in academic dentistry there are also numerous opportunities for private practice in any of the major population centers throughout Manitoba, Saskatchewan, Northern and Northwestern Ontario and elsewhere in Canada. Prosthodontists are ranked in the top ten for income by Forbes, Us News and World Report and US Labor statistics.

- How does this program fit with Manitoba's stated economic, social and other priorities?

The Graduate Prosthodontic Program would help to address access to care problems for Manitobans with advanced care needs. It would also help address the current inequities in access to specialist care for Manitobans living outside of Winnipeg. As a reduced-fee clinic, the Graduate Prosthodontic Program would also be a referral site for those patients who cannot afford the care provided by Private Practice Prosthodontists and General Dentists. As with any advanced education program, the Graduate Prosthodontic Program would attract patients with a wide spectrum of treatment needs. As a result, the local community will be better served with an increased array of services to those in need.

Within the Faculty of Dentistry, patients with more complex care needs would be able to receive all their required treatment in Faculty of Dentistry rather than having to be referred to Private Practice. Pre-doctoral students will gain the added advantage of being able to monitor the multi-year progress of patients with complex treatment needs. The program will also provide for support to the Graduate Oral Surgery and Periodontics program by providing prosthodontic care for patients especially those requiring dental implants.



UNIVERSITY
OF MANITOBA

Office of the
Vice-President (Academic) & Provost

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

January 20, 2014

Mr. R. Karasevich
Secretary
Council on Post-Secondary Education
608-330 Portage Avenue
Winnipeg, MB R3C 0C4

Dear Mr. Karasevich,

Statement of Intent: Master of Dentistry (M. Dent.) program in Prosthodontics

On behalf of the University of Manitoba, I am pleased to submit for your review the attached Statement of Intent (SOI) to introduce a new Master of Dentistry (M. Dent.) program in Prosthodontics.

This three-year program is aimed at producing clinical specialists in the area of Prosthodontics. Graduates will be required to demonstrate successful completion of clinical and didactic requirements in the program by successfully completing didactic, laboratory, and clinical course requirements, and by the successful defence of a thesis within the Faculty of Graduate Studies. In addition, clinical training will be undertaken with supervision by Board Certified Prosthodontists.

As noted, this program would require accreditation by the Commission on Dental Accreditation of Canada (CDAC) which will ensure both that the discipline's educational objectives are met and that graduates will be eligible to take the prosthodontics specialty certification examinations offered by the Royal College of Dentists of Canada and the American Board of Prosthodontics.

Please note that at the University of Manitoba, a SOI is not subject to Senate review and as such cannot be accorded an institutional priority. The 'High' priority rating in the attached document has been provided by the initiating Faculty, and does not necessarily reflect an institutional priority. For your information, the undergraduate program approval process guide that documents our procedures in this regard may be viewed at http://umanitoba.ca/admin/vp_academic/academic_programs/3722.html.

Also note that financial information will not be available until the Full Program Proposal has been completed and reviewed by the University of Manitoba Senate Planning and Priorities Committee, and the Senate Committee on Curriculum and Course Changes.

I would be pleased to provide any additional information that Council may require in consideration of this Statement of Intent.

Sincerely,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

David M. Collins, Ph.D.
Vice-Provost (Academic Planning & Programs)

cc: Dr. Joanne Keselman, Vice-President (Academic) and Provost
Dr. Anthony Iacopino, Dean, Faculty of Dentistry
Dr. Jay Doering, Dean, Faculty Graduate Studies
Mr. Jeff Leclerc, University Secretary
Mr. Neil Marnoch, Registrar
Mr. Jeff Adams, Executive Director, Enrolment Services
Ms. Thelma Lussier, Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Undergraduate Program Analyst

UMGSA Written Report

March 10th, 2014

UMGSA President: Monika Wetzel

Since the last Board of Governor's meeting, UMGSA's recent activities have included:

- Successful Annual General Meeting
- Social Events: Valentine's Day Social, Dream Catcher Workshop, Curling, Parent Support Group.
- Preparation for SPC:
 - o Consultation to take place at GSA Council Meeting March 26th.
 - o Round-table event: taking steps to respond to student feedback on successes and barriers experienced by graduate students, international students, and indigenous students at the U of M received at event. Some issues are being addressed easily by contacting other offices (e.g., Student Life, ICS). Larger scale issues are hoped to be addressed in the Strategic Planning Framework renewal.
 - Focuses included:
 - **Post-Graduation**
 - Fees, Financial Aids and Awards
 - University Services
 - Information Dissemination
 - Department Issues
 - Getting involved
 - Orientation
- Process of reviewing and updating Bylaws. Recent recommendations:
 - o Review of Executive's responsibilities
 - o New policy for Travel Reimbursement
- Graduate Student Handbook
 - o The graduate student guide template developed specifically for graduate students is in the process of disbursement to Graduate Chairs and Department Heads where it will be tailored to meet the needs of students in each department. A generic form of the handbook will be placed as a URL on the GSA website.
- Working with UMSU to deliver a UPASS referendum in September
- Renew UMGSA Awards Application Form
- Filling Senate Committees
- Elections and preparation for transition period