

# BOARD OF GOVERNORS

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

**Tuesday, March 21, 2017**

**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.

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**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 21, 2017

4:00 p.m.

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## **AGENDA**

	<b><u>Presenter</u></b>	<b><u>Page</u></b>	<b><u>Est. Time</u></b>
1. <b>ANNOUNCEMENTS</b>	Chair		4:00 p.m.

### **FOR ACTION**

2. <b>APPROVAL OF THE AGENDA</b>	Chair	2	4:00 p.m.
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### 3. **MINUTES (Open Session)**

3.1 <a href="#">Approval of the Minutes of the February 17, 2017 OPEN Session as circulated or amended</a>	Chair	4	4:05 p.m.
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3.2 Business Arising – Accessibility Audit Timeline	Chair		4:05 p.m.
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4. <b>UNANIMOUS CONSENT AGENDA</b>	Chair		4:10 p.m.
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*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 for information, by unanimous consent, the items listed below.*

<b>Consent</b> 4.1 <b><i>For Approval from Senate</i></b>			
4.1.1 <a href="#">Report of the Senate Committee on Awards Part A (January 24)</a>	President	12	(consent)
4.1.2 <a href="#">Report of the Senate Committee on Awards Part B (January 24)</a>	President	24	(consent)

<b>Consent</b> 4.2 <b><i>For Information from Senate</i></b>			
4.2.1 <a href="#">Annual Report of the University Discipline Committee</a>	President	31	(consent)

### 5. **FROM SENATE**

5.1 <a href="#">Proposal for a Master of Science in Prosthodontics</a>	President	157	4:15 p.m.
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5.2 <a href="#">Closure of Bachelor of Human Ecology (General) Degree</a>	President	214	4:25 p.m.
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5.3 <a href="#">Proposal to form the Department of Food and Human Nutritional Sciences through the Merger of the Department of Human Nutritional Sciences and the Department of Food Science</a>	President	232	4:35 p.m.
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### **FOR DISCUSSION**

### 6. **FROM SENATE**

6.1 <a href="#">Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Degree</a>	President	242	4:45 p.m.
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6.2 <a href="#">Proposed Admission Targets, 2017-2018</a>	President	264	4:50 p.m.
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UNIVERSITY  
OF MANITOBA

**Minutes of the  
OPEN Session of the Board of Governors  
February 17, 2017**

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Present: R. Zegalski, Chair  
J. Leclerc, Secretary

E. A-iyeh D. Barnard J. Beddoes S. Connelly S. Demmings D. Hallock  
K. Lee J. Lieberman J. MacKenzie H. Maxted K. Mirecki T. Nagra  
K. Osiowy J. Taylor (by phone)

Regrets: J. Anderson L. Hyde R. Khatkar R. Mohammed  
M. Mollot M. Silicz

Absent: J. Linden

Assessors Present: B. Stone Assessors Sending Regrets: T. Kucera

Officials Present: P. Dugal S. Foster D. Jayas G. Juliano J. Keselman

Officials sending Regrets: J. Ristock J. Kearsey

Guests: B. Gold J. Gruber L. Hiebert M. Lebar P. McCarthy

1. **ANNOUNCEMENTS**

**FOR ACTION**

2. **APPROVAL OF THE AGENDA**

It was moved by Ms. Connelly and seconded by Mr. Mirecki:  
**THAT the agenda for the February 17, 2017 meeting be approved as circulated.**

**CARRIED**

3. **PRESENTATION: University of Manitoba Accessibility Plan**

The Chair invited Mr. Greg Juliano, Associate Vice-President (Human Resources) and Ms. Jackie Gruber, Human Rights and Conflict Management Officer, to give a presentation on the University of Manitoba Accessibility Plan.

Mr. Juliano stated that this is the University's first Accessibility Plan; developed to comply with the *Accessibility for Manitobans Act*. He added that the document is mainly delivered online though paper copies can be provided upon request.

Mr. Juliano explained that the goal of the *Accessibility for Manitobans Act* is for the province to be accessible by the year 2023 and this will require the University to comply with each Standard as it is rolled out. He added that Manitoba intends to pass five standards which will apply to both the public and the private sector: 1) Customer Service; 2) Employment; 3) Information & Communication; 4) Transportation; and 5) Built Environment.

Ms. Gruber said that the Customer Service Standard seeks to remove barriers to service or provide alternate methods to access service. She added that the University had already made progress on this before the legislation was passed, noting the Cooper Commission and the Bona Fide Academic Requirement Project (BFAR) which are both related to student accommodation. She stated that work is underway on a website to keep the university community informed when issues arise that affect accessibility. Ms. Gruber added that employees of the university will need to undergo training on the Customer Service Standard.

Dr. Barnard remarked that the Cooper Commission & BFAR project began as an ad hoc committee of Senate to explore ways to provide accommodations to students while at the same time preserving the academic standards of the University. He noted that this has been the leading research on academic accommodation across Canada. Dr. Barnard explained that BFAR's are the requirements essential to a particular degree program which cannot be compromised.

Mr. Juliano noted that the Employment Standard is currently in the public consultation phase and the university must comply with it no more than two years after it is in effect. He noted that the University had provided its feedback on the draft on February 14, 2016. Mr. Juliano explained that there will be three key implementation steps: Recruitment, Assessment, and Onboarding of employees must be accessible and must offer accommodation where needed; the University must increase its capacity to offer complex accommodations for employees; and there must be accommodation plans for individuals, including emergency plans.

Mr. Juliano noted that the implementation timeline for the Information and Communication Standard is not yet known however the University has already begun working toward compliance. He reviewed the key implementation steps for this standard, which include: 1) accessible websites, revised visual identity standards which encourage accessible formats; and 3) ensuring that new technology purchases are accessible.

Mr. Juliano said that the implementation date for the Transportation Standard remains unknown, though he expects that this standard will have the least impact on the University's operations. He noted that the University already has a shuttle service for those who need it.

Mr. Juliano stated that the implementation date for the Built Environment Standard is not yet known. He explained that this standard will not replace the building code, rather it will expand on those things that are not covered in the building code. Regarding key implementation steps, Mr. Juliano noted that the University will require development of outdoor spaces such as paths, trails, sidewalks, play spaces and parking spaces. He added that improvements will be required to indoor spaces as well, such as service counters and waiting areas.

Mr. Juliano noted that the Accessibility Plan must be updated every two years. He added that the first accessibility plan required a great deal of foundational work at the same time the specific plans for the Customer Service Standard were being developed. He then reviewed the development of the Plan, noting the following:

- Demographic data on students and staff was collected;
- An inventory of all current activities and available supports was developed;
- Current policies were assessed;
- Consultation was undertaken through unit accessibility audits and university-wide surveys and events, including website feedback;
- A Post-Secondary Institutions Network was struck to allow collaboration and sharing of resources among institutions in Manitoba, including the University of Winnipeg, Brandon University, University College of the North, Red River College, Canadian Mennonite University, Manitoba Institute of Trades and Technology, St. Boniface University, University of Manitoba, and Assiniboine Community College. This network meets every six to eight weeks and is developing customer service training webinars and in-person facilitation workbooks.

Mr. Juliano reviewed the work necessary as the University moves toward implementation. He noted that many policies and procedures would require revision, development of BFARs would continue in support of student accommodation, training materials must be developed, an improved human resources information system is needed to deliver and track training, some planning for accessibility of websites is necessary, and an accessibility audit of physical space must be undertaken.

Regarding costs and benefits Mr. Juliano said that real costs will result from this more highly regulated environment which are difficult to quantify. He added that there may be spin-off benefits of improved accessibility. He stated that on a project basis the cost may be large but would be spread throughout the institution.

Mr. Juliano suggested that the University be conscious of the inclusive approach needed as resources are allocated in order to incent the type of behaviour that will develop an inclusive culture.

Mr. Zegalski thanked Ms. Gruber and Mr. Juliano for the presentation and commended them on the work that went into the plan.

Mr. Mirecki asked whether the province of Ontario has run into any enforcement issues or penalties and what those costs might be. Mr. Juliano responded that the Ontario government has not put any resources into enforcement and he expects that Manitoba will not do so either. He added that many of these requirements could conceivably be covered under the Human Rights Code and non-compliance could result in complaints to the Human Rights Commission. Mr. Osiowy commented that there is a penalty in Manitoba of \$250,000 for non-compliance. Mr. Juliano noted that the University would be exposed to some risk if it were not compliant with the legislation. Mr. Osiowy noted that any new infrastructure would include compliance with requirements in the design process. Mr. Juliano agreed, stating the new buildings are compliant with the legislation and the Physical Plant department is leading the audit of the University's space.

Ms. Gruber remarked that this process has created awareness throughout the University of the issue of accessibility. In response to a question from Mr. Demmings, Mr. Juliano said that a tender would soon be issued for the accessibility audit and he could report to the Board of Governors with the details.

Ms. Gruber left the meeting.

#### 4. **MINUTES (Open) Session**

- 4.1 Approval of the Minutes of the November 22, 2016 Open Session as circulated or amended

It was moved by Mr. Lieberman and seconded by Ms. Connelly:

**THAT the minutes of the November 22, 2016 Open session be approved as circulated.**

**CARRIED**

- 4.2 Business Arising – None

#### 5. **UNANIMOUS CONSENT AGENDA**

Mr. Leclerc provided some background on the Unanimous Consent Agenda, explaining that the items in the Consent Agenda are typically approved without discussion or debate. He noted that any items on the Unanimous Consent Agenda can be removed and placed on the agenda for discussion and debate if a Board member wishes. Dr. Barnard added that these matters are usually routine.

It was moved by Dr. Barnard and seconded by Mr. Mirecki:

**5.1.1 THAT the Board of Governors approve fifteen new offers, eleven amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated October 25, 2016].**

**5.1.2 THAT the Board of Governors approve three new offers and one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated October 25, 2016].**

- 5.1.3 THAT the Board of Governors approve eight new offers, fifteen amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated December 20, 2016].**
- 5.1.4 THAT the Board of Governors approve four new offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated December 20, 2016].**
- 5.1.5 THAT the Board of Governors approve revisions to the terms of reference for the Gerry McDole Professorship in Improved Healthcare Delivery to Rural, Remote and Underserved Populations of Manitoba.**
- 5.1.6 THAT the Board of Governors approve the conversion of the Professorship in Pediatric Asthma, Allergy and the Environment to a Chair.**
- 5.1.7 THAT the Board of Governors approve the conversion of the Bihlers' Professorship in Stem Cell Research to a Chair.**

**The Board received the following for information:**

- 5.2.1 2017-2018 Academic Schedule
- 5.2.2 Implementation of Master of Finance Degree

**CARRIED**

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

**6.1 Amendments to the Governance Documents for U of M Pension Plan (1986) and U of M Pension Plan (1993)**

Mr. Zegalski reported that these amendments were reviewed and recommended by the Finance, Administration, and Human Resources Committee. Mr. Gold noted that changes to the Pension Benefits Act mean that the University must run an election for members of the Pension Committee election every 3 years. He explained that the Committee would like broader participation from other employee groups on campus so when elections do occur there will be an election of two members instead of one. He also said that a change in the maximum term length from six years to nine years will allow Committee members time to accumulate the necessary knowledge required to be effective in their role.

Mr. Juliano stated that the University of Manitoba Pension Plan (1993) is the main plan and includes most employees. He added that the Committee currently has three ex officio members, three people appointed by the Board of Governors, one person elected by active members and one person elected by retired members. He noted that the majority of committee members are from University administration because of the University's vested interest in the success of the investments in the pension plan, due to the fact that poor returns on investments may require the University to contribute additional funds to the pension plan.



IT was moved by Ms. Nagra and seconded by Mr. Mirecki:

**That the Board of Governors:**

- **approve an amendment to the governance document of the University of Manitoba Pension Plan (1986) to revise the term limits for elected or appointed members of the Pension Committee from six to nine years;**
- **approve an amendment to the governance document of the University of Manitoba Pension Plan (1993) to revise the term limits for elected or appointed members of the Pension Committee from six years to nine years; and**
- **approve an amendment to the governance document of the University of Manitoba Pension Plan (1993) to increase the number of elected active plan members from one to two.**

**CARRIED**

## **7. FROM SENATE**

- 7.1 Proposal to Establish an Institute for Leadership Development
- 7.2 Proposal to Establish and Endowed Research Chair in Leadership Education
- 7.3 Proposal to Establish and Endowed Research Chair in Leadership Research

Dr. Barnard indicated that he would speak to items 7.1, 7.2, and 7.3 as one. He offered some background on the process for the establishment of Research Chairs and Institutes, explaining that these items have come through faculty processes and then forward to two Senate Committees through to the Senate Executive Committee and finally to Senate itself. He added that there was debate in Senate and a recommendation to bring this to the Board for final approval.

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

**THAT the Board of Governors approve the establishment of the Institute for Leadership Development, for a period of five years, with continuation subject to a review process [as recommended by Senate, February 1, 2017].**

**THAT the Board of Governors approve the establishment of an endowed research Chair in Leadership Education [as recommended by Senate, February 1, 2017].**

**THAT the Board of Governors approve the establishment of an endowed research Chair in Leadership Research [as recommended by Senate, February 1, 2017].**

**CARRIED**

## **8. NEW BUSINESS**

- 8.1 Request for the Consent of the Board to Propose Amendment of the UMSU Act

Ms. Nagra explained that the University of Manitoba Students' Union (UMSU) represents all undergraduate students. She stated that the UMSU Act had been amended last in 1990 in order

to comply with government requirements that legislation be written in both official languages. She summarized the changes listed in the Board of Governors submission.

It was moved by Ms. Nagra and seconded by Ms. Hallock:

**THAT the Board of Governors consent to UMSU petitioning the Manitoba Legislature to amend the UMSU Act.**

**CARRIED**

### **FOR INFORMATION**

9. FROM EXECUTIVE (items approved January 31, 2017)

9.1 Proposed Building Site: Centre for Research, Teaching, and Innovation in Healthcare

9.2 Proposed Building site: Engineering Innovation Centre

Dr. Barnard stated that he would speak to items 9.1 and 9.2 together. He explained that the process for building sites requires discussion held at Senate because it would affect the overall climate of the University, however the Board of Governors is responsible for oversight and has final approval. He added that these two proposed building sites were approved by the Executive Committee on behalf of the Board of Governors on January 31, 2017 Mr. Zegalski said that the Office of the University Secretary will organize a tour of the Bannatyne campus in the next while, as it has been very beneficial to Board members in the past.

Dr. Barnard commented that there were campus plans for each campus developed in the last few years. He explained that at the downtown campus there have been issues with the old basic science building, also known as T-Block, so the campus plan includes replacing that building. He noted that the proposed new building will be adjacent to the new pharmacy building and will be similar in style. Dr. Barnard remarked that there is no clear sense of where the university ends and the Health Sciences Centre begins, both within and between buildings. He said that the core idea of the plan is to more clearly delineate the University of Manitoba presence there. He added that the plan calls for the space to be more fluidly allocated and more flexibly managed.

Mr. Demmings commented that it is an excellent idea to tie in tours of the behind the scenes infrastructure and he would welcome the opportunity to tour both campuses. Mr. Leclerc stated that any specific requests be directed to his office so that arrangements can be made for a tour.

9.3 Engagement of the External Auditor

10. Report from the President

Dr. Barnard said that the recent murder on campus was not connected to the University in any direct sense other than that the bus route ends on campus. He added that some Physical plant employees had witnessed the attack and followed the assailant so as to assist security and

police who attended the scene. He remarked that this was not the kind of event anyone expects to encounter and the University's Risk Management Officer, Alan Scott, had indicated that some of the staff who were witnesses were struggling with it and are receiving counselling. Dr. Barnard noted that the Administration Building flag was lowered in honour of the victim and a number of people put flowers around the place where the murder occurred. He noted that this was the first time in the history of the University that such an event had occurred.

Dr. Barnard reminded Board members that the University of Manitoba is now in its 140th year. He added that there will be a number of events going on February 28 and Board members are encouraged to attend if their schedule permitted.

Dr. Barnard reported that he has had some discussions with government and have worked hard to encourage collaboration among universities and colleges in Manitoba. He added that the Council of Presidents of Universities in Manitoba (COPUM) meet regularly as a group of presidents and also recently with Minister Wishart. He noted that he is waiting to learn the outcome of all provincial considerations in front of the Premier and the cabinet.

**MOTION TO MOVE TO CLOSED AND CONFIDENTIAL**

It was moved by Ms. Connelly and seconded by Mr. Osiowy:  
**THAT the meeting move into Closed and Confidential Session.**

**CARRIED**

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Chair

University Secretary



**AGENDA ITEM:** Report of the Senate Committee on Awards – Part A  
[dated January 24, 2017]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve eight new offers and seven amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated January 24, 2017].

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

At its meeting on January 24, 2017, the Senate Committee on Awards approved eight new offers and seven amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated January 24, 2017].

**RESOURCE REQUIREMENTS:**

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

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:**

These award decisions meet the published guidelines for awards, as approved by Senate. They were reported to Senate for information on March 1, 2017.



## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A**

### **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 24, 2017 the Senate Committee on Awards approved eight new offers and seven amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated January 24, 2017).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve eight new offers and seven amended offers as set out in Appendix A (dated January 24, 2017). 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 24, 2017

#### 1. NEW OFFERS

##### **Arthur and Daphne Schwartz Bursary**

The Schwartz family has established an endowment fund at the University of Manitoba to support students in the College of Dentistry. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in any year of study in the DMD program in the College of Dentistry at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application.

The selection committee will have the discretion to determine the number and value of the bursaries based on the available funding.

The selection committee will be the College of Dentistry Awards Committee.

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.

##### **Frances Steinberg Scholarship**

A bequest was made by Dr. Frances Steinberg to establish an endowment fund at the University of Manitoba. Dr. Steinberg began her academic career as a ballet student with the Royal Winnipeg Ballet, who then studied Fine Arts in Dance at York University. She took her Montessori school training at the University of Toronto and opened Montessori schools in Turtle Creek, NB and Perth, ON. She ultimately moved home to Winnipeg and went to medical school at the University of Manitoba, becoming a psychiatrist. This award was established to assist a student with a non-traditional background who is entering the Undergraduate Medical Education program in the Max Rady College of Medicine. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has been admitted to the Undergraduate Medical Education program in the Max Rady College of Medicine, and enrolls in the first year of study;
- (2) has achieved a minimum Adjusted Grade Point Average (AGPA) of 3.75 used for admission to the College of Medicine;
- (3) has received either:
  - (a) an undergraduate or graduate degree in Fine Arts from an accredited university in North America;
  - (b) an undergraduate or graduate degree in Arts, with a major in Film or Theatre, from an accredited university in North America: or
  - (c) an undergraduate or graduate degree in Music from an accredited university in North America.

If there are no applicants who meet criterion (3), preference will be given to a mature student who meets criteria (1) and (2). A mature student will be defined as a student who has been employed full-time for a minimum of 5 consecutive years without having taken more than 24 credit hours or four full university courses (or equivalent) in an academic year within the corresponding employment time frame.

The Dean of the Max Rady College of Medicine (or designate) will name the selection committee for this award.

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.

### **Pollard Family Graduate Fellowship**

The Pollard Family Foundation has made a commitment of \$250,000 over five years to establish a trust fund at the University of Manitoba in support of graduate students. The purpose of the fund is to support graduate students as one of the highest priorities of the University of Manitoba's Front and Centre campaign. Each year, beginning in 2017-2018 and ending in 2021-2022, \$50,000 from the capital plus the available annual income will be used to offer the fellowships. In 2022-2023, the fund will be reviewed and should any funds remain, the Dean will have the discretion to offer the remainder as additional fellowships to Master's students, to ensure that all contributions and unspent revenue have been depleted.

Beginning in the 2017-2018 academic year and ending in 2021-2022, one fellowship will be offered to a Ph.D. student. The fellowship will be valued at \$20,000 plus 40% of the available annual income and will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in a Ph.D. program delivered by a department in the Faculty of Arts;
- (2) has achieved a minimum grade point average of 3.75 based on the previous 60 credit hours (or equivalent) of study;
- (3) is not a recipient of tri-council funding;
- (4) is selected by the Dean of the Faculty of Arts as the top ranked Ph.D. student amongst the pool of *University of Manitoba Graduate Fellowship* candidates.

This fellowship will be offered in lieu of the *University of Manitoba Graduate Fellowship*. The Ph.D. fellowship is renewable for up to four years, dependent on available funding. In the event that the recipient receives tri-council funding in a subsequent year, a new Ph.D. recipient will be selected to receive the Pollard Family Graduate Fellowship funding. Only one student may hold the Ph.D. fellowship at any given time.

Beginning in the 2017-2018 academic year and ending in 2021-2022, two fellowships will be offered to Master's students. Each year, \$30,000 plus 60% of the available annual income and will be used to offer fellowships of equal value to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the first year of a Master's program with a one or two-year fee structure, delivered by a department in the Faculty of Arts;
- (2) have achieved a minimum grade point average of 3.75 based on the previous 60 credit hours (or equivalent) of study;
- (3) are not recipients of tri-council funding;
- (4) are selected by the Dean of the Faculty of Arts as the top ranked Master's students amongst the pool of *University of Manitoba Graduate Fellowship* candidates.

These fellowships will be offered in lieu of the *University of Manitoba Graduate Fellowship*.

For the purpose of the Pollard Family Graduate Fellowships, the academic year will be defined as beginning January 1 and continue through December 31 (i.e. students admitted at any program entry point that falls within the 2017 calendar year will be considered for the fellowships for the 2017-2018 academic session).



The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Arts (or designate) to make the selections for this fellowship.

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.

### **Puchniak Family Athletic Scholarship**

Bob Puchniak and family have established an endowment fund with an initial gift of \$25,000 at the University of Manitoba in 2016. The purpose of the award is to support a student athlete on the Bison Men's Hockey team. An additional donation of \$500 has been made so that one scholarship may be awarded in 2017-18. Beginning in the 2018-2019 academic year, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are eligible to compete in U Sports and are members of the Bison Men's Hockey team;
- (2) are enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) are enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (4) have achieved either:
  - (a) as a continuing student, a minimum sessional grade point average of 3.0 on a minimum of 18 credit hours in their previous year of study at the University of Manitoba; or
  - (b) as an entering student, a minimum average of 80% on high school courses used for admission to the University;
- (5) have made a valuable contribution to the team, as determined by the Head Coach of the Bison Men's Hockey Team.

The award is renewable provided that the recipients continue to maintain the criteria outlined above.

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

The Director of Athletics and Recreation (or designate) will name the selection committee for this award, which will include the Head Coach of the Bison Men's Hockey 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 U Sports criteria governing "Athletic Financial Awards Policy" (also referred to as "Athletic Scholarships Policy") currently numbered C50.10 in the U Sports Operations Manual).

### **Tannis M. Richardson Fellowship in Music**

Tannis M. Richardson has generously pledged a gift of \$100,000 to establish an endowment fund at the University of Manitoba. The purpose of the fund is to recognize outstanding graduate students specializing in piano, strings, or voice in the Desautels Faculty of Music. Beginning in the 2018-2019 academic year, the available annual income will be used to offer one fellowship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate studies, in a Master of Music in Performance program (solo or collaborative) at the University of Manitoba, with the Major Practical Study area being piano, strings, or voice;

- (2) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) in the opinion of the selection committee, has demonstrated outstanding skill and promise, as evidenced in the graduate auditions.

The fellowship is renewable in the following year of study, provided that the student continues to meet the criteria (1) and (2) above. Only one student may hold the fellowship at any given time.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Desautels Faculty of Music (or designate) to name the selection committee of this award.

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

### **The Big Time Scholarship for Bison Football**

Rob Stewart, an alumnus of the University of Manitoba (B.A./Geog., 2004) and the Bison Football team (1999-2003), will make an annual contribution of \$2,000 for five years to offer the Big Time Award for Bison Football. The purpose of the award is to recognize an exceptional member of the Bison Football team. Beginning in the 2017–2018 academic year and ending in 2021-2022, the award will be offered to an undergraduate student who:

- (1) is eligible to compete in U Sports and has been a member of the Bison Football team for at least two years;
- (2) is enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) is enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (4) has achieved a minimum degree grade point average of 2.5;
- (5) shows an exemplary work ethic and commitment to their sport in the off-season as determined by the Head Coach and the Co-Captains of the Bison Football team.

The selection committee shall be named by the Athletic Director (or designate) and will include the Head Coach of the Bison Football team (or designate) and the Co-Captains of the Bison Football team.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered as scheduled.

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 establishing the award.

The terms of this award will be reviewed annually against U Sports criteria governing “Athletic Financial Awards Policy” (also referred to as “Athletics Scholarships Policy”), currently numbered C50.10 in the U Sports Operations Manual.

### **Tony T. K. Lau World W.I.S.E. Awards**

In order to promote cultural understanding, Tony T.K. Lau (B.A. '71), past President of the International Students' Organization (1971-1972), has established an endowment fund with the initial gift of \$50,000 at the University of Manitoba in 2016. The purpose of the fund is to support World W.I.S.E. Ambassadors in the International Centre.

Beginning in the 2018 – 2019 academic year, 75% of the available annual interest from the fund will be used to offer one Tony T. K. Lau World W.I.S.E. bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any faculty, college, or school at the University of Manitoba;
- (2) has been accepted as a World W.I.S.E. Ambassador through the International Centre;
- (3) has achieved a minimum degree grade point average of 2.5;
- (4) demonstrates potential as an educational leader to both guide and motivate others;
- (5) has demonstrated financial need on the standard University of Manitoba bursary application form.

Candidates will be required to provide information indicating how they meet criterion (4) by submitting a 250 word statement to the International Centre by October 1.

Beginning in the 2018 – 2019 academic year, 25% of the available annual interest from the fund will be used to offer one Tony T. K. Lau World W.I.S.E. scholarship to an undergraduate or graduate student who:

- (1) is enrolled full-time (minimum 80% course load) in any faculty, college, or school at the University of Manitoba;
- (2) has been accepted as a World W.I.S.E. Ambassador through the International Centre;
- (3) has achieved a minimum degree point average of 3.5;
- (4) demonstrates potential as an educational leader to both guide and motivate others;
- (5) demonstrates ingenuity and innovation for implementing new ideas.

To support criteria (4) and (5), nominations will be accepted from International Centre staff and/or World W.I.S.E. ambassadors.

The same student may qualify for both awards.

The recipient will receive a small trophy along with the recognition of his/her name on a plaque. A plaque will be on display in the International Centre which will be updated annually to include the names of the scholarship recipients. A portion of the endowment fund will be set aside to cover the costs associated with trophy, plaque and, nameplates. The International Centre is responsible for ordering the trophy, plaque, and nameplates and updating the names on the plaque on an annual basis.

In any year in which there are no suitable candidates the income will be reinvested back into the capital.

The Director of the International Centre (or designate) will name the selection committee for this award. The selection committee for the scholarship will also include the donor (or designate).

The Board of Governors of the University of Manitoba has the right to modify the terms of these awards 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 establishing the award.

### **Zaplatynsky Family Scholarship in Bison Football**

John Zaplatynsky (B.Sc.,1967) and Sally Zaplatynsky (B.A.,1969), both alumni of the University of Manitoba, have established an endowment fund with a contribution of \$100,000 to the University of Manitoba in 2016. John is also an alumnus of the Bison Football Team. The Manitoba Scholarship and Bursary Initiative (MSBI) has made a contribution to this fund. Beginning in the 2018 – 2019 academic year, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are eligible to compete in U Sports and are members of the Bison Football team;
- (2) are enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) have achieved either:

- (a) as an entering student, a minimum average of 70% on those high school courses used for admission to the University, or
  - (b) as a continuing student, a minimum degree grade point average of 2.0;
- (4) will be enrolled in a minimum of 9 credit hours in each of the terms of competition.

Recipients may only hold this award once.

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

The selection committee shall be named by the Director of Athletics and Recreation (or designate) 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 establishing the award.

The terms of this award will be reviewed annually against U Sports criteria governing “Athletic Financial Awards Policy” (also referred to as “Athletics Scholarships Policy”), currently numbered C50.10 in the U Sports Operations Manual.

## 2. AMENDMENTS

### **Bette Primrose Lount Bursary**

The following amendments were made to the terms of reference for the Bette Primrose Lount Bursary:

- The preamble now reads:  
*Susan Stovel (née Lount) has established an endowment fund at The University of Manitoba to honour her mother, Bette Primrose Lount. A contribution has also been made to this fund by the Manitoba Scholarship and Bursary Initiative. Each year, the available annual income from the fund will support bursaries, the number and value of which will be determined by the selection committee, which will be offered to students who:*
- The first two eligibility criteria were revised to:
  - (1) *are enrolled full-time (minimum 60% course load) in the Bachelor of Science (Human Nutritional Sciences) degree program, offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;*
  - (2) *have achieved a minimum degree grade point average of 2.5;*
- The selection committee paragraph was revised to:  
*The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.*
- The standard Board of Governors statement was added.

### **Bruce D. Campbell Bursaries**

The following amendments were made to the terms of reference for the Bruce D. Campbell Bursaries:

- The preamble was revised to:  
*Dr. Bruce and Mrs. Lesley Campbell have established an endowment fund at the University of Manitoba to support entrance bursaries in the Faculty of Agricultural and Food Sciences and the School of Agriculture. Each year, the available annual interest from the fund will be used to offer bursaries to students who:*

- The numbered eligibility criteria (1) and (2) were revised to:
  - (1) *are enrolled full-time (minimum 60% course load) in their first year of study in either the Faculty of Agricultural and Food Sciences or the School of Agriculture*
  - (2) (i) *as degree students, have been admitted from high school with a minimum admission average of 85% or have completed University 1 with a minimum grade point average of 2.5;*  
 (ii) *as diploma students, have been admitted from high school with a minimum admission average of 60%;*
- The paragraph after the numbered criteria was revised to:
 

*The selection committee will have the discretion to determine the dispersal of awards between the degree and diploma programs. If there are no qualified applicants in their first year of study, the bursaries can be offered to those students in their second year of study who meet the above criteria. The selection committee will also have the discretion to determine the number and value of the bursaries, with a minimum value of \$5,000 and a maximum value of \$6,000, based on the available annual income.*
- The selection committee paragraph was updated to:
 

*The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.*
- The standard Board of Governors statement was added.

#### **Dackow Family Scholarship**

The following amendments were made to the terms of reference for the Dackow Family Scholarship:

- The amount of the award has been changed from \$5,000 to a full tuition scholarship, plus an additional \$1,500 for books and supplies.
- A fourth criterion has been added:
  - (4) *of the students who have met the above criteria, has the highest average based on their top three 40S (or equivalent) credits.*
- The number of students that may hold the award at any given time has been increased from three to four.
- The following statements have been added:
 

*Cheques for books and supplies will be issued upon confirmation of full-time registration in the fall term.*

*The Dackow family will provide additional funds in any year that the annual and unspent revenue generated is less than the amount of funding required for the scholarships, books, and supplies.*

#### **Donald and Shirley McQueen Bursary**

The following amendments were made to the terms of reference for the Donald and Shirley McQueen Bursary:

- The language was updated to award one or more bursaries, instead of just one award.
- The following paragraph was added:
 

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

### **Elizabeth R. (Betty) Fletcher Bursary in Human Nutritional Sciences**

The following amendments were made to the terms of reference for the Elizabeth R. (Betty) Fletcher Bursary in Human Ecology:

- The name of the award has been changed to **Elizabeth R. (Betty) Fletcher Bursary in Human Nutritional Sciences**.
- The numbered eligibility criteria have been revised to:

*Two bursaries will be offered to students who:*

- (1) are enrolled full-time (minimum 60% course load) and have completed two full years of study in the Bachelor of Science (Human Nutritional Sciences) degree program, offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;*
- (2) have achieved a minimum degree grade point average of 2.5;*
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.*

*One bursary will be offered to a student who:*

- (1) is enrolled full-time (minimum 60% course load) and have completed three full years of study in the Bachelor of Science (Human Nutritional Sciences) degree program, offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;*
- (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 form.*

- The selection committee paragraph now reads:  
*The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee*
- The standard Board of Governors statement was added.
- Biographical information was moved from the preamble and added as a separate paragraph at the end of the terms of reference.

### **Harold R. Coish Memorial Scholarships**

The following amendments were made to the terms of reference for the Harold R. Coish Scholarship:

- The second paragraph was changed to:  
*The available annual interest from the fund will be used to offer two scholarships of equal value to the two students who:*
- The criteria were changed to:
  - (1) attain the highest and second highest combined overall standing in the courses Physics 1: Mechanics (currently numbered PHYS 1050) and Physics 2: Waves and Optics (currently numbered PHYS 1070) according to the academic evaluation of the selection committee, using the marks from term work and final examinations in both courses;*
  - (2) proceed in the next ensuing academic year to second year in the honours Physics program.*
- The following paragraph was deleted:  
*Because of further contributions to this scholarship fund, a second scholarship, valued at \$300, will be available, effective following the spring series of examinations in 1987, in addition to the*

*existing scholarship of \$500. If, however, two students are judged equally high in standing, the Department of Physics may recommend two awards of \$400 each.*

- The courses PHYS 16.105 and PHYS 16.107 were updated to PHYS 1050 and PHYS 1070;
- The standard Board of Governors statement was added.

### **Walter and Elizabeth Rodewald Scholarship**

The following amendments were made to the terms of reference for the Walter and Elizabeth Rodewald Scholarship:

- The preamble was amended to read:  
*The Rodewald family has established an endowment fund for the Department of Chemistry at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year the available annual interest will be used to offer one or more scholarships to graduate student(s) who:*
- The numbered eligibility criteria were changed to:
  - (1) *are registered as full-time students in the Faculty of Graduate Studies under the supervision of a full-time faculty member of the Department of Chemistry;*
  - (2) *have achieved a minimum grade point average of 3.5 (or equivalent) over (i) the last two regular academic sessions completed for students in their first two years of graduate studies and (ii) all graduate level sessions for students beyond the first two years of graduate studies;*
  - (3) *have demonstrated exceptional research ability at either the undergraduate level or the graduate level.*
- The selection committee paragraph was changed to:  
*The Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies) will ask the the Scholarships Committee of the Department of Chemistry to name the selection committee.*
- The standard Board of Governors statement was added.
- Biographical information was moved from the preamble and added in a separate paragraph at the end of the terms of reference.



**AGENDA ITEM:** Report of the Senate Committee on Awards – Part B  
[dated January 24, 2017]

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated January 24, 2017].**

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- At its meeting on January 24, 2017, the Senate Committee on Awards approved one new offer and one amended offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated January 24, 2017].
- The Thorbjorg Einarson Stephanson Medical Bursary for Indigenous Students would be offered to Canadian Indigenous (Status, non-Status, Métis, Inuit) students enrolled in the Undergraduate Medical Education (Doctor of Medicine) program, Max Rady College of Medicine.
- The Dr. Roman (Roy) Bilous Scholarship is offered to Canadian Indigenous (Status, non-Status, Métis, Inuit) students registered in the Bachelor of Science in Pharmacy degree, in the College of Pharmacy. The revised terms of reference would allow the College to offer up to five renewable bursaries each year, in addition to the scholarship.

**RESOURCE REQUIREMENTS:**

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

**IMPLICATIONS:**

The Thorbjorg Einarson Stephanson Medical Bursary for Indigenous Students and the Dr. Roman (Roy) Bilous Scholarship would support the recruitment and retention of Indigenous undergraduate students in the Doctor of Medicine and Bachelor of Science in Pharmacy programs, respectively.

**CONSULTATION:**

These award offers were approved by Senate at its meeting on March 1, 2017.





## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B**

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)

### **Observation**

At its meeting of January 24, 2017, the Senate Committee on Awards reviewed one new offer and one amended offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 24, 2017).

### **Recommendation**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 24, 2017). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

## SENATE COMMITTEE ON AWARDS

Appendix A  
January 24, 2017

### 1. NEW OFFER

#### **Thorbjorg Einarson Stephanson Medical Bursary for Indigenous Students**

In memory of her mother, Agnes Stephanson Cooke has established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2016. The purpose of the fund is to provide financial support to undergraduate Canadian Indigenous students pursuing studies in the Max Rady College of Medicine. Beginning in the 2018-2019 academic year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is Canadian Indigenous (Status, Non-Status, Métis, Inuit);
- (2) is enrolled full-time in the third year of study in the Undergraduate Medical Education program offered by the Max Rady College of Medicine;
- (3) is in good standing in the program;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is renewable in the fourth year of study in the Undergraduate Medical Education program, provided that the student remains in good standing and continues to demonstrate financial need. One student may hold this award in any given year.

The Dean of the Max Rady College of Medicine (or designate) will name the selection committee for this award.

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 establishing the award.

(Attachment I)

### 2. AMENDMENT

#### **Dr. Roman (Roy) Bilous Scholarship**

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

- The preamble was revised to:  
*Mrs. Irene Marie Lewis (nee Bilous) has established an endowment fund at the University of Manitoba to honour her brother, Dr. Roman (Roy) Bilous. The fund will provide financial assistance to encourage and support students in the College of Pharmacy. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.*
- The scholarship was divided into scholarship and bursary as follows:  
*Each year, 20% of the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:*
  - (1) *has completed the third year of study in the College of Pharmacy at the University of Manitoba and continues into the fourth year of the program;*
  - (2) *has achieved a minimum degree grade point average of 3.5;*
  - (3) *has obtained the highest academic standing in an aggregate of the second and third year Medicinal Chemistry courses.*

*Each year, 80% of the available annual income from the fund will be used to offer up to five renewable bursaries to undergraduate students who:*

- (1) are enrolled full-time (minimum 80% course load) in the B.Sc. (Pharmacy) program in the College of Pharmacy at the University of Manitoba;*
- (2) have achieved a minimum degree grade point average of 2.0;*
- (3) have demonstrated financial need on the standard University of Manitoba bursary application.*

- The following paragraph was added after the bursary criteria:

*These bursaries are renewable for up to three additional years for each student provided the recipient continues to meet the above criteria. If a student fails to meet the above criteria for renewal another student who does meet the above criteria will be chosen. In the event of a tie preference in selection for the bursaries will be given to Canadian Indigenous (Status, non-Status, Métis, Inuit) students.*

- The following paragraph was deleted:

*At a time when the earnings on the fund permit and at the discretion of the selection committee, more than one scholarship may be offered in a given year or the amount may be increased. The Board of Governors of the University of Manitoba has the power to vary the conditions, in keeping with the wishes of Mrs. Lewis.*

- The selection committee paragraph was amended to:

*The selection committee will be the College of Pharmacy Awards Committee.*

- The standard Board of Governors statement was added.
- Biographical information was moved from the preamble and added in a separate paragraph at the end of the terms of reference.

(Attachment II)



UNIVERSITY  
OF MANITOBA

Rady Faculty of  
Health Sciences

Max Rady College of Medicine  
Office of the Dean  
230 Basic Medical Sciences Building  
745 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 0J9  
Phone: 204-789-3485  
Fax: 204-789-3661

January 5, 2017

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Adrienne Domingo, Awards Establishment Coordinator  
422 University Centre  
University of Manitoba

**RE: Thorbjorg Einarson Stephanson Medical Bursary for Indigenous Students**

Dear Dr. Hultin,

The Max Rady College of Medicine supports the proposal for the Thorbjorg Einarson Stephanson Medical Bursary for Indigenous Students. In the Fall Term of 2016, the College's self-declared undergraduate Indigenous student population was 7.1% of total enrolment, compared to the Province of Manitoba's Indigenous population of 16.7% in 2011.<sup>1</sup> Undergraduate Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.<sup>2</sup>

Year (Fall Term)	Undergraduate Indigenous Students in the Max Rady College of Medicine	Total Number of Undergraduate Students in the Max Rady College of Medicine	% Indigenous Students
2016	55	777	7.1%
2015	47	753	6.2%
2014	32	568	5.6%
2013	28	561	5.0%
2012	29	559	5.2%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This award will provide the University of Manitoba with the opportunity to recruit, support, and retain Indigenous students and, in doing so, will also contribute to the success of individual Indigenous students.

Yours sincerely,

Brian Postl, MD, FRCPC  
Dean, Rady Faculty of Health Sciences & Vice-Provost (Health Sciences)

<sup>1</sup> Statistics Canada. Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011, Catalogue no. 99-011-X2011001. Cited September 16, 2015

<sup>2</sup> The University of Manitoba's Office of Institutional Analysis. Cited January 5, 2017



## Rady Faculty of Health Sciences

College of Pharmacy  
Apotex Centre  
750 McDermot Avenue  
Winnipeg, Manitoba  
Canada R3E 0T5  
Telephone (204) 474-9306  
Fax (204) 789-3744

October 25, 2016

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Pamela Gareau,  
Awards Establishment Coordinator  
420 University Centre  
University of Manitoba

### RE: Dr. Roman (Roy) Bilous Scholarship

Dear Dr. Hultin,

The College of Pharmacy supports the establishment of the **Dr. Roman (Roy) Bilous Scholarship**.

In the Fall Term of 2015, the University of Manitoba's Indigenous undergraduate student population was 7.8% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>

Indigenous student enrolment data for the past five years in the College of Pharmacy is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2015	14	206	6.8
2014	10	211	4.7
2013	13	213	6.1
2012	11	215	5.1
2011	10	214	4.7

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the College of Pharmacy the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Xiaochen Gu'.

Dr. Xiaochen Gu  
Acting Dean, College of Pharmacy

<sup>1</sup> Statistics Canada. *Indigenous Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001 [cited July 18, 2013 on Employment and Social Development Canada website: <http://well-being.esdc.gc.ca/misme-iowb/3ndic.lt4r@-eng.jsp?iid=36>].



**AGENDA ITEM:** Report of the University Discipline Committee for the period of  
September 1, 2015 to August 31, 2016

**RECOMMENDED RESOLUTION:**

For information only.

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- The annual report of the University Discipline Committee for the period September 1, 2015 to August 31, 2016 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 information provided does not always convey the complexity of the nature of the incidents and the resulting disciplinary action.
- The overall number of incidents in 2015-2016 decreased over the previous year, but the proportion of the student body involved in incidents was unchanged (2.6 percent).
- Changes in the number of incidents occurred in specific categories of disciplinary matters. As outlined in Part 1 – Academic Dishonesty, there were increases in reported incidents of application fraud, copying from other students or submitted own previous work, and plagiarism. As outlined in Part 2 – Inappropriate Behaviour, there were increases in reported incidents of breach of residence hall regulations, sexual harassment, theft, and unprofessional conduct.
- Overall, there were 581 reported incidents of academic dishonesty involving 548 students and 196 reported incidents of inappropriate behaviour involving 160 students.
- The increased number of incidents of application fraud related to increases in plagiarism in applicant intent statements and credit card fraud in payment of application fees. The increase was attributed to increased diligence in the review of applicant intent statements. It was not possible to explain the increased incidents of credit card fraud.
- The increased number of cases of copying from other students or submitted own previous work was related to greater awareness of proper reporting procedures and increased vigilance.
- The increased number of cases of plagiarism was due to a greater awareness of proper reporting procedures.
- The increased number of cases of breach of residence hall regulations was due in part to changes in fire safety protocols. Following several fire events in one month, strategies were put in place to avoid further occurrences, resulting in disciplining students for using hotplates, triggering alarms, and failing to evacuate buildings in a timely manner.
- The increased incidents of unprofessional conduct was the result of small increases experienced by a number of disciplinary authorities rather than one specific disciplinary authority. The increase does warrant further observation in future years.

- Increased incidents of theft was due to a single incident involving two students. This likely does not denote a trend, but does warrant further observation in future years.
- Increased incidents of sexual harassment was due to a single incident. Incidents of this nature should be taken seriously and warrant further observation in future years.
- The 2014-2015 UDC Report had noted increases in personation and inappropriate collaboration, both of which decreased in 2015-2016. One disciplinary authority that had been largely responsible for the increase in inappropriate collaboration the previous year had subsequently implemented a policy allowing for more group work. No reason can be provided for the decrease in cases of personation, as the increase last year was not attributable to a specific disciplinary authority.
- The report is shared broadly in order to provide information to assist disciplinary authorities in making decisions on disciplinary matters.

**CONSULTATION:**

Senate received the report for information on March 3, 2017.







UNIVERSITY  
OF MANITOBA

Office of the President

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

December 5, 2016

**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, 2015 to August 31, 2016 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.

/hc



UNIVERSITY  
OF MANITOBA

Office of the University Secretary

312 Administration Building  
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December 1, 2016

Dr. David T. Barnard  
President and Vice-Chancellor  
University of Manitoba  
Room 200, Administration Building

Dear Dr. Barnard:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2015 to August 31, 2016. Please note that this will be the final report submitted under the old Student Discipline Bylaw. Next year the report will use the categories defined in the new Student Discipline Bylaw and procedures which came into effect September 1, 2016. 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 number of incidents decreased slightly this year in relation to last year, with the percentage remaining at 2.6% of the student body. Changes in the number of incidents in the following categories should be noted:
  - a. increases in reported incidents of:
    - Part 1: Application Fraud, Copying from Other Students or Submitted Own Previous Work and Plagiarism;
    - Part 2: Breach of Residence Hall Regulations, Sexual Harassment, Theft and Unprofessional Conduct.

- b. decreases in reported incidents of:
  - Part 1: Cheating on Mid-Term Tests, Contravention of Examination Regulations, Personation and Inappropriate Collaboration.
  - Part 2: Computer Related Incidents, Disorderly Conduct, Indecent Exposure, Misuse of University Resources and Vandalism.
- 2) There were 581 incidents of academic dishonesty reported, involving a total of 548 students.
- 3) There were 196 incidents of inappropriate behaviour reported, involving a total of 160 students.

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

The increase in the number of incidents of Application Fraud was due to increases in both plagiarism in applicant intent statements, and credit card fraud in payment of application fees. The disciplinary authority indicated that the increase in plagiarism is attributed to the diligence with which applicant intent statements are reviewed. The disciplinary authority could not provide a reason for the increase in the number of cases of credit card fraud in payment of application fees.

The increase in the number of cases of Copying from Other Students or Submitted Own Previous Work was due to a greater awareness of proper reporting procedures and increased vigilance.

The increase in the number of cases of Plagiarism was due to a greater awareness of proper reporting procedures.

The increase in the number of cases of Breach of Residence Hall Regulations was due in part to changes in fire safety protocols. There were a number of fire events in one month, and strategies were put in place to avoid further occurrences, resulting in disciplining students for using hotplates, triggering alarms, and failing to evacuate buildings in a timely manner.

The increase in the number of cases of Unprofessional Conduct was not related to a specific disciplinary authority, but was the result of small increases experienced by a number of disciplinary authorities. The increase does warrant further observation in future years.

The increase in incidents of Theft was due to a single incident involving two students. This likely does not denote a trend, but does warrant further observation in future years.

The increase in incidents of Sexual Harassment was due to a single incident. Incidents of this nature should be taken seriously and warrant further observation in future years.

In the 2014-2015 report increases were noted in Personation and Inappropriate Collaboration, both of which have experienced decreases in the 2015-2016 report. It was noted by one disciplinary authority that they were largely responsible for the increase in Inappropriate Collaboration last year, and that as a result they have implemented a policy allowing for more group work. No reason can be provided for the decrease in cases of Personation, as the increase last year was not attributable to a specific disciplinary authority.

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

<b>Year</b>	<b>Total # of incidents of Academic Dishonesty and Inappropriate Behaviour</b>	<b>Total # of students at The University of Manitoba</b>	<b>Percentage</b>
2011-2012	456	28,430	1.6%
2012-2013	548	29,181	1.9%
2013-2014	559	29,759	1.9%
2014-2015	785	29,657	2.6%
2015-2016	779	29,929	2.6%
Average	625	29,391	2.1%

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.

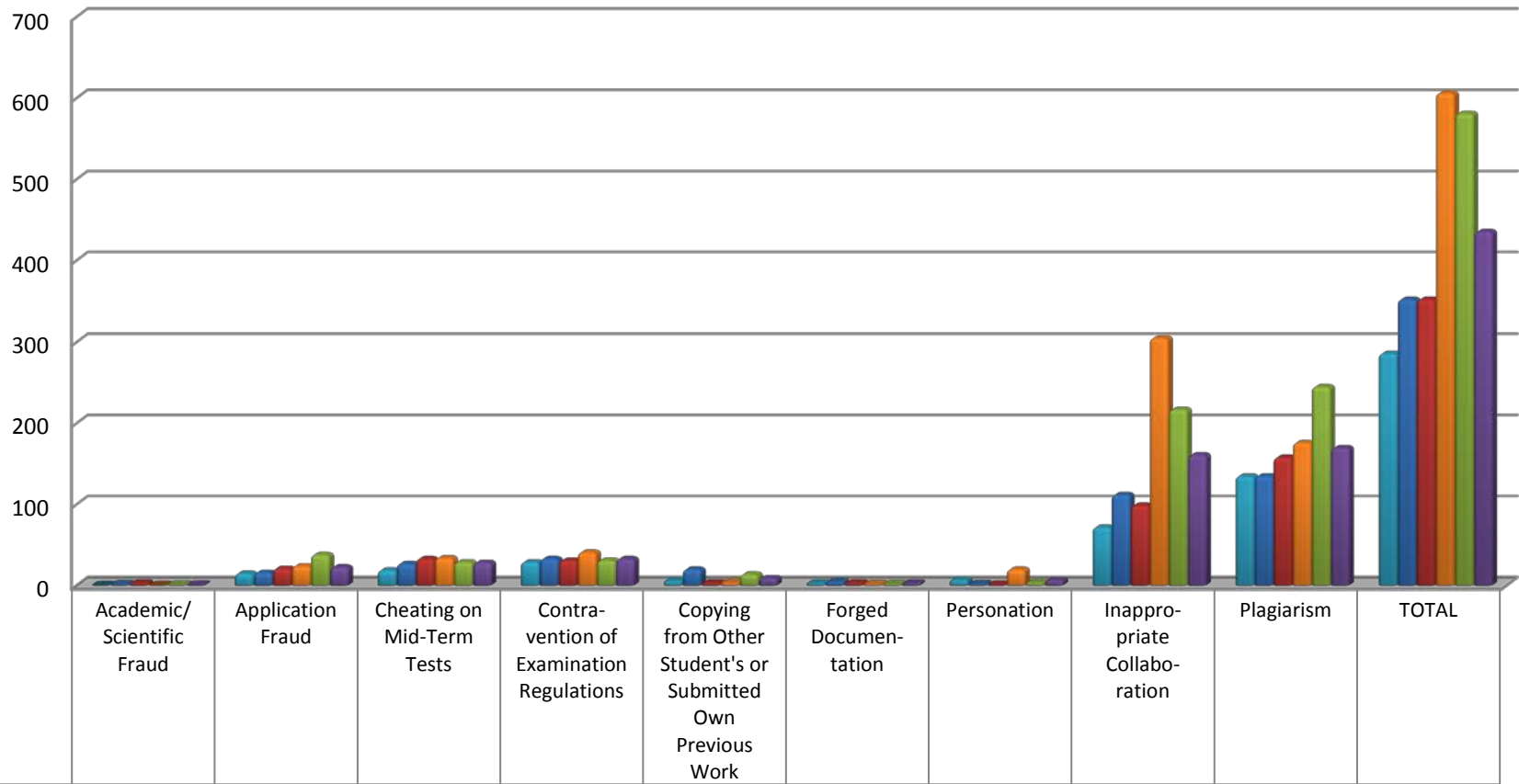
It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and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

Yours sincerely,



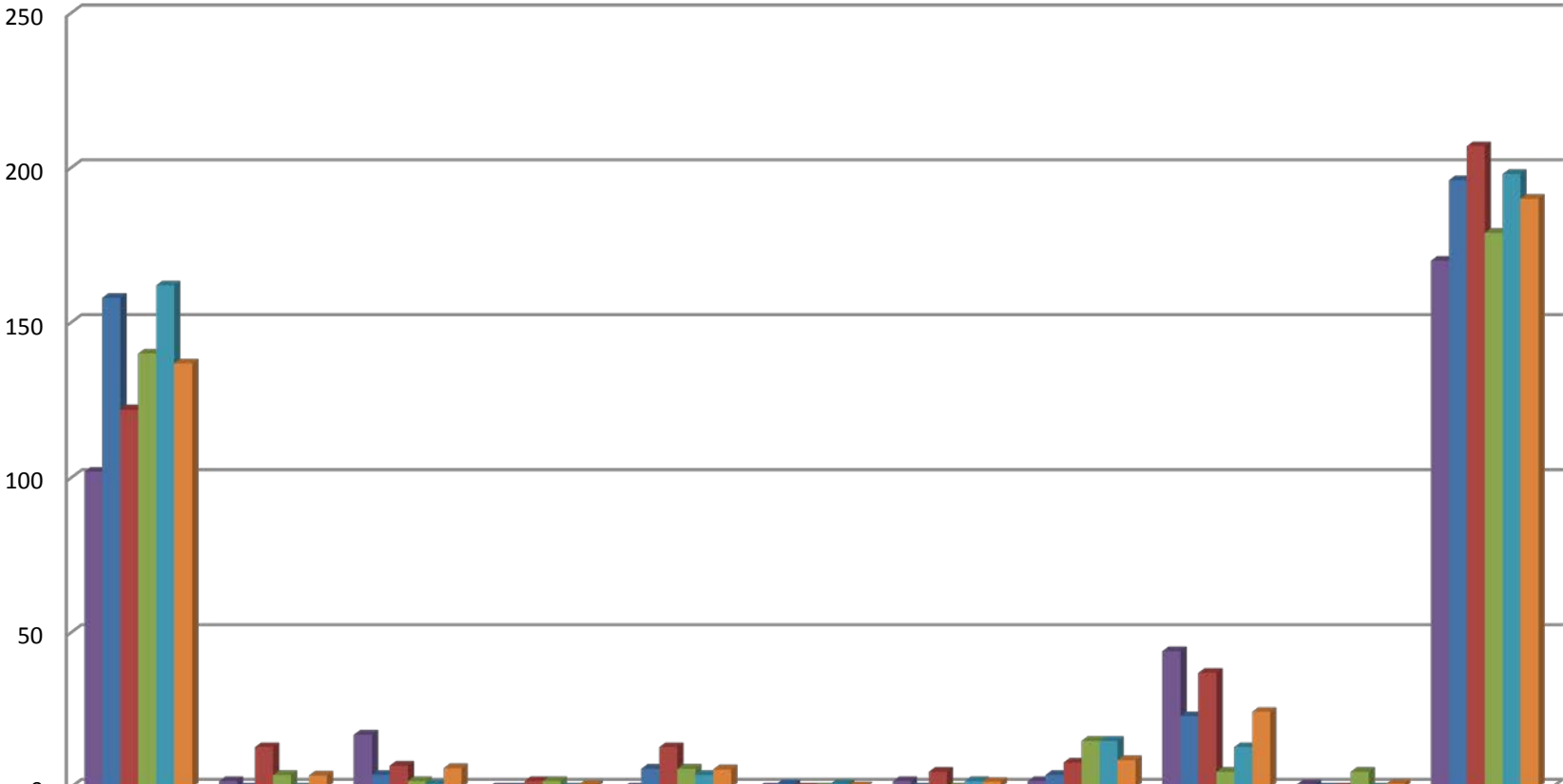
Dr. Don Fuchs, Chair  
University Discipline Committee

## Part 1 - Academic Dishonesty



2011-2012	0	15	19	29	6	3	7	72	135	286
2012-2013	2	16	27	33	20	5	2	112	135	352
2013-2014	3	21	33	31	3	3	1	99	158	352
2014-2015	0	24	34	41	4	2	20	305	176	606
2015-2016	1	38	29	31	14	2	4	217	245	581
Average	1	23	28	33	9	3	7	161	170	435

## Part 2- Inappropriate Behaviour



	Breach of Residence Hall Regulations	Computer-Related Incidents	Disorderly Conduct	Indecent Exposure	Misuse of University Services	Sexual Harassment	Theft	Threatening Conduct	Un-professional Conduct	Vandalism	TOTAL
■ 2011-2012	102	2	17	0	0	0	2	2	44	1	170
■ 2012-2013	158	0	4	0	6	1	0	4	23	0	196
■ 2013-2014	122	13	7	2	13	0	5	8	37	0	207
■ 2014-2015	140	4	2	2	6	0	0	15	5	5	179
■ 2015-2016	162	0	1	0	4	1	2	15	13	0	198
■ Average	137	4	6	1	6	0	2	9	24	1	190

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September 1, 2015 to August 31, 2016

**PART 1: ACADEMIC DISHONESTY**

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

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic/Scientific Fraud	1	Fabricated an assignment document for site visits that did not occur, attempted to obtain a signature from the site supervisor's colleague to support the fraudulent material	A grade of "0" for the assignment; a final grade of "F-DISC" in course; a notation regarding academic dishonesty to be placed on transcript for a period of 2 years following graduation from the Faculty of Registration	Associate Dean	None	Not sought	None	Not sought	None
Application Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment re: application irregularities noted on academic record; can request removal after 1 year	Director of Admissions	Parents filled out the application form; student never attended classes and did not withdraw; courses graded "F"	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment re: application irregularities noted on academic record; can request removal after 1 year	Director of Admissions	Applicant made assumption that the University would have information and transcripts based on an application to an affiliated program	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment re: application irregularities noted on academic record; can request removal after 1 year	Director of Admissions	Did not disclose because they thought the institution was not accredited	Not sought	None	Not sought	None



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Application Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment re: application irregularities noted on academic record; can request removal after 1 year	Director of Admissions	Student wanted to start over and therefore did not disclose; once a friend told them they had to, the student came forward and disclosed on their own	Not sought	None	Not sought	None
	1	Submission of fraudulent transcript	Application withdrawn; not eligible to apply for five years; name sent to Association of Registrars of the Universities and Colleges of Canada document alert list serve	Director of Admissions	Student submitted fraudulent transcript for English Proficiency; student wrote at UM IELTS testing centre, but created their own fraudulent document to ensure they obtain eligibility; denied accusation when questioned even though the evidence was clear	Not sought	None	Not sought	None
	1	Submission of fraudulent transcript	Application withdrawn, not eligible to apply for 5 years, name sent to ARUCC document alert list serve	Director of Admissions	Student submitted transcript; 2 months later, we received transcript directly from institution with grades and courses not matching; we then received another copy submitted to another institution; all 3 had discrepancies; issues with the quality and security features	UDC	Penalty withdrawn based on new evidence being provided		

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Application Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment re: application irregularities noted on academic record; can request removal after 1 year	Director of Admissions	Failure to disclose was due to the difficulty obtaining transcripts and not realizing that both completed degrees were required	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Application withdrawn from program based on post-secondary performance	Director of Admissions	Student was a current high school student in Manitoba based on their previous international education; application would not have prompted disclosure	Not sought	None	Not sought	None
	1	Application fee paid with fraudulent credit card	Application nullified; suspended from applying to the Faculty for 2 years; future applications require approval of Dean	Dean	Did not take responsibility for payment of fee	Dean	Appeal denied	Not sought	None
	9	Application fee paid with fraudulent credit card	Application nullified; suspended from applying to the Faculty for a period of 2 years; future applications require approval of Dean	Dean	No response to allegation	Not sought	None	Not sought	None
	1	Plagiarism in written statement of intent submitted in application for admission	Application nullified; future applications require approval of Dean	Dean	No response to allegation	Not sought	None	Not sought	None

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Application Fraud	1	Plagiarism in written statement of intent submitted in application for admission	Application nullified; future applications require approval of Dean	Dean	Responded but denied any wrong doing (wasn't aware that he/she was required to include references and denied copying text verbatim from other sources)	Dean	Appeal denied	Not sought	None
	14	Plagiarism in writing sample submitted in application for admission	Application nullified; future applications require approval of Dean	Dean	No response to allegation	Not sought	None	Not sought	None
	1	Plagiarism in writing sample submitted in application for admission	Application nullified; future applications require approval of Dean	Dean	Acknowledged guilt; unintentional error due to rushing to meet application deadline	Dean	Appeal denied	Not sought	None
	1	Plagiarism in writing sample submitted in application for admission	Application nullified; future applications require approval of Dean	Dean	Acknowledged guilt; wasn't knowledgeable about plagiarism and using proper citations and references	Dean	Appeal denied	Not sought	None
	1	Falsified and plagiarised letters of reference	Application nullified; future applications require approval of Dean	Dean	Did not take responsibility of wrong doing (an agent who oversaw application was responsible)	Dean	Appeal denied	Not sought	None
	1	Student submitted a Self-Declaration form falsely indicating that he/she had no criminal record	Withdrawal of the offer to proceed in the first year of the academic program	Dean	Student acknowledged submitting false information	UDC	Appeal denied		

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Cheating on Mid-Term Test	1	Report from Department of resubmission of midterm exam for regrading	Final grade of "F-DISC"; suspension from the Faculty of Registration from January 1, 2016 to December 31, 2016; removal from Winter Term Registration; complete Academic Integrity Tutorials; notation permanently on record	Associate Dean of Faculty of Registration	Student did not attend meeting	Not sought	None	Not sought	None
	1	Report from Department of cheating in the submission of an final exam	Final grade of "F-DISC"; suspension from the Faculty from January 1, 2016 to August 31, 2016 and withdrawn from Winter Term Registration; "DISC" and comment may be removed upon request to the Registrar after February 1, 2019; complete Academic Integrity Tutorials	Associate Dean of Faculty of Registration	Student admission of guilt	LDC	Appeal withdrawn	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating in a mid-term exam	Final grade of "F-DISC"; suspension from taking courses from the Faculty of Registration from May 1, 2016 to April 30, 2017; suspension from taking courses from the Teaching Faculty from May 1, 2016 to April 30, 2017; "DISC" and comment may be removed upon request to the Registrar after March 30, 2019 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating in a mid-term exam	Final grade of "F-DISC"; suspension from taking courses from the Faculty of Registration from May 1, 2016 to April 30, 2017; suspension from taking courses from the Teaching Faculty from May 1, 2016 to April 30, 2017; "DISC" and comment may be removed upon request to the Registrar after March 30, 2019 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating in a mid-term exam	Final Grade of "F-DISC"; suspension from taking courses from the Faculty of Registration from May 1, 2016 to April 30, 2017; "DISC" and comment may be removed upon request to the Registrar after April 20, 2020 or upon confirmation of graduation; complete Academic Integrity Tutorial	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating in a mid-term exam	Final Grade of "F-DISC"; suspension from taking courses from the Teaching Faculty from May 1, 2016 to April 30, 2017 ; "DISC" and comment may be removed upon request to the Registrar after April 20, 2020 or upon confirmation of graduation; complete Academic Integrity Tutorial	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	LDC	Appeal denied	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating in a mid-term exam	Final Grade of "F-DISC"; suspension from the Faculty of Registration from June 30, 2016 to July 1, 2017; "DISC" and comment may be removed upon request to the Registrar after May 24, 2019 or upon confirmation of graduation	Associate Dean of Faculty of Registration	Permitted to complete 1 course as exam was close withdrawn from all other registration	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 24, 2018 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 1, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2018 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 1, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 1, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None



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Cheating on Mid-Term Test	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 27, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 29, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 24, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after June 1, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of cheating on a quiz	"0" on quiz; comment may be removed upon request to the Registrar after May 25, 2019 or upon confirmation of graduation; Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Cheating on Mid-Term Test	1	Report from Department of cheating on a quiz	Final grade of "F-DISC"; "DISC" and comment may be removed upon request to the Registrar after May 5, 2017 or on confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student had 2 allegations of academic dishonesty that were heard at the same meeting	Not sought	None	Not sought	None
	2	Cheating on quiz	"0" on quiz; remediation permitted	Associate Dean	Whispering with another student during quiz and angling paper towards one another	Not sought	None	Not sought	None
	1	Allegation of cheating on midterm was upheld	"VW-DISC", statement placed on transcript	Associate Department Head	Student had cell phone during mid-term exam	Not sought	None	Not sought	None
	1	Brought unauthorized written material into the mid-term exam for course	Letter of apology to course instructor; required to complete the Academic Integrity and Student Conduct Tutorials through Student Advocacy; grade of "F" in course; disciplinary comment added to academic record	Associate Dean (Academic)		Not sought	None	Not sought	None
	1	Cheating in mid-term exam in course	"F-DISC" in course; comment may be removed, upon written application to the Registrar, upon confirmed graduation	Designate of the Dean	Student maintained that the extra paper was meant to be glued down and keep the underneath material covered	Not sought	None	Not sought	None

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Cheating on Mid-Term Test	1	Unauthorized material in mid-term in course	"F-DISC" in course; barred from Faculty courses from August 29, 2016 until Dec 31, 2016, with notation on transcript until Jan 2017; notation of Academic Dishonesty on transcript; mandatory Academic Integrity Tutorial; other comments may be applied for removal 3 years from date of letter or confirmed graduation	Designate of the Dean	Student admitted to knowing the 1 page formula rule but continued to attempt to justify how 5 pages were the same as another's 1 page	Not sought	None	Not sought	None
Contravention of Examination Regulations	1	Checked cell phone during the final exam	"F-DISC" in the course; notation on transcript; completion of Academic Integrity Tutorial	Associate Dean (Academic)	Second instance of academic dishonesty	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student found in possession of unauthorized material (a cell phone) during the final exam	Grade of "F-DISC"; suspended from taking courses offered by the Faculty from January 1, 2016 - August 31, 2016; statement on academic transcript: "Student charged with academic dishonesty (contravention of exam regulations); suspended from taking courses offered by the Faculty for 8 months, Jan. 1/16-Aug. 31/16/	Associate Dean	Invigilator found mathematical formulas on the phone	Not sought	None	Not sought	None
	1	Student copied answers from another student during the midterm exam of course	Grade of "F-DISC" in course; statement on transcript: "Student charged with academic dishonesty by contravening exam regulations in course" to remain on record for 2 years or until graduation ; required to complete the Academic Integrity Tutorial	Associate Dean	3 different invigilators saw the student behaving in an unusual way that suggested sharing answers during the exam; the student has 2 identical wrong answers on the exam that matched the student seated beside him/her	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student facilitated cheating (copying of answers) during the exam	Grade of "F-DISC" in course, statement on transcript: "Student charged with academic dishonesty by contravening exam regulations in course" to remain on record for 2 years or until graduation; required to complete Academic Integrity Tutorial	Associate Dean	Three different invigilators saw the student behaving in an unusual way that suggested sharing answers during the exam; the student has 2 identical wrong answers on the exam that matched the student seated beside her/him	Not sought	None	Not sought	None
	1	Student found in possession of study notes during the final exam	Grade of "F-DISC"; suspended from taking courses in the Faculty for 1 year; statement will be place on the academic transcript "Student charged with academic dishonesty (contravention of exam regulations), suspended from taking courses offered by the Faculty from January 1, 2016 to January 1, 2017; statement will remain on the student record for 1 year or until graduation whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	LDC	Appeal withdrawn	not sought	None

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Contravention of Examination Regulations	1	Student allowed another student to copy answers during exam	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016; statement "Student charged with academic dishonesty (contravention of exam regulations), suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016 to remain on the student transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted to allowing friend to look at her/his exam paper	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student copied answers from another student during the exam	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016; statement "Student charged with academic dishonesty (contravention of exam regulations), suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016 to remain on the student transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted to looking at a friend's exam paper	Not sought	None	Not sought	None



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**PART 1: ACADEMIC DISHONESTY**

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

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations	1	Student found in possession of a cell phone during the final exam	Grade of "F-DISC"; suspended from taking courses in the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016; statement will be placed on the academic transcript "Student charged with academic dishonesty (contravention of exam regulations), suspended from taking courses offered by the Faculty from May 1, 2016 to Dec. 31, 2016; statement will remain on the student record for 1 year or until graduation whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted he/she had cell phone and made a mistake but indicated he/she did not use the phone to look up answers	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations	1	Student found in possession of unauthorized material (a cell phone) during the final exam	Grade of "F-DISC"; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations"; statement will remain on the academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student found in possession of unauthorized material (a formula sheet) during the final exam	Grade of "F-DISC"; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations in course."; statement will remain on the academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations	1	Student found in possession of unauthorized material (a calculator) during the final exam	Grade of "F-DISC"; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations in course"; statement will remain on the academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student found in possession of unauthorized material (a cell phone) during the final exam	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 - Dec. 31, 2016; statement on academic transcript: "Student charged with academic dishonesty (contravention of exam regulation)"; statement will remain on the academic transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student found in possession of unauthorized material (a formula sheet) during the final exam	Grade of "F-DISC"; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations in course"; statement will remain on the academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student found in possession of unauthorized material (notes sheet) during the final exam	Grade of "F-DISC"; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations in course"; statement can be removed 6 months after graduation; student took voluntary suspension from study in Summer and Fall 2015	Associate Dean	Student has medical condition that impacted her/his actions; student sent letter of apology and acknowledged wrongdoing	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations	2	Student copied answers from another student (active cooperation of both) during the final exam	Grade of "F-DISC" in course; student will be suspended from taking courses offered by the Faculty for 1 year, from July 1, 2016 to June 30, 2017; statement on academic transcript: "Student charged with academic dishonesty by cheating on the final exam in course."; statement and "DISC" designation will remain on the transcript and record for 2 years or until graduation whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	LDC	Appeal denied	1 appealed to UDC	Appeal denied

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Contravention of Examination Regulations	1	Student obtained answers for the multiple choice portion of exam from an unauthorized source	Grade of "F-DISC" in course; student will be suspended from taking courses offered by the Faculty of Registration for 1 year, from May 1, 2016 to April 30, 2017; statement on academic transcript: "Student charged with academic dishonesty by cheating on the final exam in course"; statement and DISC designation will remain on the transcript and record for 2 years or until graduation whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student did not respond to requests to meet; decision was made without input from the student	Not sought	None	Not sought	None
	1	Student continued to write the final exam after the conclusion of the exam had been announced	A letter of reprimand will be kept in the student file for a period of 1 year; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student acknowledged the mistake and apologized; student also explained some personal and health related factors that contributed to this incident	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student copied answers from another student during the final exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for the period of 1 year from July 1, 2016 to June 30, 2017; statement on academic transcript: "Student charged with academic dishonesty (contravention of exam regulations); suspended from taking courses offered by the Faculty of Registration for 1 year from July 1, 2016 to June 30, 2017"; statement will remain on the transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted to copying answers from another student's paper	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student was found in possession of unauthorized material (notes and formulas) during the final exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for the period of 1 year from May 1, 2016 to April 30, 2017; statement on academic transcript: "Student charged with academic dishonesty (contravention of exam regulations); suspended from taking courses offered by the Faculty of Registration for 1 year from May 1, 2016 to April 30, 2017"; statement will remain on the transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted guilt	Not sought	None	Not sought	None



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Contravention of Examination Regulations	1	Student found in possession of unauthorized material (formula sheet) during the final exam	Grade of "F-DISC" in course; suspended from taking courses offered by the Faculty of Registration from September 1, 2016 - August 31, 2017; statement on academic transcript: "Student charged with academic dishonesty by contravening exam regulations and suspended from taking courses offered by the Faculty of Registration for on year from September 1, 2016 - August 31, 2017"; statement will remain on academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Invigilator found the student with formula sheets during the exam	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Student walked out of the exam room without submitting a final exam paper during the final exam	Grade of "F-DISC" in course; cannot use the course laboratory grade for a lab exemption; suspended from taking courses offered by the Teaching Faculty from September 1, 2016 - December 31, 2016. Statement on academic transcript: "Student charged with academic dishonesty contravention of exam regulations in course and suspended from taking courses offered by the Teaching Faculty for 1 year from September 1, 2016 - December 31, 2016; statement will remain on academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	LDC	Denied	UDC	Appeal pending

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Contravention of Examination Regulations	1	Student found in possession of unauthorized material (formula sheet) during the final exam	Grade of "F-DISC" in course; statement on academic transcript: "Student charged with academic dishonesty (contravention of final exam regulations) in course"; Statement will remain on academic transcript for 2 years or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	Invigilator found the student with formula sheets during the exam	Not sought	None	Not sought	None
	1	Information was found written on the student's hand during the final exam	Grade of "VW-DISC" notation in course; statement on academic transcript: "Student charged with academic dishonesty (contravention of final exam regulations)"; statement will remain on academic transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Admitted to copying answers from colleague's exam paper	Received a grade of "F-DISC" in course; suspended from Faculty of Registration courses for 8 months; statement placed on transcript of charges for duration of 1 year or till graduation; must complete Academic Integrity Tutorials	Associate Dean	Student admitted guilt	Not sought	None	Not sought	None
	1	In possession of unauthorized material (i.e. Formula sheet) during exam	Received a grade of "F-DISC" in course; suspended from Faculty of Registration courses for 1 year; statement placed on transcript of charges for duration of 2 years or till graduation; must complete the Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	2	Students were caught sharing answers with each other	Students received a grade of "F" on final exam and in the course; notation was placed on academic transcript	Associate Dean	None	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Unauthorized material in final exam	"F-DISC" in course; barred from Teaching Faculty and Faculty of Registration from May 1, 2016 until April 30, 2017; notation of academic dishonesty on transcript; mandatory Academic Integrity tutorial; comments can be removed in 2 years from date of letter or upon confirmed graduation	Designate of the Dean and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Unauthorized cheat sheet in final exam	"F-DISC" in course; mandatory Academic Integrity tutorial; student may appeal for comment removal in 1 year or upon confirmed graduation or whichever happens first	Designate of the Dean and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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Contravention of Examination Regulations	1	Unauthorized cheat sheet in final exam	"F-DISC" in courses; barred from Teaching Faculty and Faculty of Registration from May 1, 2106 to April 30, 2017; notation of academic dishonesty on transcript; mandatory Academic Integrity tutorial; comments may be removed after a period of 3 years from date of letter or confirmed graduation	Designate of the Dean and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
Copying from Other Student's/own Previous Work	1	Answers did not correspond to the question; matched old assignment	Assigned a grade of "0" for the assignment	Department Head	None	Not sought	None	Not sought	None
	1	Answers did not correspond to the question; matched an old assignment	Grade of "0" for the assignment	Department Head	None	Not sought	None	Not sought	None
	1	Copied from previous/old assignments	Grade of "0" on lab	Associate Department Head	None	Not sought	None	Not sought	None
	2	Copying another's Final Exam	Final Grade of "F"	Professor	None	Not sought	None	Not sought	None
	1	Copying another's Final Exam	"0" on Final exam	Professor	None	Not sought	None	Not sought	None

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Copying from Other Student's/own Previous Work	1	Student copied answers from another student for 2 assignments	Grade of "0" on 2 assignments; "DISC" designation will appear on the academic transcript along with notation: Student charged with academic dishonesty (copying)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for three assignments	Grade of "0" on 3 assignments; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	None	Not sought	None	Not sought	None

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Copying from Other Student's/own Previous Work	1	Student copied answers from another student for assignment	Grade of "0" on assignment; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	Student acknowledged that collaboration took place.	Not sought	None	Not sought	None
	1	Student copied answers from another student for 3 assignments	Grade of "0" on 3 assignments; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 2 years or until graduation, whichever comes first	Associate Department Head	Student admitted that solutions were copied from a tutor	Not sought	None	Not sought	None



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Copying from Other Student's/own Previous Work	1	Student copied answers from another student for 2 assignments	Grade of "0" on 2 assignments; DISC designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 2 years or until graduation, whichever comes first	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for four assignments	Grade of "0" on 4 assignments; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 2 years or until graduation, whichever comes first	Associate Department Head	Student admitted to copying	Not sought	None	Not sought	None

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Copying from Other Student's/own Previous Work	1	Student copied answers from another student during the midterm examination	Grade of "0" on the midterm; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	Student admitted to copying	Not sought	None	Not sought	None
	1	Student copied answers from another student for 2 assignments	Grade of "0" for 2 assignments; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (copying)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	Student admitted to discussing the assignments with other students	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Forged Documentation	1	Report from Department of submission of fraudulent medical document	Final Grade of "F-DISC"; suspension from taking courses from the Teaching Faculty from May 1, 2016 to April 30, 2017; suspension from taking courses from the Faculty of Registration from May 1, 2016 to April 30, 2017: "DISC" and comment may be removed upon request to the Registrar after April 26, 2019 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Faculty of Registration	Student did not attend meeting	LDC	Appeal Denied	Not sought	None
	1	Forged doctor's note	"F-DISC" in course; Faculty suspension of 1 year; notation on transcript; Academic Integrity Tutorials; apology letter to physician	Associate Dean (Undergraduate Education)	Severity of offence	Not sought	None	Not sought	None
Inappropriate Collaboration	1	Errors in an assignment are identical to another student	50% penalty on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Errors in an assignment are identical to another student	50% penalty on assignment	Associate Department Head	May be result of some miscommunication	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student submitted assignment which was identical to another student including errors	Final grade of "F-DISC"; complete Academic Integrity Tutorials	Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of inappropriate collaboration in 3 assignments	"F" for all 3 assignments ; comment placed on transcript may be removed upon request to the Registrar after February 1, 2019 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Report from Department of inappropriate collaboration in 2 assignments	"0" for both assignments; comment placed on transcript may be removed upon request to the Registrar after March 29, 2018 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	2	Inappropriate collaboration in submission of an essay	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration in submission of an assignment	"0" on assignment; final grade of "F-DISC"; "DISC" and notation may be removed upon request to the Registrar after March 31, 2017 or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Department Head of Department	Student did not attend meeting	Not sought	None	Not sought	None
	1	Precise likeness with another student's work; inappropriate working methods	ALC Academic Integrity Tutorial and complete associated quiz; required to submit a make-up assignment; "DISC" comment	Associate Dean Academic	Very sorry and guilty; tried explaining methods	Not sought	None	Not sought	None
	1	Precise likeness with another student's work; inappropriate working methods	ALC Academic Integrity Tutorial and complete associated quiz; required to submit a make-up assignment; "DISC" comment	Associate Dean, Academic	Student did not think he/she had done wrong; given an opportunity to admit misunderstood assignment and offered new one	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers in for assignment in course from a previous term	Grade of "0" on assignment; lab mark cannot be used for a lab exemption even if student earns 60% or better, a notation "Course Lab #4 Academic Dishonesty" will remain on the student's records for 1 year	Undergraduate Chair	Student admitted to engaging in academic dishonesty	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Grade of "0" on assignment 1 in course, a "DISC" designation will appear on the academic transcript, along with the notation "Student charged with academic dishonesty" for 1 year	Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "F-DISC" in course, statement on transcript: "Student charged with academic dishonesty (inappropriate collaboration) in course"; statement to remain on record for 2 years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	Grade of "F-DISC" in course; statement on transcript: "Student charged with academic dishonesty (inappropriate collaboration) in course"; statement to remain on record for 2 years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean	None	Not sought	None	Not sought	None
	17	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	7	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	15	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	19	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student copied answers from another student for assignments	Grade of "0" on assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignments	Grade of "0" on assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student shared answers for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	Student admitted to sharing answers with another student and expressed regret	Not sought	None	Not sought	None
	15	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None



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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	1	Student copied answers from another student for assignments	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months; statement will be placed on academic record "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty for a period of 8 months Jan. 1, 2016 to Aug. 31, 2016 will remain on record for 2 years or until graduate whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	LDC	Penalty upheld	Not sought	None

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September 1, 2015 to August 31, 2016

**PART 1: ACADEMIC DISHONESTY**

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	1	Student copied answers from another student for assignment	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months; statement will be placed on academic record "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty for a period of 8 months May 1 , 2016 to Dec. 31, 2016" will remain on record for 1 year or until graduate whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	LDC	Penalty upheld	Not sought	None
	22	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignments	Mark of "0" on assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for the course project	Grade of "0" on the course project; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for the course project	Grade of "0" on the course project; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignments	Mark of "0" on assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignments	Mark of "0" on assignments	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignments	Mark of "0" on assignments	Associate Department Head	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	4	Student copied answers from another student for assignment	Grade of "F-DISC"; suspended from taking courses in the Faculty for 8 months from May 1, 2016 to Dec. 31, 2016; statement will be placed on the academic transcript "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty from May 1, 2016 to Dec. 31, 2016"; statement will remain on the student record for 1 year or until graduation whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Appeal to Dean	Appeal denied	Not sought	None
	2	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	1	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Appeal to Dean	Appeal denied	Not sought	None
	1	Student copied answers from another student for assignments	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to December 31, 2016; statement will be placed on the academic record: "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty for 8 months from May 1, 2016 to December 31, 2016"; statement and the "DISC" designation will remain on transcript and record for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	4	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Appeal to Dean	Appeal denied	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Appeal to Dean	Appeal denied	Not sought	None
	3	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment during the mid-term test	Grade of "0" on the mid-term test; statement "Student charged with academic dishonesty (inappropriate collaboration)" to remain on the student transcript for 1 year or until graduation, whichever comes first; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for three assignments	Grade of "0" on 3 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for 2 assignments	Grade of "0" on 2 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers for 2 lab reports	Grade of "0" on 2 lab reports; lab mark cannot be used for a lab exemption and notation, "course for 2 labs Academic Dishonesty" to remain on the student record for 1 year	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers for lab report	Grade of "0" on lab report; lab mark cannot be used for a lab exemption and notation, "course for Lab Academic Dishonesty" to remain on the student record for 1 year	Associate Department Head	None	Not sought	None	Not sought	None



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Inappropriate Collaboration	2	Student copied answers from a tutor in lab report	Grade of "0" on assignment; notation on student record, "Student charged with Academic Dishonesty" to remain on the student record for 1 year	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers for assignments from a tutor	Grade of "0" on assignments; DISC notation on student record, "Student charged with Academic Dishonesty (copying)" to remain on the student record for 1 year	Associate Department Head	Student admitted to copying solutions from a tutor	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Along with another student, student copied answers from an internet source for assignment	"F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for 8 months from May 1, 2016 to December 31, 2016; statement will be placed on the academic record: "Student charged with academic dishonesty by inappropriate collaboration in course and suspended from taking courses offered by the Faculty of Registration for 8 months from May 1, 2016 to December 31, 2016"; statement and the "DISC" designation will remain on transcript and record for 2 years or until graduation, whichever comes first; required to redo the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted to copying/guilt; second offense	Not sought	None	Not sought	None
	2	Student copied answers from another student for 2 assignments	Grade of "0" on 2 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	1 appealed to Dean	Appeal denied		

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	"F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for 8 months from May 1, 2016 to December 31, 2016; statement will be placed on the academic record: "Student charged with academic dishonesty by inappropriate collaboration in course and suspended from taking courses offered by the Faculty of Registration, for 8 months from May 1, 2016 to December 31, 2016"; statement and the "DISC" designation will remain on transcript and record for 2 years or until graduation, whichever comes first; required to redo the Academic Integrity Tutorials and quiz	Associate Dean	Student did not respond to requests to meet; decision was made without input from the student; prior disciplinary action	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	"F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for 8 months from May 1, 2016 to December 31, 2016; statement will be placed on the academic record: "Student charged with academic dishonesty by inappropriate collaboration in course and suspended from taking courses offered by the Faculty of Registration, for 8 months from May 1, 2016 to December 31, 2016"; statement and the "DISC" designation will remain on transcript and record for 2 years or until graduation, whichever comes first; required to redo the Academic Integrity Tutorials and quiz	Associate Dean	Student did not respond to requests to meet; decision was made without input from the student; second offense	Not sought	None	Not sought	None
	3	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student on the midterm exam	Grade of "0" on the midterm in; "DISC" designation will appear on the student transcript along with the notation "Student charged with academic dishonesty (copying)"; "DISC" notation will remain on the academic record for a period of 1 year or until graduation which ever comes first	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Appeal to the Dean	Unfounded		

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Inappropriate Collaboration	2	Student copied answers from another student for assignment	Grade of "0" on assignment; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (inappropriate collaboration)" that will remain on record for 6 months or until graduation, whichever comes first	Associate Department Head	Students acknowledged that collaboration took place	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student copied answers from another student for 2 assignments	Grade of "0" on 2 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student copied answers from another student	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student copied answers from another student for assignment	Grade of "0" for assignment; "DISC" designation will appear on the academic transcript along with notation: "Student charged with academic dishonesty (inappropriate collaboration)" that will remain on record for 1 year or until graduation, whichever comes first	Associate Department Head	Students admitted to discussing the questions with one another over the phone	Not sought	None	Not sought	None
	1	Student copied answers from another student for assignment	Mark of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Inappropriate collaboration on assignment	"0" on the assignment	Associate Department Head	None	Not sought	None	Not sought	None
	2	Allegation of Inappropriate collaboration was upheld	"0" on assignment; Academic Integrity Tutorial	Associate Department Head	Students admitted to working together; one of them tried to explain how to do the assignment but after trying for some time ended up sending the other student his/her assignment to refer to	Not sought	None	Not sought	None



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Inappropriate Collaboration	1	Emailed completed assignment to another student	"0" on assignment; disciplinary comments were placed on transcripts	Director	First time offence	Not sought	None	Not sought	None
	2	Considerable proportion of assignment word-for-word	Letter of apology; Academic Integrity Tutorials and quiz; grade of "0" on assignment; "DISC" comment on transcript	Associate Dean (Academic)		Not sought	None	Not sought	None
	1	Inappropriate collaboration and inappropriate citation in course	"F-DISC" in course; barred from Faculty courses during the Winter 2016 term; notation of academic dishonesty on transcript; comments may be applied for removal upon confirmed graduation	Designate of the Dean	Explanation did not match the one provided by another student involved (who admitted collaboration, copying and electronic sharing of documents took place) but was almost identical to the student involved that was also a roommate to this student				
	1	Inappropriate collaboration and inappropriate citation in course	"F-DISC" in course; comment may be applied for removal upon confirmed graduation	Designate of the Dean	Student admitted collaboration, copying and electronic sharing of documents took place; student was very regretful				

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Inappropriate Collaboration	1	2 incidents: Inappropriate collaboration and inappropriate citation; plagiarism in term paper in course	2 allegations in the same course upheld; "F-DISC" in course; barred from taking Faculty courses in the Winter 2016 term; Notation on transcript of 2 counts of academic dishonesty; mandatory Academic Integrity tutorial; comments may be applied for removal upon confirmed graduation	Designate of the Dean	Explanation did not match the one provided by another student involved (who admitted collaboration, copying and electronic sharing of documents took place) but was almost identical to the student involved that was also a roommate to this student	Not sought	None	Not sought	None
	1	Sharing of work in individual assignment in course	Grade of "0" on assignment	Designate of the Dean		Not sought	None	Not sought	None
	1	Sharing of work in individual assignments in course	Grade of "0" on each of the 3 assignments shared	Designate of the Dean		Not sought	None	Not sought	None
	1	Sharing of work in individual assignments in course	Grade of "0" on each of the 3 assignments shared	Designate of the Dean		Not sought	None	Not sought	None
Personation	2	Submitted quiz on behalf of another student; had classmate submit quiz on their behalf	"0" on quiz and quiz component of course grade; warning letter in file; Academic Integrity Tutorials	Associate Dean (Undergraduate Education)	Value of quiz; no previous offenses; balance of probabilities	Not sought	None	Not sought	None

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Personation	1	Student allowed another student to use her/his name to try to apply for a prerequisite waiver	The allegation of Personation was deemed unfounded; since this incident caused considerable frustration and confusion to the department and could have been avoided, a formal letter of reprimand was issued and will remain in the student's file	Associate Dean	The student speaking with the Faculty member did not clarify that they were requesting the waiver on behalf of someone else until the end of the meeting but the student stopped the request before any form was completed	Not sought	None	Not sought	None
	1	Student signed into a required lab section then left	Letter of apology; Academic Integrity Tutorials and quiz; reduction in course grade of 2x the value of the assignment	Associate Dean (Academic)		Not sought	None	Not sought	None

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Plagiarism	1	Extensive uncited passages from multiple sources not mentioned in the bibliography, with clear evidence of intentionality in the way the copied passages were manipulated, chopped, and linked	From the official letter: "You will receive a grade of '0' for the grade in question; your final grade in the course will be "F-DISC" (Failure-Disciplinary); a notation regarding academic dishonesty will be placed on your transcript for the period 2 years following graduate from the Faculty; after the 2 year period has passed, you may request removal of the DISC grade classification by writing to the Registrar."	Associate Dean	Aggravating Circumstance: A lack of concern for wrongdoing, weak excuses given, no remorse expressed in the hearing; no extenuating circumstances affecting the behaviour Mitigating Factor: An email from the student was sent to the hearing panel within an hour after the hearing, expressing a sharp reversal of position, admitting wrongdoing and expressing remorse, mitigating the penalty assigned somewhat	Not sought	None	Not sought	None
	1	Paper plagiarised	"F-DISC" course; transcript notation	Department Head	None	Not sought	None	Not sought	None
	1	Paper contains exact copies of paragraphs from different web sites	"F-DISC" in the course; transcript notation	Associate Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on term paper	"F" on term paper; sent to Academic Learning Centre for instruction	Department Head	Student was unlikely to pass course in any event	Not sought	None	Not sought	None

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Plagiarism	1	Use of online sources found in final report for course	Grade of "0" in the final report; academic dishonesty by plagiarism comment on transcript and record; required to complete Academic Integrity and Student Conduct tutorials and associated quiz	Associate Dean	Difficult to determine if there was plagiarism in other students' sections; student not directly responsible for the section where plagiarism was found; there was no plagiarism in student's section	LDC	That the disciplinary comment be removed from the student's academic records; that the grade for the final report be changed to 5 out of 20	None	None
	1	Plagiarism in assignment in course	Grade of "0" in assignment; statement on academic transcript and record: "student charged with academic dishonesty by plagiarism in course and received grade of "0" in assignment "; required to complete Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in lab report question	Grade of "0" in lab report; statement placed on academic transcript and record: "Student charged with academic dishonesty by plagiarism in course and received a grade of "0" for lab report of the course"; required to complete the Academic Integrity and Student Conduct Tutorials and quiz	Department Head	Student acknowledged that the work had been plagiarised	Not sought	None	Not sought	None
	1	Report from Department of plagiarism on an assignment	Final grade of "F-DISC"; "DISC" and comment may be removed upon request to the Registrar after May 5, 2017 or on confirmation of graduation; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student had 2 allegations of dishonesty that were heard at the same meeting	Not sought	None	Not sought	None
	1	Report from Department of an incident of plagiarism on the submission of an assignment	Final grade of "F-DISC"; complete Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

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**PART 1: ACADEMIC DISHONESTY**

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Plagiarism	1	Report from Department of an incident of plagiarism on the submission of a paper	Final Grade of "F-DISC"; suspension from Faculty of Registration for 2 years from May 1, 2016 to April 30, 2018; complete Academic Integrity Tutorials; Meet with Academic Advisor in Faculty of Registration; 'DISC' and comment to remain permanently on record	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Failure to improve writing and citation practices in resubmission granted by Department; Vast amount of plagiarised material; second degree student; third upheld allegation	Not sought	None	Not sought	None
	1	Report from Department of an incident of plagiarism in an essay	Final Grade of "F-DISC"; complete Academic Integrity Tutorials; 'DISC' and Comment may be removed upon request to the Registrar after March 14, 2019 or on confirmation of graduation	Associate Dean of Faculty of Registration	Second upheld allegation in the same course	Not sought	None	Not sought	None
	1	Report from Department of an incident of plagiarism in an essay	Final grade of "F-DISC"; suspension from the Faculty of Registration from May 1, 2016 to April 30, 2017 ; complete Academic Integrity Tutorials; "DISC" and comment to remain on file permanently	Associate Dean of Faculty of Registration	Third upheld allegation	Not sought	None	Not sought	None

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Plagiarism	1	Report from Department of three incidents of plagiarism on submission of 2 assignments and quiz	Final grade of "F-DISC"; suspension from Faculty of Registration from May 1, 2016 to December 31, 2016; comment may be removed upon request to the Registrar after December 31, 2016; "DISC" may be removed upon request to the Registrar after May 5, 2018; completion of Academic Integrity Tutorials	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Lack of attention to course and Academic Integrity	LDC	Granted appeal of suspension; all other penalties upheld	Not sought	None
	1	Report from Department of plagiarism on an assignment	Final Grade of "F-DISC"; suspension from Teaching Faculty from April 30, 2016 to March 31, 2017; suspension from Faculty of Registration from April 30, 2016 to March 31, 2017; complete Academic Integrity Tutorials; "DISC" and comment may be removed upon request to the Registrar after June 6, 2019	Associate Dean of Teaching Faculty and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None



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Plagiarism	1	Report from Department of plagiarism on an assignment	Final Grade of "F-DISC"; suspension from Faculty of Registration from May 1, 2016 to April 30, 2017; complete Academic Integrity Tutorials; "DISC" and comment to remain on file permanently	Associate Dean of Faculty of Registration	Second upheld allegation	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year or 6 months prior to graduation	Department Head	None	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"; 'DISC' can be removed upon request to the Registrar after 1 year or upon confirmation of graduation	Department Head	None	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year or upon confirmation of graduation	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on term paper; final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Inadequate citation	"0" on paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrant after 1 year or up to 6 months prior to graduation whichever comes first; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	3	Plagiarism in an essay	"0" on paper	Department Head	None	Not sought	None	Not sought	None
	3	Essay plagiarism	Final Grade of "F"	Professor of Course	None	Not sought	None	Not sought	None
	1	Fabricated citations within paper	"0" on paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 6 months; complete Academic Integrity Tutorials	Department Head	Clear intention	Not sought	None	Not sought	None

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Plagiarism	1	Assignment appeared to be copied from answer key available online	"0" on paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year; complete Academic Integrity Tutorials	Department Head	Wording was identical to online source; student could not show any draft or prep materials	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"	Department Head	Student took online tutorial on plagiarism	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" in assignment; complete Academic Integrity Tutorials	Department Head	Student expressed remorse	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to Registrar after 1 year	Department Head	Student denied responsibility	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to Registrar after 2 years ; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; 'DISC' can be removed upon request to Registrar after 1 year; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Uncited internet sources	Final grade of "F-DISC"; DISC can be removed upon request to Registrar after 1 year; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" in assignment; complete tutorial on avoiding plagiarism	Department Head	Student did make an effort to not plagiarize	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"; complete Academic Integrity Tutorials	Department Head	Student did not fully understand instructions	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to Registrar after April 11, 2017	Department Head	Student previously completed several courses in Department	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"; recommend student register with Accessibility Services if taking further coursework at UofM; complete Academic Integrity Tutorials	Department Head	Underlying medical condition	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" in assignment; complete Cite Rite and Academic Integrity Tutorials	Department Head	Student accepted full responsibility	Not sought	None	Not sought	None

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Plagiarism	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 2 years; complete Academic Integrity Tutorials	Department Head	Student did not contact Student Advocacy office nor department office when informed of the allegation; disposition decided without student attendance	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 2 years; complete Academic Integrity Tutorials	Department Head	Student acknowledged receiving letter of allegation but did not contact department office or Student Advocacy office	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" in assignment; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"; complete Academic Integrity Tutorials	Department Head	Student struggles with English language skills	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar 1 year after June 23, 2016	Department Head	Student misrepresented extent of plagiarism	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar 2 years after June 13, 2016	Department Head	Student did not take responsibility	Not sought	None	Not sought	None

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Plagiarism	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Register 1 year after May 25, 2016 ; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Register 2 years after May 25, 2016; complete Academic Integrity Tutorials	Department Head	Student could not explain how sources got into essay; second upheld allegation	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Register 1 year after May 25, 2016; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" on assignment; complete Academic Integrity Tutorials	Department Head	Student has taken steps to prevent recurrence	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F"; complete Academic Integrity Tutorials	Department Head	Student admission of guilt	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	Student did not respond to notification letter	Not sought	None	Not sought	None

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Plagiarism	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Register 1 year after May 17, 2016; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	"0" on assignment	Department Head	Student used notes from when he had taken the course 2 years previously; the old notes contained internet material	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	Final grade of "F-DISC"; "DISC" to remain on file until graduation	Department Head	Student refused to admit plagiarism even when the evidence is undeniable	Not sought	None	Not sought	None
	1	Copied material from internet for review essay	"F" on paper	Department Head	None	Not sought	None	Not sought	None
	1	Uncited internet sources	"F" on assignment	Department Head	Student acknowledged guilt, stated course load too much, stated lack of understanding of UofM policies and practices	Not sought	None	Not sought	None

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Plagiarism	1	Extensive unattributed use of another writer's work	"DISC" on file; complete Academic Integrity Tutorials; resubmission of essay by July 29, 2016	Department Head	Student admission of guilt; student under stress and lack of time management	Not sought	None	Not sought	None
	1	Uncited internet sources	"DISC" on file can be removed upon request to the Registrar providing no further allegations; complete Academic Integrity Tutorials; resubmission of essay by July 15, 2016 failure will result in "F" on paper and course	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	Student is a potential October graduand	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	2	Falsified citations	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	4	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None



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Plagiarism	4	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Learning Centre Cite Right Program and Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year or upon confirmation of graduation; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; "DISC" can be removed upon request to the Registrar after 1 year or upon confirmation of graduation; complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	Student feeling stressed did not intend to plagiarize	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper	Coordinator	Student did not respond nor attend meeting	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism on the submission of essay	"0" on assignment; "DISC" notation on record may be removed upon request to the Registrar after 1 year or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of assignment	"0" on assignment; "DISC" notation on record may be removed upon request to the Registrar after 1 year or upon confirmation of graduation; complete Academic Integrity Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on assignment	Department Head	Personal, domestic and professional issues, normal stress; last minute assignment	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	Resubmit paper no later than March 10, 2016; complete Cite Right Program from the Academic Learning Center by August 30, 2016	Department Head	Stress about writing papers in general	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism on the submission of essay	Resubmit paper no later than April 25, 2016; complete Cite Right Program from the Academic Learning Center by April 25, 2016	Department Head	International student did not have enough knowledge about subject matter to write a paper	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	Final grade of "F"; complete Academic Integrity Tutorials by March 25, 2016	Department Head	Student did not have enough training in regards to academic dishonesty; student admission of starting paper too late	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on term paper	Department Head	Student not diligent in ensuring properly cited for all sources	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on term paper; complete Academic Integrity Tutorials by Aug 4, 2016	Department Head	Student did not leave enough time to write the paper after research completed	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on term paper; complete Cite Rite Program through the Academic Learning Centre	Department Head	Student changed topic late therefore hit a time crunch	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"	Acting Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism on the submission of essay	"F" on term paper; complete Academic Integrity Tutorials	Acting Department Head	None	LDC	Appeal withdrawn	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	Student very upset did not want correspondence sent to the home	Not sought	None	Not sought	None
	1	Plagiarism on the submission of essay	"F" on paper; final grade of "F-DISC"; complete Academic Integrity Tutorials	Department Head	Student showed no regret; did not complete Academic Integrity Tutorials	Not sought	None	Not sought	None
	1	Unintentional, misunderstanding about appropriate referencing	Education on plagiarism; required support with academic writing; redo assignment	Department Head	First offense	Not sought	None	Not sought	None
	1	Unintentional, misunderstanding about appropriate referencing	Required to research plagiarism and ways to avoid it and prepare a summary report; redo assignment	Department Head	First offense	Not sought	None	not sought	None
	1	plagiarised material was submitted in assignment	ALC meeting/workshops; Academic Integrity Tutorial; review paper to recheck citations and then resubmit work; "DISC" comment	Associate Dean Academic	Student was confused; not intentional; realized needs to proof work better	Not sought	None	Not sought	None

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Plagiarism	1	plagiarised material was submitted in assignment	ALC meeting/workshops; Academic Integrity Tutorial; required to submit a new assignment; "DISC" comment	Associate Dean Academic	Student was regretful; needed better use of time management; realized it would be helpful to get someone to proof work; thankful for opportunity to explain and apologize	Not sought	None	Not sought	None
	1	Submitted plagiarised work	ALC meeting/workshops; Academic Integrity Tutorial; "DISC" comment	Associate Dean Academic	Student was surprised; was in a hurry; did not know act was plagiarism but knows to ask to make sure next time	Not sought	None	Not sought	None
	1	plagiarised material was submitted in assignment	ALC meeting/workshops; Academic Integrity Tutorial; required to submit a new assignment; "DISC" comment	Associate Dean Academic	Student was devastated when notified; very remorseful; understands academic severity and is very committed to the Faculty	Not sought	None	Not sought	None
	1	Submitted plagiarised work	ALC meeting/workshops; Academic Integrity Tutorial; "DISC" comment	Associate Dean, Academic	Student was regretful; respects instructors; was thankful for opportunity to explain; understood seriousness of plagiarising	Not sought	None	Not sought	None
	1	Submitted plagiarised work	ALC meeting/workshops; AI Tutorial; "DISC" comment	Associate Dean, Academic	Not intentional; student was regretful; poor use of time management with other due dates; sincerely sorry	Not sought	None	Not sought	None

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Plagiarism	1	Portfolio submitted with images that were improperly cited	ALC workshops; "DISC" comment	Interim Dean	Very remorseful; accidentally submitted wrong photo; ashamed; very apologetic	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 12 months	Associate Dean	Significant portion of assignment plagiarised; stated academic writing is different from home country	Not sought	None	Not sought	None
	1	Plagiarism in 2 assignments	"0" on 2 assignments; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 3 months	Associate Dean	Significant portion of assignments plagiarised; wasn't aware of need to cite and reference material (handouts) provided by the instructor	Not sought	None	Not sought	None
	1	Plagiarism in assignment	25% deduction in number of marks available for assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 4 months	Associate Dean	Did not intend to commit plagiarism; the error was due to negligence and being tired	Not sought	None	Not sought	None

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Plagiarism	4	Plagiarism in group assignment	25% deduction in number of marks available for assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 3 months	Associate Dean	A mistake was made and plagiarism was unintentional; there were 2 versions of the document and the wrong document was submitted	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Did not intend to commit plagiarism; did not understand the instructor's expectations	Not sought	None	Not sought	None
	1	Plagiarism in assignment	50% deduction in the number of mark available for assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 3 months	Associate Dean	Denied copying text from sources; has written more than twenty reports and conference papers as a student at the UM and one of them were reported for violation of academic integrity	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Plagiarism in assignment	50% deduction in the number of mark available for assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Plagiarism was unintentional; stated English isn't very strong and has difficulty paraphrasing some of the readings and technical terms	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC)	Associate Dean	Significant portion of assignment plagiarised; stated plagiarism was unintentional; believes an error was made and that the document that the instructor marked was not the document that was intended for evaluation; assignment was completed in 2012 but was not marked by the instructor	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 12 months	Associate Dean	Did not intend to commit plagiarism; tried to paraphrase as much as possible but had difficulties with technical words and phrases; used an online software program to check for plagiarism and the report did not detect plagiarism	Not sought	None	Not sought	None



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Plagiarism	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC)	Associate Dean	Did not intend to commit plagiarism; first term in Canada and first academic paper; was not trained how to use citations and referencing in undergraduate studies in home country; completed Academic Integrity Tutorial after submitting assignment for evaluation	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 4 months	Associate Dean	Did not intend to commit plagiarism; misinterpreted the instructions for the assignment	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in comprehensive exam	"Fail" on comprehensive exam; has one final attempt to pass comprehensive exam; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript until confirmation received from ALC that tutoring has been completed	Associate Dean	Several instances where text was copied verbatim without citations or references and instances where sources were referenced but did not use quotation marks or citations; plagiarism was unintentional; it has been challenging working through distance; completed Academic Integrity Tutorial but indicated that English is not strong and that the tutorial came too late	Not sought	None	Not sought	None
	1	Plagiarism in 2 assignments	"0" on 2 assignments; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Plagiarism was unintentional; stated English isn't very strong and has difficulty paraphrasing some of the readings and technical terms; could not include all citations in one of the assignments because some information was provided by a classmate and did not know the source	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Significant portion of assignment plagiarised; before submitting the assignment for evaluation, several plagiarism checker websites were used and no plagiarism was detected	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Plagiarism was unintentional; stated that submitted a draft version of the document to instructor instead of submitting the final version in error-the mistake was due to being distracted and unorganized	Not sought	None	Not sought	None
	1	Plagiarism in assignment	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Plagiarism was unintentional; stated was under a tremendous amount of stress and rushed to meet the deadline	Not sought	None	Not sought	None
	1	Plagiarism in take-home exam	"0" on assignment; remediation permitted; reprimand on academic transcript for 3 months	Associate Dean	Misunderstood instructions; the instructor provided the reference for a journal paper in class and thought that you could consult it and not have to include the reference for the exam	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in 2 assignments	"0" on assignment; remediation permitted; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 3 months	Associate Dean	Plagiarism was unintentional; stated had completed dozens of case studies in the past and was never accused of academic dishonesty; experiencing mental stress at the time dealing with personal medical issues and may be a factor for the quality of work submitted	Not sought	None	Not sought	None
	1	Plagiarism in candidacy exam	"Fail" on candidacy exam; permitted one final attempt to pass candidacy exam; ALC tutoring (# of hours determined by ALC); reprimand on academic transcript for 6 months	Associate Dean	Plagiarism was substantial; stated plagiarism was unintentional; this was first open book exam and did not know that copying text and omitting citations was forbidden in open book exams; the expectations in home country were different; did not complete Academic Integrity Tutorial until after completing the candidacy exam	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in assignment	33% deduction in the number of marks available for assignment; remediation permitted; ALC tutoring (# of hours determined by ALC)	Associate Dean	Plagiarism was unintentional; lack of knowledge about paraphrasing, using quotations and proper citations and references led to the mistake; had no previous experience writing academic papers; did not complete Academic Integrity Tutorial until after the assignment was submitted for grading	Not sought	None	Not sought	None
	1	Plagiarism in thesis proposal	Reprimand on academic transcript for 6 months; ALC tutoring (# of hours determined by ALC)	Dean	An investigation was conducted according to Section 2.25 of the Responsible Conduct Research Policy	Not sought	None	Not sought	None
	3	plagiarised sections in written assignment	"F" in assignment; "F-DISC" in course; transcript notation; Academic Integrity Tutorials	Associate Dean (Undergraduate Education)	No previous offences; severity of offence	Not sought	None	Not sought	None
	1	plagiarised sections in written assignment	"0" on assignment; notation on transcript; Academic Integrity Tutorials	Associate Dean (Undergraduate Education)	No previous offences; severity of offence; recognition of error; plausible explanation	Not sought	None	Not sought	None

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Plagiarism	5	plagiarised sections in written assignment	"0" on assignment	Associate Dean (Undergraduate Education)	No previous offences; value of assignment; extent of plagiarised material very small; recognition of error; assignment to be completed with a partner	Not sought	None	Not sought	None
	4	plagiarised sections in written assignment	"0" on assignment; Academic Integrity tutorials	Associate Dean (Undergraduate Education)	No previous offences; value of assignment; extent of plagiarised material very small; assignment to be completed with a partner	None	None	None	None
	1	Student plagiarised in assignment	Grade of "0" on assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student plagiarised in assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in 2 assignments	Grade of "0" on 2 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised in assignment	"F-DISC" in course; suspended from taking courses offered by the Faculty of Registration for 8 months from May 1, 2016 to December 31, 2016; statement will be placed on the academic record: "Student charged with academic dishonest (plagiarism) in course and suspended from taking courses offered by the Faculty of Registration, for 8 months from May 1, 2016 to December 31, 2016"; statement and "DISC" designation will remain on transcript and record for 2 years or until graduation, whichever comes first; required to redo the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted to copying/guilt; second offense	Not sought	None	Not sought	None
	1	Student plagiarised in 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	Student recognized the wrongful act after discussing the material in question and felt regret	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised in assignment	Grade of "0" on question; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 4 questions on assignment	Grade of "0" on 4 questions on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 6 questions on assignment	Grade of "0" on 6 questions on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on the assignment	Grade of "0" on 5% of the assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in 2 questions on assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None



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Plagiarism	3	Student plagiarised in 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in 3 questions of assignment	Grade of "0" on 3 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in 3 questions of assignment	Grade of "0" on 3 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student plagiarised on lab report	Grade of "0" on lab report; lab mark cannot be used for a lab exemption, notation on transcript "course report Academic Dishonesty" to remain on record for 1 year	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised on 1 question of assignment	Grade of "0" on 1 question of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 1 question of assignment	Grade of "0" on question 4 of assignment and required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in assignment	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised in assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 2 assignments	Grade of "0" on 2 questions from the 2 assignments; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised on 4 questions of assignment	Grade of "0" on 4 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 2 assignments	Grade of "F-DISC" in course; suspended from taking courses offered by the Teaching Faculty and the Faculty of Registration for a period of 8 months from May 1, 2016 to December 31, 2016; statement "Student charged with academic dishonesty by plagiarism in course and suspended from taking courses offered by the Teaching Faculty and Faculty of Registration from May 1, 2016 to December 31, 2016" will remain on the student transcript and record for 2 years or until graduation, whichever comes first; required to redo the Academic Integrity Tutorials and quiz	Associate Dean	Student admitted guilt; second offense	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised on 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	Student admitted to forgetting to cite the answers	Not sought	None	Not sought	None
	1	Student plagiarised on three questions of assignment	Grade of "0" on 3 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on 2 questions of assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	Student admitted to mistakenly copying the answers	Not sought	None	Not sought	None
	1	Student plagiarised on assignment	Grade of "0" on three questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student plagiarised on assignment	Grade of "0" on 2 questions of assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	Student apologized for mistake and indicated she will be more careful going forward	Not sought	None	Not sought	None
	1	Allegation of plagiarism Upheld	"0" on assignment; required to complete Academic Integrity Tutorials and quiz	Associate Department Head	Student admitted to using last years assignment; dropped the course before submitting it	LDC	Unfounded		
	1	Allegation of plagiarism upheld	"0" on assignment; Academic Integrity Tutorials	Associate Department Head	Student admitted to using the internet and copying answer	Not sought	None	Not sought	None

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Plagiarism	1	Allegation of plagiarism upheld; student VW'd from course	Academic Integrity Tutorials	Associate Department Head	Student apologized for not quoting or paraphrasing properly	Not sought	None	Not sought	None
	1	Allegation of plagiarism upheld	"0" on assignment; Academic Integrity Tutorials	Associate Department Head	Student admitted to using last years assignment, but explained that she/he wrote everything in her/his own words; she/he did not notice that the focus of this years questions was different from last year	Not sought	None	Not sought	None
	1	Allegation of plagiarism upheld	"0" on assignment; Academic Integrity Tutorials	Associate Department Head	Student admitted to using last years assignment; apologized for not citing the website; explained that she/he did not know that this was considered plagiarism	Not sought	None	Not sought	None
	1	Allegation of plagiarism upheld	"0" on assignment; Academic Integrity Tutorials	Associate Department Head	Student did not contact to set up meeting; decision was made without student's input	Not sought	None	Not sought	None
	1	Allegation of plagiarism upheld	"0" on assignment; Academic Integrity Tutorials	Associate Department Head	Student explained he/she got sick right before assignment was due and because of this he/she much have forgot to paraphrase answers like he/she normally does	Not sought	None	Not sought	None

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Plagiarism	23	Allegation of plagiarism upheld	"0" on lab exercise	Associate Department Head	None	Not sought	None	Not sought	None
	4	Allegation of academic dishonesty upheld	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Allegation of academic dishonesty upheld	Grade of "0" on assignment	Associate Department Head	None	Not sought	None	Not sought	None
	1	Allegation of academic dishonesty upheld	Grade of "0" on assignment; required to complete the Academic Integrity Tutorials and quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Plagiarism in a final term paper	Grade of "0" on term paper; statement of plagiarism on academic transcript; disciplinary letter placed in student file; submission of 500 word essay on plagiarism	Department Head	None	Not sought	None	Not sought	None
	1	Copied large sections	"0" on assignment; disciplinary comments were placed on transcripts	Director	First time offence	Not sought	None	Not sought	None
	1	Plagiarised	"0" on assignment; required to complete Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	5	Plagiarism detected on assignment	Students given a grade of "0" on assignment; given opportunity to rewrite the assignment to gain a grade which was the average of the new grade and the "0"	Associate Department Head	This was the first writing assignment by students upon being admitted to the program; this penalty was used to teach individuals the seriousness of plagiarism and how to avoid plagiarizing in future writing assignments	Not sought	None	Not sought	None
	5	This case also involved inappropriate collaboration (dropdown menu should allow multiple selections)	Letter of apology; Academic Integrity Tutorials and quiz; grade of "F" in the course; "DISC" comments on transcript; for one student the penalty was a grade of "0" on assignment rather than "F" in course - all other penalties were the same	Associate Dean	A lesser penalty was warranted for 1 student due to a lesser degree of plagiarism and inappropriate collaboration	Not sought	None	Not sought	None
	1	Plagiarism on assignment	"F" in assignment; "F" in course; "DISC" notation	Associate Dean	Second occurrence	Not sought	None	Not sought	None
	1	Plagiarism on assignment	Completion of Academic Integrity Tutorial; ban on taking further Faculty of Registration courses until Academic Integrity tutorial completed	Associate Dean	Student did not respond to repeated attempts to attend disciplinary hearing	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism on assignment	Completion of Academic Integrity Tutorial; "F" in the assignment	Associate Dean	First occurrence	Not sought	None	Not sought	None
	1	Plagiarism on assignment	Completion of Academic Integrity Tutorial; ban on taking further Faculty of Registration courses until Academic Integrity Tutorial completed	Associate Dean	Student did not respond to repeated attempts to attend disciplinary hearing	Not sought	None	Not sought	None
	1	Plagiarism on assignment	Completion of the Academic Integrity tutorial; "F" in the assignment	Associate Dean	First occurrence	Not sought	None	Not sought	None
	1	Plagiarism on assignment	Completion of the Academic Integrity tutorial; F in the assignment	Dean	First occurrence	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	2 offenses - first time within the same term - "F" on the exam and on the term paper; student admitted that he/she copied and pasted	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	Proof provided by instructor explained to student - admitted he/she copied and paste due to time constraints	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	Student copied from online material	Not sought	None	Not sought	None



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Plagiarism	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	Professor provided proof of copied and pasted materials from online	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	Student thought that due to an "open book" quiz that copying from Wikipedia was acceptable	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	Student copied and pasted from a myriad of websites to complete an assignment; print outs were provided by professor and provided at hearing; student pleaded that he/she had not heard the word plagiarism before and thought this method of completing papers was acceptable	Not sought	None	Not sought	None
	1	Word for word copying from internet	Grade of "F-DISC"	Associate Director	An "open book" quiz, student thought that copying word for word from an online source that was printed out and in his/her notes was acceptable	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in course case study assignment	"F-DISC" in course; barred from taking Faculty courses during the Winter 2016 and Summer 2016 terms; notation of academic dishonesty on transcript; comments may be applied for removal upon confirmed graduation	Designate of the Dean	Student did not appear to meeting and Dean's Designate moved to disposition without benefit of the student's input; meeting date was confirmed through the student advocate; the student advocate had nothing to add	Not sought	None	Not sought	None
	1	Plagiarism in course term paper	"F-DISC" in course; notation of academic dishonesty on transcript; mandatory Academic Integrity Tutorial; comments can be applied for removal upon confirmed graduation	Designate of the Dean	Statements of improper instruction not credible as student has taken 6 previous attempts in "W" courses	Not sought	None	Not sought	None
	1	Plagiarism in course	Grade of "F-DISC" in course; notation on transcript of academic dishonesty; mandatory Academic Integrity Tutorial; comments can be removed after 2 years or confirmed graduation, whichever happens first	Designate of the Dean	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Inappropriate collaboration/cheating in final exam	Allegation not upheld; found to have violated exam regulations and protocol; mandatory Academic Integrity Tutorial	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration/cheating in final exam	Allegation not upheld; found to have violated exam regulations and protocol; mandatory Academic Integrity Tutorial	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Plagiarism in course	"F-DISC" in course; mandatory Academic Integrity Tutorial	Designate of the Dean	None	Associate Dean	Upheld previous penalties	Not sought	None
	1	Plagiarism in course	"F-DISC" in course; notation on transcript; mandatory Academic Integrity Tutorial; comments may be applied for removal 2 years from date of letter or confirmed graduation	Designate of the Dean and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None
	1	Plagiarism in course	"F-DISC" in course; notation on transcript; mandatory Academic Integrity tutorial; comments may be applied for removal 2 years from date of letter or confirmed graduation	Designate of the Dean and Associate Dean of Faculty of Registration	None	Not sought	None	Not sought	None

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE  
September 1, 2015 to August 31, 2016

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations	26	Noise complaint after quiet hours	Verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Noise complaint after quiet hours	Community service (in lieu of fine)	Student Residences	Resident had been repeatedly warned, and violated 22 hour quiet hours; resident removed speakers from room prior to meeting; requested to do community service in place of fine	Not sought	None	Not sought	None
	1	Noise complaint after quiet hours	Written warning	Student Residences	Playing music at an excessive level	Not sought	None	Not sought	None
	2	Fire alarm	Written warning; \$150 fine	Student Residences	Left hot plate unattended causing the fire alarm to sound	Not sought	None	Not sought	None
	1	Fire alarm	Written warning; \$50 fine	Student Residences	Microwave related accident causing fire alarm	Not sought	None	Not sought	None
	1	Failure to evacuate during fire alarm	Written warning; \$50 fine	Student Residences	Student did not evacuate during a fire alarm	Not sought	None	Not sought	None
	5	Smoking in room	Written warning; \$50 fine	Student Residences	None	Not sought	None	Not sought	None
	2	Smoking in room; covered smoke detector	\$50 fine; residence probation	Student Residences	Student had guests who removed smoke detector and smoked out the window	Not sought	None	Not sought	None

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Breach of Residence Hall Regulations	1	Smoking in room	Eviction	Student Residences	Was smoking in room again after previously causing a fire event by smoking in room; extensive property damage; multiple warnings	Director	Denied	Not sought	None
	10	Substance abuse and illegal drugs	Written warning	Student Residences	Consistently brings the smell of marijuana into the community	Not sought	None	Not sought	None
	3	Substance abuse and illegal drugs	\$50 fine; written warning	Student Residences	Repeatedly smells like marijuana smoke in residence room	Not sought	None	Not sought	None
	7	Substance abuse and illegal drugs	\$50 fine; residence probation	Student Residences	Resident suspected of smoking marijuana in residence room	Not sought	None	Not sought	None
	1	Substance abuse and illegal drugs	\$100 fine; residence probation	Student Residences	Resident suspected of smoking marijuana in room; marijuana paraphernalia present in room; not able to apply for residence due to probation status	Director	Denied	Not sought	None

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Breach of Residence Hall Regulations	14	Substance abuse and illegal drugs	\$100 fine; residence probation	Student Residences	Suspected of smoking marijuana in residence room; residents not cooperative with on-call residence life staff	Not sought	None	Not sought	None
	1	Substance abuse and illegal drugs	\$150 fine; residence probation; community service	Student Residences	Suspicion of use of marijuana on campus	Not sought	None	Not sought	None
	2	Substance abuse and illegal drugs	Eviction	Student Residences	Conclusive use of marijuana in residence room; resident already on residence probation	Not sought	None	Not sought	None
	6	Open alcohol	Verbal warning	Student Residences	None	Not sought	None	Not sought	None
	1	Open alcohol	Written warning and alcohol probation until 18th birthday	Student Residences	Resident was a minor at the time of incident	Not sought	None	Not sought	None
	2	Possession of beer bottles	Verbal warning	Student Residences	None	Not sought	None	Not sought	None
	6	Over-consumption	Verbal warning	Student Residences	Behaviour was causing a disturbance in the community; residents did not require medical assistance	Not sought	None	Not sought	None
	8	Over-consumption	Written warning	Student Residences	Residents required medical assistance due to overconsumption	Not sought	None	Not sought	None

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Breach of Residence Hall Regulations	13	Over-consumption	Written warning; \$50 fine	Student Residences	Behaviours caused disturbance in the community (noise, vomiting); resident required medical assistance due to overconsumption	Not sought	None	Not sought	None
	2	Over-consumption	Residence probation	Student Residences	Multiple incidents involving alcohol	Not sought	None	Not sought	None
	1	Over-consumption	Eviction	Student Residences	Behaviours caused extreme disturbance in community; resident required medical assistance; resident was involved in a physical altercation with another resident	Not sought	None	Not sought	None
	2	Underage drinking	Written warning; alcohol probation	Student Residences	Student had been drinking underage, was placed on alcohol probation until 18th birthday	Not sought	None	Not sought	None
	5	Drinking Games	Written warning	Student Residences	None	Not sought	None	Not sought	None
	3	Drinking Games	Written warning; \$50 fine	Student Residences	Behaviour caused disturbance in the community (noise)	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations	1	Drinking Games	5 hours community service	Student Residences	Reported through social media	Not sought	None	Not sought	None
	3	Guest Policy Violation	Verbal warning	Student Residences	Resident failed to sign in guest; uncooperative with security	Not sought	None	Not sought	None
	1	Guest Policy Violation	Written warning	Student Residences	Resident refused to sign in guest with security; repeated behaviour	Not sought	None	Not sought	None
	1	Guest Policy Violation	Written warning; \$150 fine	Student Residences	Resident was subletting room to guest	Not sought	None	Not sought	None
	5	Harassment/Bullying	Verbal warning	Student Residences	Disrespectful comments/behaviour to student staff	Not sought	None	Not sought	None
	5	Harassment/Bullying	Mediation with Residence Life Staff	Student Residences	Residents were required to participate in mediation to resolve issue	Not sought	None	Not sought	None
	1	Pet	Verbal warning	Student Residences	Pet was in room for only short amount of time	Not sought	None	Not sought	None
	1	Pet	Written warning; \$50 fine	Student Residences	Room needed to be cleaned	Not sought	None	Not sought	None
	7	Fire Safety Violation	Verbal warning	Student Residences	Resident did not evacuate the building during a fire alarm	Not sought	None	Not sought	None
	7	Property Damage	Verbal warning; cost of damage	Student Residences	Damage to residence property	Not sought	None	Not sought	None
	1	Unauthorized occupancy	Verbal warning	Student Residences	Used roommate's room after roommate had moved out	Not sought	None	Not sought	None



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Breach of Residence Hall Regulations	2	Unauthorized Cooking Equipment	Written warning	Student Residences	Caught using hot plate by Staff	Not sought	None	Not sought	None
Disorderly Conduct	1	Disparaging comments made within class	Disciplinary hold	Associate Dean (Academic)	Student was very aware of inappropriate behaviour; very sincere belief that comment was not directed at anyone; student has made a conscious effort to behave professionally since occurrence	Not sought	None	Not sought	None
Misuse of University Services	1	Harassment of another student using residence phone	Verbal warning	Student Residences	Resident consistently complains of neighbors being too noisy (talking in room); met to discuss strategies for resident to cope with reasonable living noise	Not sought	None	Not sought	None
	1	Overloaded dryer	Verbal warning	Student Residences	Overloaded dryer causing it to smoke	Not sought	None	Not sought	None

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Misuse of University Services	1	Monopolizing UM staff time and resources (Faculty and Student Affairs)	Discipline hold; submit an academic plan; register and complete a minimum of two courses per term; personal attendant must be with him/her at all times on campus; cease tutoring activities; attend campus only for classes and appointments; abide by <i>Respectful Work and Learning Environment policy</i>	Vice-Provost (Students)	None	Not sought	None	Not sought	None
	1	Did not adhere to disciplinary conditions imposed	Suspension and full indefinite campus ban	Vice-Provost (Students)	Did not adhere to conditions on several occasions (being on campus with attendant) and monopolizing UM staff	Not sought	None	Not sought	None
Sexual Harassment	1	Unwelcome sexual attention towards a fellow student; created intimidating learning environment	Conditions prescribing future conduct, including no contact with complainant, meeting with HRCMO, and compliance with policies	President in lieu of Vice-President Administration	None	Not sought	None	Not sought	None

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Theft	2	Report from Department of copyright infringement of attempting to sell PDF copies of textbook	Create a letter to include: offer to sell copyrighted material was poor judgement, violation of copyright legislation and violation of UofM Student Discipline Bylaw; was required to explain at Faculty Hearing; remorse for taking part in activity, apology to authors and copyright holders; warning to classmates of serious consequences for this violation; letter to be submitted to Dean's Office for review and approval by January 6, 2016; approved letter must be emailed to class by January 10, 2016 and copied to committee members; decision letter placed in file	Associate Dean of Faculty of Registration and Office of Legal Counsel	None	Not sought	None	Not sought	None
Threatening Conduct	1	Threats of violence	Meeting with Associate Director	Student Residences	Put up a poster to find missing cell phone including threatening phrase	Not sought	None	Not sought	None

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Threatening Conduct	1	Harassment/Bullying	Written warning	Student Residences	Resident found to be harassing another resident with unwelcome comments	Not sought	None	Not sought	None
	1	Harassment/Bullying	Referred to Human Rights and Equity Office for mediation	Student Residences	Student posted online status harassing student resulting in other students threatening physical harm	Not sought	None	Not sought	None
	1	Trespassing	Banned from residence property	Student Residences	Refused to leave residence lobby until Winnipeg Police arrived; non resident	Not sought	None	Not sought	None
	1	Threats to Health, Life, Property	Eviction	Student Residences	Student knocked on door wielding a knife	Not sought	None	Not sought	None
	1	Concerning communications and posts to University Facebook accounts	Discipline hold on student account (remains) and meeting with Vice-Provost (Students) and Director of Security Services	Vice-Provost (Students)	Public posts on University accounts; no academic plan submitted as required	Not sought	None	Not sought	None
	1	Arrested and charged with sexual assault of University of Manitoba student	Banned attendance on any property owned or controlled by the University	Vice-President Administration	Former student	Not sought	None	Not sought	None

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Threatening Conduct	2	Involvement in a series of altercations with another student	Familiarize self with the University's policies and procedures, including the following: <i>Inappropriate or Disruptive Student Behaviour</i> policy; <i>Respectful Work and Learning Environment</i> policy and procedure; <i>Student Discipline Bylaw</i> and procedure; and <i>Violent or Threatening Behaviour</i> policy and procedure. Maintain a respectful work and learning environment and ensure no further incidents of inappropriate behaviour occur	Vice-President Administration	Spoken to by UMSS and University expectations outlined	Not sought	None	Not sought	None
	5	Creating and distributing disrespectful content contained in a publication	Reprimand (not recorded on transcript) will remain on file until statement of reflection received	Vice-President Administration	Self reflection and remorse expressed	Not sought	None	Not sought	None

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Threatening Conduct	1	Arrested and charged with break and enter, assault, uttering threats, sexual assault, forcible confinement and extortion of a UM student	Banned attendance on any property owned or controlled by the University pending further review	President in lieu of Vice-President Administration	Admitted to UM; not currently registered in classes	Not sought	None	Not sought	None
Unprofessional Conduct	1	Student did not follow the clinical protocol for the dismissal of a patient	Student met with Associate Dean Academic and Associate Dean of Clinics and was given a written letter of warning indicating that further breaches of the policy/protocol could result in expulsion from clinics	Associate Dean Clinics	First offence	Not sought	None	Not sought	None
	1	Student was unprofessional in communication/dealings with clinical support staff	Student met with Associate Dean Academic and Associate Dean of Clinics and was given a Verbal warning indicating that any further behaviour of this type could result in the expulsion from clinics	Associate Dean Clinics	First offence; student took action to rectify situation	Not sought	None	Not sought	None

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Unprofessional Conduct	1	Student failed to comply with Criminal Record Registry/Adult Abuse Registry/Child Abuse Registry policies	Student met with Associate Dean Academic and Associate Dean of Clinics and was given Verbal warning indicating that any further behaviour of this type could result in the expulsion from clinics	Associate Dean Clinics	Student produced outstanding documents	Not sought	None	Not sought	None
	1	Academic misconduct in the form of an inappropriate conversation that was clearly understood as a bribe for a passing grade in course	Submit a formal written apology to professor; complete the Academic Integrity and Student Conduct Tutorials and associated quiz; write a 1000 page essay on appropriate communication in a professional setting	Associate Dean (Undergrad. Programs)	Student admitted to making the comments, showed remorse and apologized; admitted how inappropriate the comment was	Not sought	None	Not sought	None
	1	Breach of undertaking	Suspension pending further disciplinary review	Dean	Reinstatement involves other parties	Not sought	None	Not sought	None
	1	Student was performing duties without adequate supervision	Student was required to write a research paper on ethics and give a presentation	Dean	Concern over appropriate practice and level of supervisor support; first disciplinary matter				

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Unprofessional Conduct	1	Student visited University offices uninvited to engage in lengthily non-course related conversations, thereby interrupting work; student was reluctant to or refused to leave when asked to do so; in some situations, individuals felt uncomfortable by the student's presence; student was reported to inappropriately attempt to engage individuals in social or casual settings when not invited to do so	Student directed NOT to do the following: visit any person in any department office unless it is an instructor of your course, either during the office hours or by appointment previously made through email, to discuss specific questions about your courses, and for no longer than 10 minutes; attempt to interrupt any class for any purpose; attempt to befriend any student who you are tutoring; student MUST consult regularly with Student Accessibility Services advisor to review the student's actions	Associate Dean	Student was previously warned by the Associate Dean and staff in the Department about these issues; student explained that he/she enjoys the conversations and considers the people to be his/her friends and that he/she would find it difficult not to visit	Not sought	None	Not sought	None



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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct	1	Student registered for courses during his suspension	Suspended from taking courses offered by the Faculty for one year from May 1, 2016 to April 30, 2017; the following statement will be placed on academic transcript and academic record: "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty, for one year from May 1, 2016 to April 30, 2017"; statement will remain on the student record for two years or until graduation, whichever comes first	Associate Dean	None	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct	1	Student registered for courses in the Faculty during suspension period of July 1, 2015 - June 30, 2016	Suspended from taking courses offered by the Faculty for one year from May 1, 2016 to April 30, 2017; the following statement will be placed on academic transcript and academic record: "Student charged with academic dishonesty (inappropriate collaboration) and suspended from taking courses offered by the Faculty, for one year from May 1, 2016 to April 30, 2017"; statement will remain on the student record for two years or until graduation, whichever comes first	Associate Dean	None	Not sought	None	Not sought	None
	1	Inappropriate communications to professor and department	Discipline hold on student account (lifted) and meeting with Vice-Provost (Students) and Associate Dean	Vice-Provost (Students)	Apology to professor; no prior history; admission of inappropriate communication	Not sought	None	Not sought	None
	1	Inappropriate communications with Cashier's Office and Registrar's Office staff	Discipline hold on student account (lifted) and meeting with Vice-Provost (Students) and Director of Security Services	Vice-Provost (Students)	Intends to apply to other institutions and not attend UM and agreed to abide by RWLE policy	Not sought	None	Not sought	None

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Unprofessional Conduct	1	Incomplete coursework with different stories told to each professor regarding reasons for incomplete work; unresponsive to instructor feedback; failure to meet practicum requirements	Apology letters to 5 different instructors; permitted to continue but placed on probation with conditions; approved program completion plan, extensions on assignments and absences to be approved by Department Head; completion of personal and professional development sessions; confidential monthly meetings with Department Head	Department Head	Mitigating Factors: remorse; apologies; self reflection; state of mental health Aggravating Factors: awareness of professional expectations; expectations were made explicit and reviewed multiple times; year two in program	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Unprofessional Conduct	1	Student behaved in an unprofessional manner and did not abide by the requirements of a practicum placement, including but not limited to unprofessional outbursts and lying	Apology letters; final grade of F-DISC; placed on probation and permitted to continue with approved program completion plan; personal and professional development sessions were required; confidential progress meetings with Department Head	Department Head	Mitigating Factors: efforts to maintain good self-control; good level of preparation for meeting; apologies; efforts to be polite and maintain a professional demeanor; instances of self-reflection; instances of admission of the need to improve professional behaviour; level of anxiety. Aggravating factors: denying that concerning events happened and/or denying inappropriate actions; lack of ability to remember some event, while other events could be explained in great detail; presentation of misleading information	Acting Dean	P-DISC	Not sought	None



**AGENDA ITEM:** Proposal for a Master of Science in Prosthodontics

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve a proposal to establish a Master of Science in Prosthodontics [as recommended by Senate, March 1, 2017].**

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- The Department of Restorative Dentistry, in the College of Dentistry, Rady Faculty of Health Sciences, is proposing to introduce a Master of Science in Prosthodontics.
- The purpose of the proposed Master of Science in Prosthodontics would be to provide students with prosthodontic training.
- The proposed program would be a thirty-three (33) month program. Students would be required to complete 96 credit hours of coursework at the 7000 – level and a research thesis.
- Two students would be admitted to the program each year. Maximum enrolment in the program would be six students (total over three years).

**RESOURCE REQUIREMENTS:**

- As the Department of Restorative Dentistry does not have any existing graduate programs, the proposed program would require the introduction of twenty-three (23) courses totaling 69 credit hours. It would also make use of a small number of existing courses.
- No new resources would be requested for the program. The total cost of delivering the program would be \$590,000 in Year 4. The program would be supported by (i) 100 percent of the tuition revenue (\$255,000 by Year 4), (ii) revenue from the graduate prosthodontic clinic, (iii) investment income from existing trust funds, which together would generate \$1,187,500 of revenue each year.
- Revenue from the program would be used to cover costs related to salaries and benefits for: (i) one part-time and two full-time faculty members, including one new full-time position; (ii) one new full-time laboratory technician; and (iii) three full-time support staff, including one new full-time dental assistant.
- The College has sufficient space to accommodate the program, including space for student offices and clinical research and laboratory spaces for students.
- The University Library has adequate resources to support the program.

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The proposed program would respond to institutional priorities to increase graduate enrolment. The program is consistent with the University's mission to promote the social, economic and cultural well-being of the people of Manitoba and Canada.

**IMPLICATIONS:**

The proposed program would be one of only three M.Sc. in Prosthodontics degree programs in Canada, including programs at the University of British Columbia and the University of Toronto. The program would respond to a shortage of prosthodontists in Manitoba and in other parts of the country, including Northwestern Ontario and Saskatchewan. At present there are four prosthodontists in private practice in Manitoba (two of whom are approaching retirement age), two in Saskatchewan, and none in Northwestern Ontario. Ten to twelve prosthodontists would be required to meet the needs of Manitoba alone. There is also a need for prosthodontists in academia in Manitoba and other provinces. The reduced-fee prosthodontic clinic included in student-training aspects of the M.Sc. in Prosthodontics program would address inequities in access to specialist care for Manitobans with advanced care needs who cannot afford care provided private practice prosthodontists. The proposed program would also respond to a request from the federal government that dental regulators provide opportunities for licensure to practice for foreign-trained specialists in Canada. As the M.Sc. in Prosthodontics program would prepare graduates to complete the Royal College of Dentists of Canada Fellowship Examination, it would provide a pathway for graduates to be licensed to practice prosthodontics in Canada, including foreign-trained specialists who complete the program.

**ALTERNATIVES:**

N/A

**CONSULTATION:**

This proposal is forwarded to the Board of Governors by Senate following consultation with the Faculty Council of Graduate Studies on Program and Curriculum Changes, the Senate Planning and Priorities Committee, and Senate Executive.



### 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"/>	Faculty Council of Graduate Studies on Program and Curriculum Changes	June 24, 2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Planning and Priorities Committee	October 31, 2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	February 15, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 1, 2017
<input type="checkbox"/>	<input type="checkbox"/>		

**Submission prepared by:** Senate

**Submission approved by:** University Secretary

**Attachments**

- Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [June 24, 2016]
- Report of the Senate Planning and Priorities Committee RE: Proposal for a Master of Science in Prosthodontics
- Proposal for a Master of Science in Prosthodontics

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **Preamble:**

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on June 24, 2016 to consider a proposal for a new Master of Science Prosthodontic program from the Department of Restorative Dentistry.

### **Observations:**

The **Department of Restorative Dentistry** proposes the introduction of a new Master of Science (M.Sc.) Prosthodontic program. The proposal includes (23) new course introductions. Please see attached for complete details.

The College of Dentistry, Faculty of Health Sciences, University of Manitoba is well known for the excellent quality of its educational programs and the clinical competence of its graduates. With the modern knowledge explosion and complex dental care needs of the aging population, dentistry like other fields, must underpin its clinical methodologies with new cutting edge research in both basic science and clinical dental areas. For a variety of reasons, there is a significant shortage of trained prosthodontist specialists in Manitoba, thus resulting in insufficient capacity to meet the advanced/complex care needs of our aging population. To help Manitoba meet the current need, the College of Dentistry is proposing to create and implement a new Master of Science / Graduate Prosthodontic Program. Although several such programs exist in the United States, there are only 2 programs operating in Canada. A University of Manitoba Graduate Prosthodontic Program will ensure the education and training of Prosthodontist specialists to better meet the advanced/complex treatment needs of the aging population, and expand cutting edge dental research in the Province, while extending the reputation of the University in the area of digital dentistry and dental implants.

The proposed Graduate Prosthodontic program will help fill a current gap in the operations at the College of Dentistry. Our current patient selection approach is based upon triaging prospective patients based on case complexity. The patients are subsequently assigned to match treatment complexity with student expertise. However, patients with complex treatment needs that are beyond the ability of undergraduate dental students must be referred to private practice. The graduate prosthodontic program will be an internal referral location for these overly complex patients. It will also support the other graduate programs to coordinate care for patients requiring advanced / complex care.

The success of our Implant Fellowship Program has attracted significant support from industry and has added new capability and capacity for more advanced patient care. Building on this base, the Master of Science / Graduate Prosthodontic Program would help to bridge the gap between the capabilities of undergraduate dental students and those of private practice prosthodontists. The prosthodontic residents will provide the complex care required for patients



## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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deemed to be too difficult to be treated in the undergraduate dentistry program, and will also work closely with the other existing graduate programs (Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, and Periodontics) to more appropriately coordinate advanced care.

Importantly, no new resources or materials will be required to establish the new program, as those resources that are already present can be used to their maximum capacity. This is an important value added benefit for the Department of Restorative Dentistry as it is currently the only department without a graduate program. The proposed program will enhance the national and international recognition of the Faculty and the University as being clinically excellent and research intensive.

In conclusion, implementation of the Master of Science / Graduate Prosthodontic Program is an important endeavor for the College of Dentistry, Faculty of Health Sciences and University of Manitoba. It is budgeted to be cost-neutral and integrates well with other graduate-level programs in the College of Dentistry. The clinical and research experience afforded to these residents will rank among the best in North America, and are well supported by researchers in the College. As a cutting-edge program supported by the College of Dentistry, we ask for approval of the proposed Master of Science / Graduate Prosthodontic Program to begin August 2017.

- **Program name:** Graduate Prosthodontic Program
- **Credential to be granted:** Master of Science in Prosthodontics
- **Length of program:** 33 consecutive month program of 96 credit hours
- **Proposed program start date:** 08 / 2017
- **Funding request:** None required. This program will be funded by tuition, clinic revenues and existing trust funds.
- **Resource implications (Institution):** Minimal impact; due to the size of the program with only 6 students when the program is fully up and running. The Jordan clinic will be repurposed for the graduate prosthodontic clinic.
- **Resource implications (Staffing):** The addition of the prosthodontic residents will have a negligible impact on teaching loads. There will be no significant increase in the clinical teaching loads as faculty who are currently teaching in the implant fellowship clinic (which will be discontinued) will be teaching in the Graduate Prosthodontic program. The prosthodontic faculty member is already in the clinic covering the undergraduate students and will have the additional responsibility for the prosthodontic residents. There will need to be the hiring of an additional faculty member and with the resultant review of the undergraduate curriculum assignments of existing faculty, teaching loads will be redistributed equitably within the Division of Prosthodontics. The program director will teach the 2 literature review courses and the Advanced Clinical Prosthodontics Course with guest teaching by the other faculty. Part time faculty have been identified for teaching the Prosthodontic Dental laboratory Course. The additional teaching will result in one additional hour of seminar or 3-hour clinic contact time per prosthodontist, in each term. Research will be distributed to all of the prosthodontists and other faculty. As the program expands in the second year, there will be one full-time faculty member responsible for most of the teaching with support of part-time faculty. Other full-time faculty will participate as their

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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responsibilities/interests allow. As part of the program involves teaching by the residents, they will be able to reduce the teaching load of the faculty members.

Two dental support staff are currently involved with the implant fellowship and Maxillofacial Prosthodontic program and are funded through the revenue generated by the implant fellowship through Clinical Support Services and Maxillofacial Prosthodontic program. When the graduate Prosthodontic Program takes its first residents, the assistants will be transferred from the Implant Fellowship and Maxillofacial Prosthodontic program to the Graduate Prosthodontic Clinic Program. One of the support staff would be in-charge of clinical operations and one support staff being changed to an administrative assistant for the program. This will reduce the cost of support staff from the current level of support staffing for the first year. There will be a need to increase support staff to two dental assistants in the second year of the program.

- **Proposed tuition fees:** *Canadian Residents will pay \$19,000.00 per year and International Residents will pay \$66,000.00 per year.*
- **Admission criteria will include:**
  - DMD or DDS from a minimum 4 year undergraduate Dental School. A DMD, DDS that is only 3 years in length is acceptable if the undergraduate dental school is accredited in Canada.
  - Applicants must submit a personal essay (500-600 words maximum), which outlines their reasons for choosing Prosthodontics and why they applied to the University of Manitoba.
  - A total of 3 letters of reference are required. A Dean's letter from the institution which conferred the applicant's dental degree. 2 recent letters of reference one of which must be from a current or recent position/institution.
  - All Prosthodontic Candidates whose primary language is not English must provide evidence of successful completion of TOEFL as listed.
- **Intake Information:** Projected enrolment for the first intake is (2). The maximum seat capacity is (2).
  - Year 1: enrolments (2)
  - Year 2: enrolments (2)
  - Year 3: enrolments (2) / Graduates (2)
  - Year 4: enrolments (2) / Graduates (2)
  - Year 5: enrolments (2) / Graduates (2)
- **Program requirements:**
  - 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.
  - The minimum number of credit hours required in the program is 96 hours as follows:
    - DDSS 7130: Occlusion Seminar; Credit 3
    - ORLB 7090: Pharmacology and Therapeutics Seminar; Credit 3
    - ANAT 7060: Advanced Human Macroscopic (Gross) Anatomy; Credit 6
    - DDSS 7300: DDSS 7300 - Dental Implantology; Credit 3
    - RSTD 7012: Advanced Prosthodontic Seminars 1-TMD, Occlusion, Articulators; Credit 1

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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- RSTD 7112: Advanced Prosthodontic Seminars 2-Complete Dentures, Maxillofacial Prosthodontics; Credit 1
- RSTD 7014: Classic Fixed Prosthodontic Literature Review; Credit 1
- RSTD 7114: Classic Removable Partial Denture Prosthodontic Literature Review; Credit 1
- RSTD 7016: Clinical Practice in Prosthodontics 1; Credit 8
- RSTD 7116: Clinical Practice in Prosthodontics 2; Credit 8
- RSTD 7018: Current Prosthodontic Literature Review 1; Credit 1
- RSTD 7118: Current Prosthodontic Literature Review 2; Credit 1
- RSTD 7010: Dental Laboratory Technology; Credit 4
- DDSS 7230: Advanced Oral Pathology; Credit 6
- CHSC 6810: Biostatics for Clinicians; Credit 3
- RSTD 7022: Advanced Prosthodontic Seminars 3-Removable Partial Dentures, Dental Materials; Credit 1
- RSTD 7122: Advanced Prosthodontic Seminars 4-Conventional Fixed Prosthodontics; Credit 1
- RSTD 7024: Classic Complete Denture Prosthodontic Literature Review; Credit 1
- RSTD 7124: Classic Implant Prosthodontic Literature Review; Credit 1
- RSTD 7026: Clinical Practice in Prosthodontics 3; Credit 8
- RSTD 7126: Clinical Practice in Prosthodontics 4; Credit 8
- RSTD 7028: Current Prosthodontic Literature Review 3; Credit 1
- RSTD 7128: Current Prosthodontic Literature Review 4; Credit 1
- DDSS 7220: Dental Diagnostic and Surgical Sciences - Essay/Research Project; Credit 3
- RSTD 7032: Advanced Prosthodontic Seminars 5-Implant Prosthodontics; Credit 1
- RSTD 7132: Advanced Prosthodontic Seminars 6-Practice Management, Ethics, and Sleep Medicine; Credit 1
- RSTD 7036: Clinical Practice in Prosthodontics 5; Credit 8
- RSTD 7136: Clinical Practice in Prosthodontics 6; Credit 8
- RSTD 7038: Current Prosthodontic Literature Review 5; Credit 1
- RSTD 7138: Current Prosthodontic Literature Review 6; Credit 1
- RSTD 7100: Dental Materials; Credit 1
- This program requires the completion of a thesis of publishable quality.
- **UM Graduate Program Approvals:**
  - January 8, 2014: Statement of Intent approved by FGS Academic Programs Committee (APC).
  - January 7, 2015: FGS APC approved the proposal to proceed to external review.
  - December 10-11, 2015: Site visit for external review.
  - January 7, 2016: External reviewer team report submitted to Faculty of Graduate Studies.
  - January 26, 2016: Department written response to external reviewer team report submitted to Faculty of Graduate Studies.
  - March 16, 2016: FGS APC approved the full program proposal.
  - May 18, 2016: FGS Executive Committee approved the program proposal.
  - June 24, 2016: FGS Faculty Council approved the program proposal.

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **Course Introductions:**

#### **RSTD 7010 Dental Laboratory Technology +4**

This course is intended to assure that residents have a comprehensive overview of conventional, and digital dental laboratory technologies. It consists of lecture, seminar and laboratory periods and will review foundational and digital dental laboratory techniques and its application to prosthodontics. The student will fabricate prosthetic devices for patients.

#### **RSTD 7012 Advanced Prosthodontic Seminars 1 – TMD, Occlusion, Articulators +1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to TMD, occlusion and articulators. The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

#### **RSTD 7014 Classic Fixed Prosthodontic Literature Review +1**

This course will consider classic concepts underlying the current practice of fixed prosthodontics by reviewing assigned readings from the scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

#### **RSTD 7016 Clinical Practice in Prosthodontics 1 +8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice.

#### **RSTD 7018 Current Prosthodontic Literature Review 1 +1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

#### **RSTD 7022 Advanced Prosthodontic Seminars 3 – Removable Partial Dentures, Dental Materials +1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to removable partial dentures, dental materials. The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **RSTD 7024 Classic Complete Denture Prosthodontic Literature Review +1**

This course will consider classic concepts underlying the current practice of complete denture prosthodontics by reviewing assigned readings from the scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

### **RSTD 7026 Clinical Practice in Prosthodontics 3 +8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice. Pre-requisite is successful completion of RSTD 7116.

### **RSTD 7028 Current Prosthodontic Literature Review 3 +1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them. Pre-requisite is successful completion of RSTD 7118.

### **RSTD 7032 Advanced Prosthodontic Seminars 5 – Implant Prosthodontics +1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to implant prosthodontics. The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

### **RSTD 7036 Clinical Practice in Prosthodontics 5 +8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice. Pre-requisite is successful completion of RSTD 7126.

### **RSTD 7038 Current Prosthodontic Literature Review 5 +1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature, Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them. Prerequisite is successful completion of RSTD 7128.

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **RSTD 7112 Advanced Prosthodontic Seminars 2 – Complete Dentures, Maxillofacial Prosthodontics +1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to complete dentures, speech pathology, geriatric dentistry and maxillofacial prosthodontics, The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

### **RSTD 7114 Classic Removable Partial Denture Prosthodontic Literature Review +1**

This course will consider classic concepts underlying the current practice of removable partial denture prosthodontics by reviewing assigned readings from the scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

### **RSTD 7116 Clinical Practice in Prosthodontics 2 +8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice. Pre-requisite is successful completion of RSTD 7016.

### **RSTD 7118 Current Prosthodontic Literature Review 2 +1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them. Pre-requisite is successful completion of RSTD 7018.

### **RSTD 7122 Advanced Prosthodontic Seminars 4–Conventional Fixed Prosthodontics +1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to conventional fixed prosthodontics. The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

### **RSTD 7124 Classic Implant Prosthodontic Literature Review +1**

This course will consider classic concepts underlying the current practice of implant prosthodontics by reviewing assigned readings from the scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **RSTD 7126 Clinical Practice in Prosthodontics 4** **+8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice. Pre-requisite is successful completion of RSTD 7026.

### **RSTD 7128 Current Prosthodontic Literature Review 4** **+1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them. Pre-requisite is successful completion of RSTD 7028.

### **RSTD 7132 Advanced Prosthodontic Seminars 6 – Practice Management, Ethics, and Sleep Medicine** **+1**

This course consists of lecture, seminar, clinical, and laboratory sessions to review contemporary prosthodontics as it relates to practice management, ethics, infection control, and sleep medicine. The student will examine relevant current texts and review articles. The student will be required to lead sessions on the evaluation of these topics as related to prosthetic dentistry.

### **RSTD 7136 Clinical Practice in Prosthodontics 6** **+8**

This course consists of an integrated, patient-centered clinical program. Seminars will analyze diagnosis and treatment plan cases using records of individuals seeking prosthodontic treatment. Patients will be assigned to students to provide the required clinical experiences for a contemporary specialty prosthodontic practice. Pre-requisite is successful completion of RSTD 7036.

### **RSTD 7138 Current Prosthodontic Literature Review 6** **+1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them. Pre-requisite is successful completion of RSTD 7038.

### **NET CREDIT HOUR CHANGE** **+68**

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**Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes**

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**Recommendation**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated June 24, 2016] regarding the establishment of a Master of Science in Prosthodontics.**

Respectfully submitted,

Acting Dean, Todd A. Mondor, Chair  
Graduate Studies Faculty Council

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## **Report of the Senate Planning and Priorities Committee RE: Proposal for a Master of Science in Prosthodontics**

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### **Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html) wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs and is further charged with making recommendations to the President and reporting to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. The SPPC considered a proposal from the Department of Restorative Dentistry for a Master of Science in Prosthodontics at its meetings on September 26 and October 31, 2016.
3. The Faculty Council of Graduate Studies on Program and Curriculum Changes endorsed the proposal at its meeting on June 24, 2016.

### **Observations:**

1. The purpose of the proposed M.Sc. in Prosthodontics would be to provide students with prosthodontic training.
2. Pending approval and implementation, the proposed program would be one of only three M.Sc. degree programs in Prosthodontics in Canada, including programs at the University of British Columbia and the University of Toronto.
3. The program would respond to an existing shortage of prosthodontists in Manitoba and in other parts of the country, including in Northwestern Ontario and Saskatchewan; a shortage that will be increasingly felt with an aging population and would lead to further increases in demand for prosthodontic services and specialists. At present, there are only four prosthodontists in private practice in Manitoba (two of whom are approaching retirement age), two in Saskatchewan, and none in Northwestern Ontario. By graduating students and increasing the number of prosthodontists, the program would reduce wait times, improve access to care, improve patient care, and allow for succession planning in the profession in the province.  

There is also a need for prosthodontists in academia. It was noted that one position for a prosthodontist at the University of Saskatchewan has remained unfilled for twenty years. University of Manitoba faculty contribute to the teaching in that program.
4. The Department informed the committee that ten to twelve prosthodontists are required to meet the needs of the Province of Manitoba.
5. The reduced-fee prosthodontic clinic included in student-training aspects of the M.Sc. in Prosthodontics program would address inequities in access to specialist care for Manitobans with advanced care needs who cannot afford care provided private practice prosthodontists.
6. The proposed program would also respond to a request from the federal government that dental regulators provide opportunities for licensure to practice for foreign-trained specialists in Canada. As the M.Sc. in Prosthodontics program would prepare graduates to complete the Royal College of Dentists of Canada Fellowship Examination, it would provide a pathway for

graduates to be licensed to practice prosthodontics in Canada, including foreign-trained specialists who complete the program.

7. Two (2) students would be admitted to the program each year, which would have a maximum enrolment of six (6) students (total over 3 years).
8. The proposed M.Sc. in Prosthodontics degree would be a thirty-three (33) month program that would include ninety-six (96) credit hours of required coursework at the 7000-level, as described in section B-5 of the program proposal, including didactic, laboratory, and clinical courses. Students would also be required to complete a research thesis.
9. The program would require the introduction of twenty-three (23) courses totalling 68 credit hours. It would also make use of a small number of existing courses, as described in section B-5 of the program proposal form.
10. No new resources are requested for the program. The total cost of delivering the program would be \$590,000 in Year 4. The program would be supported by 100 percent of the tuition revenue (\$255,000 by Year 4) and revenue from the graduate prosthodontic clinic and existing trust funds. Together, the three sources of revenue would total \$1,187,500.
11. Revenue from the program would be used to cover costs related to salaries and benefits for: (i) one part-time and two full-time faculty members, including one new full-time position; (ii) one new full-time laboratory technician; and (iii) three full-time support staff, including one new full-time dental assistant.
12. The University Library has adequate resources to support the program.
13. Given that a significant portion of the revenue required to offer the program would be derived from tuition fees, the SPPC was concerned that there would need to be full enrolment in the program every year in order to sustain the program. The committee was assured that there would be sufficient demand for the program to guarantee full enrolment each year; the assurance was based on the number of applications received for a dental implant fellowship for a graduating student interested in pursuing prosthodontics that has been offered by the Department for the past seven years. It was also noted that the budget assumes a normal enrolment of one domestic student and one international student each year although, in any given year, there might be either two domestic students or two international students admitted.
14. The SPPC observed that, if it is approved, the program might be implemented with different tuition fees than identified in the proposal, to ensure that the tuition fees that are ultimately established would be sufficient to cover the cost of the program.
15. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,<sup>1</sup> the Committee recommends that a medium priority level be assigned to the proposal for a Master of Science in Prosthodontics, as the proposed program: (i) would addresses student needs, given evidence of demand for the program among students; (ii) is consistent with the objectives of a major, medical-doctoral research University; and (iii) would address the need to promote the social, economic and cultural well-being of the people of Manitoba.

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<sup>1</sup> [http://umanitoba.ca/admin/governance/media/SPPC\\_Assigning\\_Priorities\\_to\\_New\\_Programs-Initiatives.pdf](http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf)

**Recommendation**

The Senate Planning and Priorities Committee recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the proposal for a Master of Science in Prosthodontics. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

## NEW PROGRAM OF STUDY

Under *The Advanced Education Administration Act*

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

### UM INTERNAL REQUIREMENTS:

1. Following unit approval, please submit the complete proposal electronically (.docx) both to the Office of the Provost & Vice-President (Academic) and, for:  
*Undergraduate Programs:* Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>.  
*Graduate Programs:* Faculty of Graduate Studies (for timelines visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/program\\_approval\\_timeline.html](http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html).
2. Along with the information requested below, please **append** details on the following:
  - a) ALD Financial Support Form [*available through the Office of the Provost & Vice-President (Academic)*]
  - b) Admission and/or transfer criteria for the proposed program.
  - c) Course details for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:  
*Undergraduate Programs:* for SCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>  
*Graduate Programs:* for course change forms visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/course\\_changes.html](http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html)
  - d) Any new academic regulations for the program that are not currently addressed in existing faculty/college/school requirements.
  - e) Letters of support from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
  - f) Library statement of support.
3. Please direct questions to Cassandra Davidson, Program Analyst at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost and Vice-President (Academic).



UNIVERSITY  
OF MANITOBA

**SECTION A – PROPOSAL DETAILS**

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:

College of Dentistry, Department of Restorative Dentistry.

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

Program name: Graduate Prosthodontic Program

Credential awarded: Master of Science in Prosthodontics

*Office Use Only*

Funding request: none required

One-time funding: \_\_\_\_\_

Proposed start date: 2017-08-01

On-going funding: \_\_\_\_\_

List any critical issues that may impact the start date of the program: Approval to start the program.

**UM INTERNAL REQUIREMENT:** Name of Person(s) responsible for the Program internally (please include contact information):

Dr. Igor Pesun, D227B – 780 Bannatyne Ave. R3E0W2.

Email; [Igor.Pesun@umanitoba.ca](mailto:Igor.Pesun@umanitoba.ca)

Phone: 204-789-3516

Fax: 204-789-3916

Faculty of Health Sciences, College of Dentistry, Department of Restorative Dentistry, Division of Prosthodontics.

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

*This 33 month program is aimed at producing clinical specialists in the area of Prosthodontics with a Master of Science 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.*

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

This is a minimum 33 consecutive month program of 96 credits

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**B-3 Intended outcomes of the program:**

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

In Manitoba there are only four full time private practice prosthodontists, all practicing in the City of Winnipeg. Two of these Prosthodontists are approaching retirement age, the third has been in practice for less than 10 years and a recent graduate has just begun practice. 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. There are 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 patents and allow for succession planning for those Prosthodontists who will be retiring in the near future.

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 College of Dentistry, 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.

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

Within the College 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. As there are only 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 University of British Columbia. The both provide Certificate in Prosthodontics and Master Degrees. This will provide additional opportunity for our students to have prosthodontic training.

## B-4 Mode of Delivery

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

96 Total credit hours

Total contact hours

Total courses

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

100% In-person

0% Online

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

*This program will be an integrated program where didactic, clinical care and research will be undertaken. An over view of the program is as follows:*

- *Year One: Credits 41. Residents will complete the first year of Graduate Prosthodontics undertaking didactic courses and providing clinical care. They will also begin their research. In the fall the residents will receive an orientation to the clinic and begin by screening patients. They will also complete the course RSTD 7010 to review all of the laboratory procedures for providing Prosthodontic care for their patients. In the spring term they will begin treatment of their patients by completing treatment plans and referring their patients for basic dental care, that will prepare them for their final restorations. The summer term will be focused on designing their research program. During the fall and winter term; one morning per week will be focused on didactic interdisciplinary courses and on the remainder of the days a daily literature review.*
- *Year Two: Credits 31. In the second year of the Graduate Prosthodontic program, the focus will be providing care for their patients and concentrating on clinical and didactic courses. They will be working with the other Dental Specialties in the College of Dentistry to provide interdisciplinary care for their patients. They will get exposure to the medical specialties that they would be involved with in their practice during rotations to Cancer Care Manitoba and Deerlodge Centre. The residents start research data collection for the Masters thesis. The summer term will be focused on completing research with collection of the majority of the Masters research data. During the fall and winter term; one morning per week will be focused on didactic interdisciplinary courses and on the remainder of the days a daily literature review.*
- *Year Three: Credits 24. The residents will be devoted almost exclusively to clinical work and completing research requirements. Research results will be written up and defended in this year. Students will be encouraged to submit the paper developed from the research for publication. The Royal College of Dentists of Canada, National Dental Specialty Examination (NDSE) will be challenged in the spring of this final program year. During the fall term focus will be on a daily literature review.*
- *Awarding of the Master in Science will not take place until defence of the Master is successfully completed and the thesis is of publishable quality.*

**UM INTERNAL REQUIREMENT:** please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

YEAR 1	YEAR 2	YEAR 3	YEAR 4
DDSS 7130 ; Credit 3 ORLB 7090 ; Credit 3 ANAT 7060 ; Credit 6 DDSS 7300 ; Credit 3 RSTD 7012 ; Credit 1 RSTD 7112 ; Credit 1 RSTD 7014 ; Credit 1 RSTD 7114 ; Credit 1 RSTD 7016 ; Credit 8 RSTD 7116 ; Credit 8 RSTD 7018 ; Credit 1 RSTD 7118 ; Credit 1 RSTD 7010 ; Credit 4	DDSS 7230 ; Credit 6 CHSC 6810 ; Credit 3 RSTD 7022 ; Credit 1 RSTD 7122 ; Credit 1 RSTD 7024 ; Credit 1 RSTD 7124 ; Credit 1 RSTD 7026 ; Credit 8 RSTD 7126 ; Credit 8 RSTD 7028 ; Credit 1 RSTD 7128 ; Credit 1	DDSS 7220 ; Credit 3 RSTD 7032 ; Credit 1 RSTD 7132 ; Credit 1 RSTD 7036 ; Credit 8 RSTD 7136 ; Credit 8 RSTD 7038 ; Credit 1 RSTD 7138 ; Credit 1 RSTD 7100 ; Credit 1	NA
<list electives or number of hours of electives>			NA
TOTAL CR. HRS: 41	TOTAL CR. HRS:31	TOTAL CR. HRS:24	TOTAL CR. HRS: NA

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

No

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

*One day per week at Deerlodge Centre. They would be providing dental care through the University of Manitoba's Centre for Community Oral Health (CCOH) who run a clinic at Deerlodge Centre currently.*

**B-8 Intake Information**

B-8.1 Projected enrolment for the first intake: 2

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*):2

B-8.3 Anticipated date of maturity: 2020-06-01

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	2	2	2	2	2
Graduates			2	2	2



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

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 College of Dentistry, 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 College 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.

---

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

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

**UM Undergraduate Programs:**

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC	_____
SPPC	_____
SCADM <i>(if applicable)</i>	_____
SCIE <i>(if applicable)</i>	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

**UM Graduate Programs:**

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC <i>(preliminary review)</i>	January 8, 2014
External Review	December 11, 2015
APC	March 16, 2016
FGS Executive	<u>May 18, 2016</u>
FGS Faculty Council	<u>June 24, 2016</u>
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

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**C-3 Responsibility to consult**

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

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?

Manitoba Dental Association  
Association of Prosthodontists of Canada  
American College of Prosthodontists

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

Through announcements at College of Dentistry meetings and publications

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

None

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

Not applicable.

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

*Canada as a whole has two active graduate Prosthodontic programs; one at the University of Toronto and one at the University of British Columbia (Vancouver). There is a need for Prosthodontists in the Atlantic Provinces such as Newfoundland where there are no prosthodontists at all. Saskatchewan has only two prosthodontists and they are both faculty members at the University of Saskatchewan in Saskatoon. Northwestern Ontario practitioners refer their patients to Winnipeg, Toronto or to the only Prosthodontist in Duluth MN for care. As a result many patients in Manitoba, Saskatchewan and Northwestern Ontario are traveling over 10 hours to receive care. This program will enhance the overall profession of dentistry by providing additional prosthodontists for Canada. In discussion with the program directors in Toronto and Vancouver there are significantly more applicants than the few seats available.*

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

Students would be able to transfer from one of the other two programs but may have to spend extra time completing the University of Manitoba's Graduation requirements.

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

*(Provide such information as probable employment destinations or further educational opportunities available to graduates of this*

*new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)*

*This proposed program responds to current or future needs in at least 4 ways:*

*First – dental treatment needs of the population*

*Issues with an Aging Population*

*Limited access to prosthodontic services and specialists in prosthodontics is a real problem in North America and a growing threat to the aging population. By the year 2020, it is estimated that nearly 37.6 million edentulous individuals in the United States will be in need of complete denture prosthodontic care.<sup>1</sup> The need for complete denture prosthodontic services by the general population is projected not only to exceed the capability of the dental profession, but will also increase in the future<sup>1</sup> and outpace the growth in prosthodontic services.<sup>2</sup> The projected needs are not simply for complete denture therapy, but also include increased demands for fixed and removable partial prosthodontics and dental implants.<sup>1,2</sup>*

*Demographics*

*There are an estimated 21.5 million people in the 65- to 74-year-old age group, some 17 million people in the 75- to 84-year-old age group, and 2.1 million people in the 85- to 99-year-old age group and a small number of people 100 years old and older in the population.<sup>3</sup> The Baby Boomer Generation is composed of an estimated 77 million individuals born between 1946 and 1964. (U.S. Figures)*

*About 30 percent of Canadians are age 60 and over and within the next eight years, the number of people in this group will grow to 42 percent of the population.<sup>4</sup> There is also a large increase in the number of elderly throughout North America who are in Personal Care Homes. The amount of care required by these residents is greater than in the past as the elderly are keeping their teeth longer. The problem is that nursing home employees are rarely able to provide oral hygiene. Poor oral hygiene contributes to pneumonia, a leading killer of the elderly. Many of the most commonly prescribed drugs such as anti-depressants, anti-hypertensives, and anti-anxiety medications also result in Xerostomia (dry mouth) effecting the management of oral health in older individuals.*

*The Baby Boomer Generation*

*It is not unrealistic to expect a significant impact on dentistry coinciding with the long-awaited retirement of this large and financially well-to-do segment of the general population. At the very least, dentistry should be prepared for baby boomers to ignite and fuel a drive for high - quality, state-of-the-art dental treatment. As mentioned previously, the scope of the services offered under the general heading of prosthodontics is not only broad, but also far - reaching. The mere fact that baby boomers will seek to improve their facial appearance is likely to drive a continuing demand for treatment that is certain to involve prosthodontic procedures.*

*Second – dental specialist referral needs of the dental profession*

*Canada as a whole has two active graduate Prosthodontic programs; one at the University of Toronto and one at the University of British Columbia (Vancouver). There is a need for Prosthodontists in the Atlantic Provinces such as Newfoundland where there are no prosthodontists at all. Saskatchewan has only two prosthodontists and they are both faculty members at the University of Saskatchewan in Saskatoon. Northwestern Ontario practitioners refer their patients to Winnipeg, Toronto or to the only Prosthodontist in Duluth MN for care. As a result many patients in Manitoba, Saskatchewan and Northwestern Ontario are traveling over 10 hours to receive care.*

*Third – Labor mobility / Foreign specialist qualifying issue*

*Foreign and North American trained Prosthodontists qualifying for Fellowship Accreditations*

*There are limited ways to be licensed as a specialist in Canada. The Government of Canada has been asking Dental Regulators to provide additional opportunities for foreign trained specialists to be licensed and allow for them to practice in Canada. The Specialty Assessment and Training portion of the program will provide an additional path for Prosthodontists in Canada to be eligible to take the Royal College of Dentists of Canada Fellowship Examination.<sup>13</sup> Having this program at the University of Manitoba will mean that the candidate will not need to obtain a nomination letter from an accreditation body program in the same discipline that is accredited by the Commission on Dental Accreditation of Canada or by an accreditation body with which the Commission on Dental Accreditation of Canada has a reciprocal accreditation agreement. Presently in Canada, the nomination letter is only available at the University of Toronto or University of British Columbia. This program will provide a third site in Canada for this assessment.<sup>13</sup>*

#### Fourth – needs of the dental education

*Hiring of future new faculty members in Dentistry will require candidates with high levels of expertise and training. The addition of graduate students in prosthodontics will also aid in the retention of faculty with the stimulus of graduate students interactions and research in all of our graduate programs. The proposed Master of Science / Graduate Prosthodontic program will meet ongoing current and future needs and requirements for clinicians and researchers to provide teaching at the undergraduate level, high level research productivity and nationally recognized training opportunities in clinical dental and biomedical research.*

---

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

Attached are several letters of support from both within the university, local prosthodontists and organizations and national and international prosthodontic organizations. See attached.

**SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS**

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

N/A

---

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

N/A

---

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

This program will be funded by tuition, clinic revenues and existing trust funds.

---

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

N/a

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

Due to the size of the program with only 6 students when the program is fully up and running it will have minimal impact on resources. Se attached letters of support.

---

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

*The increase in teaching load relates to the addition of a new program and an increase in class size in some existing graduate classes. The addition of the prosthodontic residents will have a negligible impact on the teaching load in these courses. There will not be a significant increase in the clinical teaching load in the department as the faculty who are currently teaching in the implant fellowship clinic (which will be discontinued) will be teaching in the Graduate Prosthodontic Program. The prosthodontic faculty member is already in the clinic covering the undergraduate students and will have the additional responsibility for the prosthodontic residents. There will need to be the hiring of an additional faculty member and with the resultant review of the undergraduate curriculum assignments of existing faculty, teaching loads will be redistributed equitably within the Division of Prosthodontics. The program director will teach the 2 literature review courses and the Advanced Clinical Prosthodontics Course with guest teaching by the other faculty. Part time faculty have been identified for teaching the Prosthodontic Dental laboratory Course. The additional teaching will result in one additional hour of seminar or 3-hour clinic contact time per prosthodontist, in each term. Research will be distributed to all of the prosthodontists and other faculty. As the program expands in the second year,*

there will be one full-time faculty member responsible for most of the teaching with support of part-time faculty. Other full-time faculty will participate as their responsibilities/interests allow. As part of the program involves teaching by the residents, they will be able to reduce the teaching load of the faculty members.

Two dental support staff are currently involved with the implant fellowship and Maxillofacial Prosthodontic program and are funded through the revenue generated by the implant fellowship through Clinical Support Services and Maxillofacial Prosthodontic program. When the graduate Prosthodontic Program takes its first residents, the assistants will be transferred from the Implant Fellowship and Maxillofacial Prosthodontic program to the Graduate Prosthodontic Clinic Program. One of the support staff would be in-charge of clinical operations and one support staff being changed to an administrative assistant for the program. This will reduce the cost of support staff from the current level of support staffing for the first year. There will be a need to increase support staff to two dental assistants in the second year of the program.

---

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

*Year 1*

- A full time (existing) and the additional hiring of one full time faculty member salary.
- Two full time support staff (One dental assistant & one administrator increased to full time) these would be transferred from the implant fellowship and Maxillofacial program currently running and they would be folded into the graduate program.

*Year 2*

- Two full time faculty member salaries.
- One part time faculty member salary (this would be a new faculty line).
- One full time laboratory technician (this would be a new faculty line).
- Two full time support staff (One dental assistant & one administrator).

*Year 3*

- Two full time faculty member salaries.
- One part time faculty member salary
- One full time laboratory technician.
- Three full time support staff (Two dental assistants & one administrator). The hiring of one additional dental assistant.

Year 4 this will stabilize at the level of year 3.

---

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

None as the Jordan clinic will be repurposed for the graduate prosthodontic clinic. This is where the previous private practice was located and the practitioners who were there have moved their practices outside the university.

---

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

None needed

## SECTION E– TUITION

### **E-1 What are the proposed tuition fees?**

*Canadian Residents will pay \$19,000.00 per year and International Residents will pay \$66,000.00 per year.*

---

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

These tuition fees are inline with the other graduate Dentistry programs in the College of dentistry.

---

### **E-3 What course-related fees would apply to a student in this program?**

Lease of equipment, clinic fees, and graduate student fees

---

### **E-4 Please provide a rationale for the course-related fee(s) proposed.** *(For example, are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?)*

These fees are comparable to those required to be paid by the graduate dental students who attend the college of dentistry.

---

### **E-5 Please describe any specific supports to encourage affordability and accessibility to the program:**

Student loans and grants are available from banks and various groups such as the American college of Prosthodontists Education foundation.

## SECTION F – SIGNATURES

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

### SUBMITTED BY:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

---

For use by joint programs only:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

## SUBMIT COMPLETED FORM

**PROVOST'S OFFICE ONLY:** Once completed and signed, please submit this application form to the Advanced Learning Division at [ald@gov.mb.ca](mailto:ald@gov.mb.ca) with the following attachments (*double-click to engage check box*):

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Cover letter  |
| <input type="checkbox"/> | Advanced Learning Division Financial Form                                 |
| <input type="checkbox"/> | Any supporting documentation ( <i>reviews, letters of support, etc.</i> ) |

**If you have any questions or require further information, please contact:**

Advanced Learning Division  
Manitoba Education and Advanced Learning  
608-330 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
[ald@gov.mb.ca](mailto:ald@gov.mb.ca)





**ADVANCED LEARNING DIVISION**  
**Program Proposal Financial Form**

**Form Instructions:**

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4* , remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

<b>Overview</b>	
<b>Institution:</b>	Univeristy of Manitoba, Faculty of Graduate Studies
<b>Program Name:</b>	Master of Science, Graduate Prosthodontics Program
<b>Contact Information:</b>	Dr. Igor Pesun
<b>Date:</b>	



	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr 1	(change from current year to year 1)	Budget Yr 2	(change from year 1 to year 2)	Budget Yr 3	(change from year 2 to year 3)	Budget Yr 4	(change from year 3 to year 4)	
<b>EXPENDITURE INFORMATION</b>										
Salaries - Direct (faculty, program administrators)	\$ -	\$ 300,000	\$ 300,000	\$ 381,000	\$ 81,000	\$ 500,000	\$ 119,000	\$ 500,000	\$ -	\$ 500,000
Salaries - Indirect (shared services, student support)	\$ -	\$ 27,900	\$ 27,900	\$ 83,800	\$ 55,900	\$ 87,200	\$ 3,400	\$ 90,000	\$ 2,800	\$ 90,000
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<b>Total Expenditures (B)</b>	\$ -	\$ 327,900	\$ 327,900	\$ 464,800	\$ 136,900	\$ 587,200	\$ 122,400	\$ 590,000	\$ 2,800	\$ 590,000





UNIVERSITY  
OF MANITOBA

College of Dentistry  
Faculty of Health Sciences

Dean's Office  
D113-780 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 0W2  
Telephone (204) 789-3249  
Fax (204) 789-3912  
info\_dent@umanitoba.ca

April 27, 2016

To: Dr. Igor Pesun  
Associate Professor, Restorative Dentistry

From: Anthony M. Iacopino  
Dean

Re: Graduate Prosthodontics Program

Dr. Pesun, this communication will serve to document my enthusiastic support for the Graduate Prosthodontics Program that you have developed and submitted for university approval. You are to be congratulated on your hard work and dedication to this project and I am confident that you will serve as a very capable and effective founding program director. As a prosthodontist myself, and as someone who has participated in the development and accreditation of graduate prosthodontics programs at other dental schools in North America, I can attest to the quality, breadth, and scope of the program that you have developed. It will certainly serve as a source of pride and enhance the reputation of the College of Dentistry at the University of Manitoba.

The financial/budgetary implications for the program are indeed most favourable. In keeping with the approach we have used for development of new graduate programs in the College, you have based the launch of the program within currently available human/financial resources and have planned for growth of the program to full capacity through support from tuition and clinic revenues. I have reviewed your financial plan and find it to be consistent with our past history of graduate program revenues throughout the College. I have no doubt that you will be able to maintain a more than adequately funded program as the resident class size reaches full capacity during the first three years of the program.

Best wishes for a successful program launch and I remain committed to providing any and all assistance when required to ensure the success of your outstanding initiative.

# Memo

Registrar's Office  
400 University Centre  
Phone 474-9425  
Fax 275-2589



UNIVERSITY  
OF MANITOBA

September 30, 2014

Sent as email attachment

To: Dr. Igor J. Pesun, Associate Professor and Head, Department of Restorative Dentistry  
From: Neil Marnoch, Registrar

A handwritten signature in black ink, appearing to read "Neil Marnoch".

Re: Proposal for a Masters of Dentistry in Prosthodontics

---

Dr. Pesun, having reviewed the program proposal for a Masters of Dentistry in Prosthodontics, I see no problems in the Registrar's Office supporting this program with respect to registration, fee assessment and academic evaluation, as it will be structured and offered in a similar manner to the other clinical graduate programs in the Faculty of Dentistry such as periodontics, oral surgery and orthodontics.

Best of luck with your proposal.



UNIVERSITY  
OF MANITOBA

Information Services  
And Technology

General Office  
E3-606 EITC  
Winnipeg, Manitoba  
Canada R3T 2N2  
Tel: (204) 474-9249  
Fax: (204) 474-7515

February 5, 2014

Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C)  
Associate Professor & Head  
Department of Restorative Dentistry  
Faculty of Dentistry  
University of Manitoba  
D227B - 780 Bannatyne Avenue  
Winnipeg, MB. R3E 0W2

Dear Dr. Pesun:

Thank you for your email to me of February 5, 2014, outlining your IT needs for a graduate Prosthodontic Program in the Department of Restorative Dentistry in the Faculty of Dentistry.

Those IT needs, as defined in your email, which consists of enrolling 2 students per year in the three-year program and that "they would be registered at the University of Manitoba and would require a username and password to access the University of Manitoba information service and technology system" can be easily accommodated by IST with little to no resource implications.

Best wishes on the success of your proposal.

Sincerely,

Mike Langedock, CIO  
Information Services & Technology

[www.umanitoba.ca](http://www.umanitoba.ca)

**University of Manitoba Libraries**  
**Statement for New Programme**



**Faculty** Dentistry  
**Department** Restorative Dentistry, Graduate Prosthodontic Program

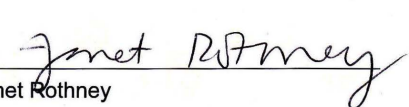
**Executive Summary**


The Libraries' collection can support this new programme, as it currently exists.

The journal collection includes all of the titles identified as "core" for this subject area, and 96% of the journals identified by the 2012 ISI Journal Citation Reports for subjects relating to Dentistry overall.

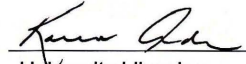
All of the monographs identified as intended required texts are currently held, as are all titles for Dentistry listed on Doody's Core titles list for 2013 and the Medical Library Association Dental Section Recommended Dental Texts booklist of 2009. A comparison of the University of Manitoba's collection against the other Canadian schools offering similar programs reflects comparable collection numbers in this subject area.

The Neil John Maclean Health Sciences Library, as well as the larger University of Manitoba Library system is well appointed to support this program.

  
Janet Rothney  
Dentistry Librarian

  
Ada Ducas  
Head, Health Sciences Libraries

  
Coordinator, Collections Management

  
University Librarian

  
Date





## MANITOBA DENTAL ASSOCIATION

April 17, 2014

Dr. Igor Pesun  
Faculty of Dentistry  
235-785 McDermot Avenue  
Winnipeg, Manitoba R2E 0T6

Dear Dr. Pesun,

Thank you for providing us with the proposal for a Diploma/M.Sc. Program in Prosthodontic Dentistry. The MDA Board of Directors reviewed the information sent to them regarding the proposed program.

After reviewing the information the Board directed me to send a letter of support for the development of the program by the Faculty of Dentistry on their behalf.

Please accept his letter as formally demonstrating that support.

If there is anything else we can do, please let me know.

Yours Truly,

Michael Sullivan, B.M.D.  
President

**From:** Marshall Hoffer <marshallhoffer@shaw.ca>  
**Subject:** Re: Graduate Prosthodontic Program  
**Date:** March 23, 2014 7:51:45 AM CDT  
**To:** Igor Pesun <Igor.Pesun@umanitoba.ca>

Dear Dr. Pesun,

I am aware that you are preparing to start a graduate program in Prosthodontics at the University of Manitoba, & as the senior Prosthodontist in the province, I want to express my unqualified support for this endeavour. Canada can certainly use a training program in prosthodontics to supply both teachers & practitioners.

As the practice of Dentistry becomes more complex, & the population ages, the need for the sophisticated treatment planning & service that can only be provided by trained specialists will continue to increase, & the current community of trained Prosthodontists, especially in private practice, is aging out.

Not only will a graduate Prosthodontic program provide much needed manpower, but the interaction of this program with the existing graduate programs in Periodontics & Orthodontics will be significantly enhanced the levels of experience for the students in those programs.

I look forward to seeing a graduate program at the dental school here.

Sincerely

Dr. Marshall Hoffer

**From:** [Igor Pesun](#)  
**Sent:** Tuesday, February 11, 2014 2:55 PM  
**To:** [Jack Lipkin](#) ; [Marshall Hoffer](#) ; [Rob McIntosh](#)  
**Subject:** Graduate Prosthodontic Program

As you well know I am putting together a proposal to begin a graduate Program here at the university of manitoba. As part of the proposal that I will need to submit for approval, I would like to have a letter of support from each of you as the three full time private practice Prosthodontists in Manitoba. In short the goal of the program is support the undergraduate dentistry program and the existing graduate programs. We would be looking to have two residents per year with one being an international resident. There will be external rotations to the Dysplasia program, Cancer Care Manitoba and Deerlodge Centre.

Please contact me if you have any questions about the proposed program and thank you in advance for your help.

Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C)  
Associate Professor & Head  
Department of Restorative Dentistry  
Faculty of Dentistry  
University of Manitoba                      Office: 204-789-3516  
D227B - 780 Bannatyne Avenue              Fax: 204-789-3916  
Winnipeg, MB                                  Private Practice: 204-789-3608  
Canada R3E 0W2    E-mail: [Igor.Pesun@umanitoba.ca](mailto:Igor.Pesun@umanitoba.ca)

**From:** Jack Lipkin <jlipkin@shaw.ca>  
**Subject:** Re: Graduate Prosthodontic Program support letter  
**Date:** May 14, 2014 9:29:10 PM CDT  
**To:** Igor Pesun <Igor.Pesun@umanitoba.ca>

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TO: Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C)  
Associate Professor & Head  
Department of Restorative Dentistry  
College of Dentistry                      Faculty of Health Sciences  
University of Manitoba                      Office: 204-789-3516  
D227B - 780 Bannatyne Avenue              Fax: 204-789-3916  
Winnipeg, MB                                  Private Practice: 204-789-3608  
Canada R3E 0W2                              E-mail: [igor.pesun@umanitoba.ca](mailto:igor.pesun@umanitoba.ca)

Dear Dr. Pesun

I am writing this letter in support of the proposed Graduate Prosthodontic program, scheduled to start in 2015, at the Faculty of Dentistry, University of Manitoba. I believe that this program can only enhance the existing graduate programs being currently offered at the faculty, as well as strengthening the current four year Dental undergraduate program.

The discipline of Prosthodontics is at the core of clinical dentistry and as such, its' presence will complement the graduate Periodontics and graduate Orthodontics programs with respect to clinical treatment planning, and delivering clinical treatments as part of the teaching process. Having graduate Prosthodontic residents in the Faculty will add an important dimension to the learning environment in the undergraduate clinic.

As a full time practicing Prosthodontist in the city of Winnipeg, I have seen first hand how positive a force in education, a strong faculty can be and how this is enhanced even further when it is combined with multiple grad programs in the various disciplines. I support this program fully and I look forward to interacting with the future graduate Prosthodontic residents at the Faculty .

Sincerely Jack Lipkin D.M.D.

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**Dr. Rob McIntosh Dental Corporation** 380-500 Portage Ave., Winnipeg MB, R3C 3X1  
**PROSTHODONTIST** Phone: 204-775-8761, Fax: 204-783-3244, Email: office@betterteethbetterlife.ca

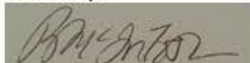
5/20/2014

Dr. Igor Pesun  
D227B-780 Bannatyne Avenue  
Winnipeg MB, R3E0W2

Dear Dr. Pesun,

I am writing to you in support of a graduate program in Prosthodontics at the University of Manitoba. My practice is referred a steady stream of patients presenting with complex restorative needs which the general dentist finds challenging to manage. My two colleagues in full private practice had expressed a desire to retire in five years leaving what I would consider a void in the dental landscape. It would be my hope that a graduate program in Prosthodontics at the University of Manitoba would train a couple local dentists to fill these positions. It would also be my hope that a graduate program in Prosthodontics at the University of Manitoba would train dentists from outside the province after the local positions have been filled. I have seen Prosthodontists in other jurisdictions forced to practice general dentistry, because the clinician supply exceeded the patient demand. Note that I do not feel a graduate program in Prosthodontics at the University of Manitoba would endanger the current balance of clinician supply and patient demand here in Manitoba. It would allow patients, who otherwise do not have the financial means to proceed with comprehensive care in private practice, to get care at the dental school at a greatly reduced cost.

Sincerely,



Dr. Rob McIntosh

ASSOCIATION OF PROSTHODONTISTS OF CANADA  
L'ASSOCIATION DES PROSTHODONTISTES DU CANADA



To Whom it May Concern,

The Association of Prosthodontists of Canada (APC) is an organization that represents the specialty of Prosthodontics in Canada. As members of the Canadian Dental Specialty Association (CDSA) we speak on behalf of prosthodontists in Canada.

*Within Canada there is a shortage of appropriately trained prosthodontists needed to address relevant patient prosthodontic issues and to provide the advanced and complex care that patients require. The aging population has resulted in a significant increase in the need for the services provided by a trained prosthodontist. The increased awareness and demand by Canadians for cosmetic dentistry at an advanced level is also in high demand. Presently the opportunity to train as a prosthodontist in Canada is limited to two programs.*

The proposal for implementation of the Master of Science and Graduate Prosthodontic Program for the College of Dentistry, Faculty of Health Sciences and University of Manitoba will result in another Canadian university providing a very valuable source of graduates in prosthodontics who can serve Canadian communities and contribute to the education of undergraduate dental programs in Canada.

The Association of Prosthodontists of Canada fully supports this proposal from the University of Manitoba.

Yours truly,

A handwritten signature in dark ink, appearing to read 'Benie Futo', is written over a light-colored background.

President

T (604) 418 0278 F (604) 263 1757 W [WWW.PROSTHODONTICS.CA](http://WWW.PROSTHODONTICS.CA) E [ADMINISTRATOR@PROSTHODONTICS.CA](mailto:ADMINISTRATOR@PROSTHODONTICS.CA)

NATIONAL OFFICE APC C/O CDA, 1815 ALTA VISTA DRIVE, OTTAWA, ONTARIO K1G 3Y6



June 16, 2013

Igor J. Pesun, D.M.D., M.S., F.A.C.P., F.R.C.D.(C)  
Associate Professor & Head Prosthodontics  
Department of Restorative Dentistry  
College of Dentistry, Faculty of Health Sciences  
University of Manitoba  
D227B - 780 Bannatyne Avenue  
Winnipeg, MB  
Canada R3E 0W2

Dear Dr. Pesun;

The American College of Prosthodontists is pleased that you are considering starting an Advanced Education Program in Prosthodontics. The merits for developing a postgraduate prosthodontic program are numerous and this type of care is complimentary to the future needs of society. As our senior population continues to grow, the associated necessary care and the complexity of this care also increase. The need for oral and maxillofacial health care services will continue to rise and the services needed should be reflected in the responsiveness of our educational institutions.

Having a prosthodontic program will allow your school to meet the increased need for prosthetic care as a result of the aging population. The Program will also complement your established activities through leading edge implant therapies, advanced esthetic procedures, CAD/CAM technologies and other evolving digital-based clinical diagnostic modalities. The program adds a rich resource for the training and development of the undergraduate dental student in the management of more complex rehabilitative care.

The applicant pool for prosthodontic programs has dramatically increased with many of the best and brightest dental students now entering Prosthodontics. These applicants are seeking advanced education in Prosthodontics because it provides training in a wide range of clinical procedures that utilize contemporary tools related to diagnosis, treatment, science and technology.

Reasons that a prosthodontic program is indicated at your institution may include:

1. Advanced Prosthodontic students, programs, and faculty are a resource for patient care, diagnostic expertise, and dental educational programs at all levels.
2. This type of training can provide a critical source of dental care for an aging population with complex needs.
3. Support the need as well as demand for more specialized care provided by Prosthodontists as related to comprehensive diagnosis, treatment planning and provision of complex and/or advanced patient care.
4. The ability to extend dental care to groups with special needs such as ectodermal dysplasia, maxillofacial prosthetics, and complex medical conditions.

5. Help and support with the management of patients from the undergraduate clinic who have had problems and need interventional treatment.
6. A resource for other specialty programs through enhanced interaction, learning, and patient care.
7. A resource for the entire school and faculty – clinical, patients, students and faculty.
8. Enhanced recruitment of faculty and students because a Prosthodontic Program provides additional expertise in complex diagnosis and treatment planning, treatment, and post-treatment care.
9. Enhanced recruitment of faculty because of the opportunity to teach or interact with prosthodontists at a specialty level.
10. A source of increased clinical and basic science research activity.
11. A site and opportunity for undergraduate clinical experiences and honors programs.
12. Support for undergraduate clinical activities in the areas of implants, esthetics, medically compromised patients, and patients with congenital and acquired defects.
13. A key source of future undergraduate education clinical faculty.
14. Advanced Prosthodontics Programs, faculty, and students are a great resource for CE programs, as well as a connection to the local community of practitioners and specialists.
15. Advanced education students are a source of part-time faculty for undergraduate education.

Please do not hesitate to ask if there is anything the ACP can do to assist you in your efforts to establish your prosthodontic residency.



John R. Agar, DDS MA  
President, American College of Prosthodontists  
Professor and Director, Graduate Prosthodontics  
University of Connecticut Health Center  
Department of Reconstructive Sciences  
263 Farmington Avenue  
Farmington, CT. 06030-1615  
Cell: 860-833-2087  
Work: 860-679-2649

Dr. Archie McNicol  
500 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone: (204) 474-9573  
Fax: (204) 474-7553

Dear Associate Dean McNicol,

Thank you for the opportunity to participate as external evaluators in the assessment of the proposed Masters degree of Science in Prosthodontics at your University. As you know, we are or have been Directors of Advanced Education Programs in Prosthodontics in the U.S. and Canada and hope our experiences in multiple university settings can benefit your determination of the merits of this program proposal.

### **Comparisons with related programs**

The metropolitan Columbus, Ohio area has approximately 1 million inhabitants. The prosthodontics graduate program educates three students per year, for a total of 9. There is an average of 9 FTE prosthodontists at the University and 10 in private practice in Columbus. The graduate program benefitted from the collegial relationship with private practitioners, who referred patients with monetary constraints who would otherwise not receive care for their complex needs. Also, graduates have become private practice associates to prosthodontists transitioning into retirement, a mutually beneficial outcome. There has been adequate number and variety of patient treatment experiences for 9 graduate students. However, between 2004 and 2011, there was one period of about 6 months duration in 2008 that proved difficult to provide complete denture patients for first year students in the numbers preferred. This time period corresponded with an economic downturn in the U.S. and denture patients on a fixed income responded in a fiscally conservative manner. Graduate students were assigned other prosthodontic treatments during this period and final procedure requirements by the end of the three-year program were not affected. The dental fees of the program are generally 2/3 of those of private practice general dentists.

The population of Iowa City, IA and environs is around 250,000. The graduate program at Iowa enrolls 2 graduate students per year (for a total of 6, identical to the proposal) and the patient supply is adequate in variety and number of treatment types. There are 10 academic prosthodontists and 3 local private practice prosthodontists in the area. The locale is more rural and the inhabitants do not typically seek cosmetic or optional treatment. However, due to the airborne abrasive particulates inherent in an agricultural environment, there is widespread dental tooth wear requiring full mouth rehabilitation and some patients do seek treatment to restore their teeth rather than choosing to have all their teeth removed if financially able to do so. The dental fees of the program are only slightly lower than general practice fees.



The population of Vancouver is over 3 million. The UBC Graduate Prosthodontics was begun five years ago. The length of the proposed Graduate Prosthodontics curriculum is similar to UBC, but UBC uses 3 terms and a summer scheduled for research. Students are entitled to holidays, but must be requested for approval. UBC accepts 4 MSc students per year and additional PhD students when appropriate. The program is course-based including the clinic and all Community Outreach clinics and Hospital Clinics. Seminar participation and performance are graded. Orientation to clinic, radiology equipment (CBCT), disinfection & sterilization, computer systems and digital clinical record occurs prior to the start of clinics in September. All clinical activities are evaluated for competency (level of difficulty, procedure type, patient type, etc.). Progress meeting after first term, Promotion meeting after the 3<sup>rd</sup> term (summer), with feedback to students in writing.

A brief Internet search reveals that the population around the University of Manitoba lies above 700,000 inhabitants. Using the above programs for comparison, it is highly likely that the Winnipeg area will support the patient treatment requirements of a graduate program in prosthodontics. It is evident that there are the kinds of patients that would benefit from specialty level treatment, as the dental college currently turns away 20% of those seeking care due to a high degree difficulty unsuitable for undergraduate dental students. However, it has been pointed out that the financial restrictions of some of these patients may limit the type of care they can receive. The dental students interviewed agreed that they do not think a graduate program would impact their access to patients, since the patients would be at a level of complexity not suitable for their level of education and skillset. Interviews with the current implant fellow and graduate students in periodontology were insightful and supportive. The current implant fellow has a backlog of patients waiting treatment planning, the periodontal graduate students often wait 6 months for the prosthetic completion of diagnostic procedures in order to move forward to implant surgical placement. With the cessation of the implant fellow program, a prosthodontic residency is the logical option to fill this need. Also, the extramural opportunities at Deer Lodge promise to provide experiences with removable prostheses, thus not impacting the numbers of such treatments available to dental students.

It will helpful to grow new referral streams to the program once underway by familiarizing the academic and private practice potential referral sources of the new program. The letters of support from local Prosthodontists are an indication of the need for this graduate program, which could be perceived by some as competition. An important step in education has already been accomplished; educating dental students in the use of the Prosthodontic Difficulty Index as a basis for determining difficulty level that warrants referral. Opportunities for growing referral sources for the program include an open house for general practitioners to introduce them to the facilities and staff, and participation in local study clubs to introduce the level of prosthodontics care now available in the area. Sustainability is likely, but formal and ongoing outcomes assessments will need to be in place to assess success and guide future change. It has been the reviewers experiences that once the program reaches full student enrollment, reevaluation will need to take place as it is a balancing act between patient numbers, student capabilities and faculty/staff time that make a program not only viable but successful long-term.

## **Breadth and depth of curriculum**

After review of the proposed curriculum, it is similar in breadth and depth to at least two other similar graduate programs. The syllabi are well written and comprehensive. Review and analysis of the scientific literature, current and classical, is the cornerstone of graduate education. The number of hours devoted to literature review typically varies by program, some devoting 50 hours per academic year while others over 200 hours. The proposed curriculum dedicates over 120 hours/year to seminars and literature review, an excellent distribution.

RSTD 7000 Seminars: 40 hours/year. Covers Prosthodontic Terminology, Removable Prosthodontics, Fixed Prosthodontics, Implant Prosthodontics, Maxillofacial Prosthodontics, Geriatric Prosthodontics, and Practice Management. We suggest adding more textbooks, particularly books on Maxillofacial and Dental Materials, to the references used in this course.

RSTD 7000 Classic Literature Review: 40 hours/year. Prosthodontic Terminology, Removable Prosthodontics, Fixed Prosthodontics, Implant Prosthodontics, Maxillofacial Prosthodontics, Geriatric Prosthodontics, and Practice Management. Occlusion is addressed within the Fixed and Removable courses.

RSTD 7000 Current Literature Review: all journal are appropriate, 41 hours/ year.

RSTD 7000 Clinical Practice: it is unclear what the ratio of clinic-to-didactic-to-research time is over the three years. Typically, clinical treatment should be a minimum of 60% of the time, teaching a maximum of 10%, research around 10% and didactic the remainder. A detailed schedule of time commitment will be needed for accreditation, we recommend constructing one for the entire program by year.

RSTD 7000 Dental Laboratory Technology: covers all aspects.

The time devoted to other didactic courses appears adequate. Courses in Biostatistics, Anatomy, Pathology, Dental Materials and Laboratory technology are included in this proposal and are usual and customary subjects. The impact of two additional students in graduate core courses such as these seems negligible.

The proposed program breadth is good, there are some small areas that the depth could be enhanced that we suggest be included within a course and may indeed already be contained in the existing or proposed courses. These topics include:

- Diagnosis and treatment planning, including interdisciplinary treatments
- Wound healing
- Evidence-based health care principles including identifying, appraising and applying available evidence
- Emerging science and technology
- Craniofacial growth and development

These topics are often well suited for inclusion in audited courses and online educational materials, which the College and department are already familiar with and utilizing for other subjects.

### **Demand for graduates with the proposed credential**

Prosthodontics is recognized in Canada, USA and many other countries throughout the world as the dental specialty concerned with the diagnosis, restoration and maintenance of oral function, comfort, appearance and health of the patient by the restoration of the natural teeth and/or the replacement of missing teeth and contiguous oral and maxillofacial tissues with artificial substitutes. The Canadian Dental Association (CDA) through the Commission on Dental Accreditation of Canada (CDAC) and The Provincial dental licensing authorities, recognize the specialty and, in cooperation with the American Dental Association, have a reciprocal arrangement for accrediting graduate prosthodontics training programs in North America. The prevalence & incidence of tooth loss and the need for replacement, the number of prosthodontics specialists in Manitoba is grossly inadequate. The percentage of edentulous patients has been declining by 10% per decade for the past 40 years in the USA, however with our aging population the number of patients requiring dentures continues to rise. The younger generations show declines in total edentulism, but increases in partial edentulism. The need for prosthodontics services in the USA has been estimated to be 535 million hours for 2005, increasing to 563 hours for 2010, and further expanded to 610 hours in 2020. A considerable amount of this treatment is unmet and it is predicted that this situation will not improve due to a shortage of prosthodontists in North America. The American College of Prosthodontists has recommended that the existing prosthodontic programs need to increase enrollment and new programs be developed to address the shortage of prosthodontists in the USA.

Two Canadian Dental Faculties (University of Toronto and University of British Columbia) offer training in prosthodontics with each school graduating 2-4 prosthodontists every year. Therefore, nearly all of the prosthodontists in this country have had to attend one of the 46 American hospital/university based programs for their clinical training.

The proposal has documented the need for graduates in this specialty area of dentistry. The demand for Prosthodontics specialists is on the rise, both in academia and private practice. The shortage of educators is at a critical level in the U.S. & Canada, and with prosthodontics education at the dental student level a large part of the curriculum, many institutions find their prosthodontics faculty teaching large amounts of time at the expense of research and other endeavors to benefit dental education. As our patient population ages, we are seeing more patients keeping their teeth, but not all of them. This creates complex issues to try to repair or restore teeth for function and aesthetics. The need for private practice prosthodontists is growing as well and the Winnipeg area will be losing 2 of their three practitioners to retirement soon. There is no doubt that high employability exists for future prosthodontics educators and practitioners in both the U.S. and Canada.

### **Excellence of the faculty**

The quality of the faculty is excellent to support both the clinical and research aspects of the proposal. However, there are impending retirements and the existing faculty members are already overcommitted teaching not only Prosthodontics courses but also other related undergraduate courses. Interviews with the prosthodontics faculty showed that they only have one-half day that is not assigned to teaching or practice. They are teaching not only prosthodontics courses, but several others that were previously taught by other disciplines and have had an increase of 20% teaching contact.

Also of note, there is lack of a formally trained Maxillofacial prosthodontist and the size of the health care facility in Winnipeg should support one for the province. Currently, Dr. Pesun and two other faculty members provide this crucial service; it should be a dedicated position. Reduction in faculty time commitment to the program might also be aided by rearranging the planned courses, such as putting all didactic courses in a block on one half day which would only require one faculty member. As the program proceeds from year 1 to year 2, provisions will need to be made for instructing new graduate students while the second year students see patients clinically.

### **Adequacy of facilities, space, and other resources**

There are adequate, and spacious, areas for student study and seminars. The office space is currently used by the implant fellow but will easily house 6 residents immediately and without major renovation. While there was concern expressed by faculty from other disciplines about the lack of seminar rooms available, we noted several existing seminar-sized rooms. The faculty also said the issue may actually be scheduling of these rooms and the lack of some rooms being equipped with updated audiovisual capabilities.

There is adequate space and equipment for laboratory work. The dental technicians interviewed expressed concern about being able to fabricate the prostheses of the undergraduate students as well as six graduate students. The plan is for Graduate Prosthodontics students to spend a considerable amount of time learning and performing dental laboratory skills, however dentistry is increasingly dependent upon digital technology and highly aesthetic prostheses requiring highly skilled dental ceramists. We would have you at some point consider utilizing commercial laboratory to help support the Undergraduate program.

The proposed clinical area is well suited for the proposal, but will need eventual conversion and equipment in rooms not currently designed for patient care. We would suggest that removing the doors to the operatories to improve supervision and reduce risk if an untoward event were to occur.

The library facilities are comprehensive, robust and close in proximity to the dental school. Excellent support is available for instruction in information searches of electronic databases and

reference management. The librarian is also available for individual instruction and guidance, as well as online instruction in the research thesis process (Grad Steps).

### **Strengths and weaknesses of the program proposal**

This proposal is well written and provides the documentation required. The strengths of the proposal include the strength of the College itself, a documented need, enthusiastic support from the department and from other specialties and their students and likely adequate patient flow. The positive impact of Inter-specialty collaboration will greatly enhance the graduate experience for all specialties involved. The facilities, while dated in some areas, are spacious and can be converted to treatment areas.

It is evident that the addition of this new program will require an additional faculty at the outset rather than in the second year as proposed. Also, review of the undergraduate curriculum assignments of existing faculty should be undertaken. At present, there is a single mentor during the first year of the program who has multiple other assignments in the college, which we view as the single most significant weakness of the proposal.

The number of hours and schedules for all faculty involved in the program would be useful to communicate the commitment and workload of the faculty involved. The percentage or hours the students will have for Research, Clinic, & Didactic assignments over the 3 years would be useful to understand their responsibilities. We recommend formulating a chart of both student and faculty assignments to graphically show these two important time commitments.

Respectfully submitted,

Dr. Chris Wyatt  
Chair of the Division of Prosthodontics  
& Dental Geriatrics  
Faculty of Dentistry  
University of British Columbia

Dr. Julie Holloway  
Head, Department of Prosthodontics  
College of Dentistry  
The University of Iowa

Dr. Archie McNicol  
500 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone: (204) 474-9573  
Fax: (204) 474-7553

Dear Associate Dean McNicol,

Thank you for the opportunity to participate as external evaluators in the assessment of the proposed Masters degree of Science in Prosthodontics at your University. As you know, we are or have been Directors of Advanced Education Programs in Prosthodontics in the U.S. and Canada and hope our experiences in multiple university settings can benefit your determination of the merits of this program proposal.

### **Comparisons with related programs**

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The population of Vancouver is over 3 million. The UBC Graduate Prosthodontics was begun five years ago. The length of the proposed Graduate Prosthodontics curriculum is similar to UBC, but UBC uses 3 terms and a summer scheduled for research. Students are entitled to holidays, but must be requested for approval. UBC accepts 4 MSc students per year and additional PhD students when appropriate. The program is course-based including the clinic and all Community Outreach clinics and Hospital Clinics. Seminar participation and performance are graded. Orientation to clinic, radiology equipment (CBCT), disinfection & sterilization, computer systems and digital clinical record occurs prior to the start of clinics in September. All clinical activities are evaluated for competency (level of difficulty, procedure type, patient type, etc.). Progress meeting after first term, Promotion meeting after the 3<sup>rd</sup> term (summer), with feedback to students in writing.

A brief Internet search reveals that the population around the University of Manitoba lies above 700,000 inhabitants. Using the above programs for comparison, it is highly likely that the Winnipeg area will support the patient treatment requirements of a graduate program in prosthodontics. It is evident that there are the kinds of patients that would benefit from specialty level treatment, as the dental college currently turns away 20% of those seeking care due to a high degree difficulty unsuitable for undergraduate dental students. However, it has been pointed out that the financial restrictions of some of these patients may limit the type of care they can receive. The dental students interviewed agreed that they do not think a graduate program would impact their access to patients, since the patients would be at a level of complexity not suitable for their level of education and skillset. Interviews with the current implant fellow and graduate students in periodontology were insightful and supportive. The current implant fellow has a backlog of patients waiting treatment planning, the periodontal graduate students often wait 6 months for the prosthetic completion of diagnostic procedures in order to move forward to implant surgical placement. With the cessation of the implant fellow program, a prosthodontic residency is the logical option to fill this need. Also, the extramural opportunities at Deer Lodge promise to provide experiences with removable prostheses, thus not impacting the numbers of such treatments available to dental students.

It will helpful to grow new referral streams to the program once underway by familiarizing the academic and private practice potential referral sources of the new program. The letters of support from local Prosthodontists are an indication of the need for this graduate program, which could be perceived by some as competition. An important step in education has already been accomplished; educating dental students in the use of the Prosthodontic Difficulty Index as a basis for determining difficulty level that warrants referral. Opportunities for growing referral sources for the program include an open house for general practitioners to introduce them to the facilities and staff, and participation in local study clubs to introduce the level of prosthodontics care now available in the area. Sustainability is likely, but formal and ongoing outcomes assessments will need to be in place to assess success and guide future change. It has been the reviewers experiences that once the program reaches full student enrollment, reevaluation will need to take place as it is a balancing act between patient numbers, student capabilities and faculty/staff time that make a program not only viable but successful long-term.



## **Breadth and depth of curriculum**

After review of the proposed curriculum, it is similar in breadth and depth to at least two other similar graduate programs. The syllabi are well written and comprehensive. Review and analysis of the scientific literature, current and classical, is the cornerstone of graduate education. The number of hours devoted to literature review typically varies by program, some devoting 50 hours per academic year while others over 200 hours. The proposed curriculum dedicates over 120 hours/year to seminars and literature review, an excellent distribution.

RSTD 7000 Seminars: 40 hours/year. Covers Prosthodontic Terminology, Removable Prosthodontics, Fixed Prosthodontics, Implant Prosthodontics, Maxillofacial Prosthodontics, Geriatric Prosthodontics, and Practice Management. We suggest adding more textbooks, particularly books on Maxillofacial and Dental Materials, to the references used in this course.

RSTD 7000 Classic Literature Review: 40 hours/year. Prosthodontic Terminology, Removable Prosthodontics, Fixed Prosthodontics, Implant Prosthodontics, Maxillofacial Prosthodontics, Geriatric Prosthodontics, and Practice Management. Occlusion is addressed within the Fixed and Removable courses.

RSTD 7000 Current Literature Review: all journal are appropriate, 41 hours/ year.

RSTD 7000 Clinical Practice: it is unclear what the ratio of clinic-to-didactic-to-research time is over the three years. Typically, clinical treatment should be a minimum of 60% of the time, teaching a maximum of 10%, research around 10% and didactic the remainder. A detailed schedule of time commitment will be needed for accreditation, we recommend constructing one for the entire program by year.

RSTD 7000 Dental Laboratory Technology: covers all aspects.

The time devoted to other didactic courses appears adequate. Courses in Biostatistics, Anatomy, Pathology, Dental Materials and Laboratory technology are included in this proposal and are usual and customary subjects. The impact of two additional students in graduate core courses such as these seems negligible.

The proposed program breadth is good, there are some small areas that the depth could be enhanced that we suggest be included within a course and may indeed already be contained in the existing or proposed courses. These topics include:

- Diagnosis and treatment planning, including interdisciplinary treatments
- Wound healing
- Evidence-based health care principles including identifying, appraising and applying available evidence
- Emerging science and technology
- Craniofacial growth and development



These topics are often well suited for inclusion in audited courses and online educational materials, which the College and department are already familiar with and utilizing for other subjects.

### **Demand for graduates with the proposed credential**

Prosthodontics is recognized in Canada, USA and many other countries throughout the world as the dental specialty concerned with the diagnosis, restoration and maintenance of oral function, comfort, appearance and health of the patient by the restoration of the natural teeth and/or the replacement of missing teeth and contiguous oral and maxillofacial tissues with artificial substitutes. The Canadian Dental Association (CDA) through the Commission on Dental Accreditation of Canada (CDAC) and The Provincial dental licensing authorities, recognize the specialty and, in cooperation with the American Dental Association, have a reciprocal arrangement for accrediting graduate prosthodontics training programs in North America. The prevalence & incidence of tooth loss and the need for replacement, the number of prosthodontics specialists in Manitoba is grossly inadequate. The percentage of edentulous patients has been declining by 10% per decade for the past 40 years in the USA, however with our aging population the number of patients requiring dentures continues to rise. The younger generations show declines in total edentulism, but increases in partial edentulism. The need for prosthodontics services in the USA has been estimated to be 535 million hours for 2005, increasing to 563 hours for 2010, and further expanded to 610 hours in 2020. A considerable amount of this treatment is unmet and it is predicted that this situation will not improve due to a shortage of prosthodontists in North America. The American College of Prosthodontists has recommended that the existing prosthodontic programs need to increase enrollment and new programs be developed to address the shortage of prosthodontists in the USA.

Two Canadian Dental Faculties (University of Toronto and University of British Columbia) offer training in prosthodontics with each school graduating 2-4 prosthodontists every year. Therefore, nearly all of the prosthodontists in this country have had to attend one of the 46 American hospital/university based programs for their clinical training.

The proposal has documented the need for graduates in this specialty area of dentistry. The demand for Prosthodontics specialists is on the rise, both in academia and private practice. The shortage of educators is at a critical level in the U.S. & Canada, and with prosthodontics education at the dental student level a large part of the curriculum, many institutions find their prosthodontics faculty teaching large amounts of time at the expense of research and other endeavors to benefit dental education. As our patient population ages, we are seeing more patients keeping their teeth, but not all of them. This creates complex issues to try to repair or restore teeth for function and aesthetics. The need for private practice prosthodontists is growing as well and the Winnipeg area will be losing 2 of their three practitioners to retirement soon. There is no doubt that high employability exists for future prosthodontics educators and practitioners in both the U.S. and Canada.

### **Excellence of the faculty**

The quality of the faculty is excellent to support both the clinical and research aspects of the proposal. However, there are impending retirements and the existing faculty members are already overcommitted teaching not only Prosthodontics courses but also other related undergraduate courses. Interviews with the prosthodontics faculty showed that they only have one-half day that is not assigned to teaching or practice. They are teaching not only prosthodontics courses, but several others that were previously taught by other disciplines and have had an increase of 20% teaching contact.

Also of note, there is lack of a formally trained Maxillofacial prosthodontist and the size of the health care facility in Winnipeg should support one for the province. Currently, Dr. Pesun and two other faculty members provide this crucial service; it should be a dedicated position. Reduction in faculty time commitment to the program might also be aided by rearranging the planned courses, such as putting all didactic courses in a block on one half day which would only require one faculty member. As the program proceeds from year 1 to year 2, provisions will need to be made for instructing new graduate students while the second year students see patients clinically.

### **Adequacy of facilities, space, and other resources**

There are adequate, and spacious, areas for student study and seminars. The office space is currently used by the implant fellow but will easily house 6 residents immediately and without major renovation. While there was concern expressed by faculty from other disciplines about the lack of seminar rooms available, we noted several existing seminar-sized rooms. The faculty also said the issue may actually be scheduling of these rooms and the lack of some rooms being equipped with updated audiovisual capabilities.

There is adequate space and equipment for laboratory work. The dental technicians interviewed expressed concern about being able to fabricate the prostheses of the undergraduate students as well as six graduate students. The plan is for Graduate Prosthodontics students to spend a considerable amount of time learning and performing dental laboratory skills, however dentistry is increasingly dependent upon digital technology and highly aesthetic prostheses requiring highly skilled dental ceramists. We would have you at some point consider utilizing commercial laboratory to help support the Undergraduate program.

The proposed clinical area is well suited for the proposal, but will need eventual conversion and equipment in rooms not currently designed for patient care. We would suggest that removing the doors to the operatories to improve supervision and reduce risk if an untoward event were to occur.

The library facilities are comprehensive, robust and close in proximity to the dental school. Excellent support is available for instruction in information searches of electronic databases and

reference management. The librarian is also available for individual instruction and guidance, as well as online instruction in the research thesis process (Grad Steps).

### **Strengths and weaknesses of the program proposal**

This proposal is well written and provides the documentation required. The strengths of the proposal include the strength of the College itself, a documented need, enthusiastic support from the department and from other specialties and their students and likely adequate patient flow. The positive impact of Inter-specialty collaboration will greatly enhance the graduate experience for all specialties involved. The facilities, while dated in some areas, are spacious and can be converted to treatment areas.

It is evident that the addition of this new program will require an additional faculty at the outset rather than in the second year as proposed. Also, review of the undergraduate curriculum assignments of existing faculty should be undertaken. At present, there is a single mentor during the first year of the program who has multiple other assignments in the college, which we view as the single most significant weakness of the proposal.

The number of hours and schedules for all faculty involved in the program would be useful to communicate the commitment and workload of the faculty involved. The percentage or hours the students will have for Research, Clinic, & Didactic assignments over the 3 years would be useful to understand their responsibilities. We recommend formulating a chart of both student and faculty assignments to graphically show these two important time commitments.

Respectfully submitted,

Dr. Chris Wyatt  
Chair of the Division of Prosthodontics  
& Dental Geriatrics  
Faculty of Dentistry  
University of British Columbia

Dr. Julie Holloway  
Head, Department of Prosthodontics  
College of Dentistry  
The University of Iowa

Dr. Jay Doering  
Vice-Provost (Graduate Education) & Dean (Faculty of Graduate Studies)  
Faculty of Graduate Studies  
500 University Centre  
University of Manitoba  
Winnipeg, MB R3T 2N2 Canada

Dear Dean Doering

**Response to the external evaluators assessment of the Masters of Science Degree in Prosthodontics at the University of Manitoba.**

The External Evaluators provided important and valuable insight into the Master of Science Degree in Prosthodontics. This would be only the third such program in Canada after Toronto and Vancouver.

The proposed program is inline in size and scope with that of the External Evaluators programs. The size of the catchment area in relation to the number of proposed residents is larger than that of their programs. They appreciated the broad consensus from through out the College that the program would be an important addition to the College of Dentistry both in terms of clinical support and research. That support came not just from within the school but from the outside community. One of the important recommendations to ensure that the program has sufficient patients will be to develop extensive referral network. The development of the program has continually sought out feedback and support from the dental community. They are being continually informed as to the status of the approval process as the program is being developed. We will continue to inform the dental community of the status of the program and use those connections to ensure the success of the program.

The curriculum was found to be similar in breadth and depth to the programs that the External Evaluators were familiar with. They agreed that the addition of two additional students in graduate core courses would have a minimal impact on those courses. The External Evaluators made several suggestions to improve the curriculum with the addition of several topics and the organization of the curriculum. These were all incorporated into the proposal.

The External Evaluators agreed that there is significant need for more prosthodontists. This is in education, research and private practice. This is not only in Winnipeg and Manitoba but also throughout North America. There will be little difficulty of new graduates in finding employment.

The support of the faculty for this program is there even though in some ways they are overcommitted in teaching. To address this issue several items will need to be modified once the program has been approved. The teaching load will be rearranged in the department. The budget has been adjusted to allow for the

addition of a new prosthodontic position in the first year rather than in the second year as originally proposed. Preference will also be given to hire a trained Maxillofacial Prosthodontist. To graphically show both student and faculty assignments a chart will be formulated outlining these two groups time commitments.

The External Evaluators acknowledged that the facilities to undertake this program are in place for the residents. This includes library facilities, student offices, clinical, research and laboratory space for the residents. Some renovations will need to be undertaken as the program grows to full capacity and have been accounted for in the budget for the program. We have been able to achieve this, as there has been an implant fellowship in place for the last 6 years and as a result of the closing of the Private Practice suite. With an increasing amount of patient laboratory work that will be sent to the lab as the residents progress through the program, dental laboratories outside of the dental school will be increasingly utilized so as to not over load the school internal lab.

Overall the report provided a positive evaluation of the program, with helpful suggestions to ensure its success.

Respectfully submitted

Dr. Igor Pesun  
Head Division of Prosthodontics  
College of Dentistry  
University of Manitoba



**AGENDA ITEM:** Closure of Bachelor of Human Ecology (General) Degree

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the closure of Bachelor of Human Ecology (General) degree, effective upon approval [as recommended by Senate, March 1, 2017].**

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- Section 3(a) of *The University of Manitoba Act* gives the University the authority, “to establish and maintain such colleges, schools, institutes, faculties, departments, chairs, and courses of instruction as to the board of governors may seem meet and give instruction and training in all branches of knowledge and learning, including physical instruction and training.”
- The Rady Faculty of Health Sciences Executive Council endorsed a proposal to close the Bachelor of Human Ecology (General) degree at its meeting on October 27, 2016.
- Admissions to the program have been suspended since May 2013, when the President accepted a recommendation from the Dean of the former Faculty of Human Ecology to suspend admissions for the period May 2013 to May 2015 (as reported to Senate, January 8, 2014). More recently, the President accepted a recommendation from the Acting Dean of the former Faculty of Human Ecology to extend the suspension of admissions to May 2016 (as reported to Senate, May 13, 2015).
- The Rady Faculty of Health Sciences is proposing the closure of the program based on small enrolments for the previous fifteen years and the lack of available or advertised employment positions for home economists or human ecologists provincially or nationally. Prior to suspending admissions, enrolment in the program ranged from eight to fourteen students between the years 2008 - 2012.

**RESOURCE REQUIREMENTS:**

N/A

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

N/A

**IMPLICATIONS:**

- One student has yet to complete their B.H.Ecol.(Gen.) degree. The student did not register for any courses in the current or previous academic years. The Faculty has indicated that, if the student were to re-register in future, they could apply courses already completed toward a Bachelor of Human Ecology (Family Social Sciences) degree.

- There continues to be a need to educate individuals to teach Home Economics in secondary schools. Students would continue to be able to complete a teachable major or minor in Human Ecology in the areas of Family Social Sciences and Human Nutritional Sciences. The Department of Community Health Sciences, Max Rady College of Medicine, and the Department of Human Nutritional Sciences, Faculty of Agricultural and Food Sciences, respectively, continue to offer programs in these areas. The Faculty of Education plans to address a need for education in design and textiles and has also identified pathways to completing a Human Ecology teachable major or minor.

**ALTERNATIVES:**

N/A

**CONSULTATION:**

The proposal is forwarded to the Board of Governors by Senate following consideration by the Senate Committee on Curriculum and Changes and the Senate Executive Committee.



## 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 Committee on Curriculum and Course Changes	January 12, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	February 15, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 1, 2017
<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 Curriculum and Course Changes RE: Closure of the Bachelor of Human Ecology (General) Degree, Rady Faculty of Health Sciences [January 12, 2017]
- Application for Permanent Cessation of the Bachelor of Human Ecology (General) Program



**Report of the Senate Committee on Course and Curriculum Changes RE: Closure of the Bachelor of Human Ecology (General) Degree, Rady Faculty of Health Sciences**

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**Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) can be found on the University Governance website at: [http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_com\\_mittees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_com_mittees/497.htm).
2. At its meeting of January 12, 2017, the SCCC considered a proposal from the Rady Faculty of Health Sciences to close the Bachelor of Human Ecology (General) degree.

**Observations**

1. Admissions to the B.H.Ecol.(Gen.) degree program have been suspended since May 2013. Initially, the President accepted a recommendation from the Dean of the former Faculty of Human Ecology to suspend admissions for the period May 2013 to May 2015 (Senate, January 8, 2014). Subsequently, the President accepted a recommendation, from the Acting Dean of the former Faculty of Human Ecology and the Dean of the Faculty of Health Sciences, to extend the suspension of admissions to the program to May 2016 (Senate, May 13, 2015).
2. The Rady Faculty of Health Sciences is proposing the closure of the program based on small enrolments for the previous fifteen years and the lack of available or advertised employment positions for home economists or human ecologists, either provincially or nationally. Before admissions to the program were suspended, enrolment in the program ranged from eight to fourteen students, in years 2008 to 2012.
3. There continues to be a need to educate individuals to teach Home Economics in secondary schools. Students would continue to be able to complete a teachable major or minor in Human Ecology in the areas of Family Social Sciences and Human Nutritional Sciences. The Department of Community Health Sciences, Max Rady College of Medicine, and the Department of Human Nutritional Sciences, Faculty of Agricultural and Food Sciences, continue to offer undergraduate programs in these respective areas. The Faculty of Education plans to address a need for education in design and textiles for students who plan to teach Home Economics. The latter Faculty has also identified pathways to completing a Human Ecology teachable major or minor, as outlined in an attachment to the proposal.
4. One student has yet to complete his/her B.H.Ecol.(Gen.) degree. The student did not register for any courses in the current or previous academic year. The Rady Faculty of Health Sciences has confirmed that, were this student to re-register in future, he/she could apply courses already completed toward a Bachelor of Human Ecology (Family Social Sciences) degree.

**Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend that the Board of Governors approve the closure of the Bachelor of Human Ecology (General) degree, effective upon approval by the Board of Governors.**

Respectfully submitted,

Professor Greg Smith, Chair  
Senate Committee on Curriculum and Course Changes

## MEMORANDUM

Date: Oct. 31, 2016

To: Jeff Leclerc, University Secretary

From: Dr. Brian Post  
Dean, Rady Faculty of Health Sciences



**Re: Application for Permanent Cessation of the Bachelor of Human Ecology General Program**

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Attached is the application for permanent cessation of the Bachelor of Human Ecology General Program on behalf of the Rady Faculty of Health Sciences. A review of this program was initiated in 2012 in response to a request at the University of Manitoba to consider funding implications of programs. Subsequently, a recommendation was made to the President of the University of Manitoba to suspend admission of new students to this program as of May 2013. In consultation with the Senate, the President accepted this recommendation. This proposal for permanent cessation of the Bachelor of Human Ecology General Program was endorsed by the Rady Faculty of Health Sciences Executive Council on October 27, 2016.

Application

**PERMANENT CESSATION OF A PROGRAM OF STUDY**

Under *The Advanced Education Administration Act*



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

Institution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: Rady Faculty of Health Sciences

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

Not a joint program

Program name: Bachelor of Human Ecology General

Credential awarded: Bachelor of Human Ecology

Proposed start date for permanent cessation: Program has been suspended for three years. Cessation should be immediate upon approval.

Institutional Program Code(s) (PSIS reporting number):

*Office Use Only*

One-time funding:

On-going funding:

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

This degree is designed for students who have career goals that require basic preparation in each of the major subject areas of the former Faculty of Human Ecology. The program provides course work in Human Nutritional Sciences, Textile Sciences and Family Social Sciences as well as a requirement of an 18 hour Minor in a related field. The program has a large elective course component to permit students to select courses to meet individual interests and career options. Some minor options: Canadian Studies, Family Social Sciences, Human Nutrition and Metabolism, Labour and Workplace Studies, Native Studies and Option in Aging. Most students who took this degree wanted to become Home Economics teachers.

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

The program is a four year, 120 credit hour degree. A full year is considered to be 30 credit hours, five courses per term. Courses are delivered in-class and through distance education.

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**B-3 Provide a description of the intended outcomes of the program being permanently ceased:**

The positions of “Home Economists” or “Human Ecologists” had been available in past years for graduates from this program. However, such positions are no longer available/advertised. More recently, most students who took the program had the intentions of becoming a Home Economics teacher. Currently, interested students can complete a teachable major or minor in Human Ecology in the areas of Family Social Sciences (FSS) and Human Nutritional Sciences (HNS). Since the closing of the Faculty of Human Ecology in 2015, the FSS program continues to be offered through the Department of Community Health Sciences, College of Medicine, and the HNS program is now offered in the Faculty of Agricultural and Food Sciences. The Faculty of Education is working to address the design/textile needs for students who plan to teach home economics in this area as admissions to the Textiles Sciences program at the University of Manitoba have been temporarily suspended.

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

The General Degree in Human Ecology is an interdisciplinary program designed for students who have career goals that require basic preparation in each of the major subject areas of the Faculty: Family Social Sciences, Human Nutritional Sciences, and Textile Sciences. The program has a large elective course component allowing students to select courses to meet individual interests and career options. All students have the opportunity to complete a practicum course with opportunities to work in a community agency under the supervision of a faculty member and an employee of the agency who is working in the student's area of interest. Some career opportunities for this program include: Home Economics Teacher (with a Bachelor of Education), Community Support Coordinator, and Volunteer Manager.

B-3.1 - Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to.

The Faculty of Education is working to address the design/textile needs for students who plan to teach home economics since the Family Social Science and Nutrition components are still available at the University of Manitoba.

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**B-4 Describe the mode of delivery for this program:**

Courses are taught in the classroom (face to face) and through distance delivery.

**C-1 Identify and provide a detailed description of the rationale for the permanent cessation of this program of study:**

*(Such as changes in applications, enrolment, employer demand.)*

Admission to the program has been suspended for three years. Reasons to cease admission to the BHE(Gen) degree program came as a result of an internal review that demonstrated consistent small enrolments (less than a total of 25 students) for the previous 15 years with no indication of these increasing, and also the lack of “Human Ecologist” or “Home Economist” positions available in Manitoba or Canada.

Fall Enrolment Counts	2008	2009	2010	2011	2012
B.H.Ecol General Human Ecology	14	10	7	8	13

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**C-2 If applicable, describe any program reviews, evaluations, or other program review processes that occurred during the temporary cessation of this program:**

A review of all programs in the Faculty of Human Ecology was initiated in 2012 in response to a request at the University of Manitoba to consider funding implications of programs. The Bachelor of Human Ecology (Gen) was identified as a program that had low enrolment for many years and there was not a strong rationale for maintaining this program. In consultation with the Vice-Provost, Academic Planning and Programs a motion was prepared for the suspension of admission to this program. The motion was discussed and passed at the Human Ecology Faculty Council in February, 2013. Subsequently, a recommendation was made to the President of the University of Manitoba to suspend admission of new students as of May 2013. In consultation with the Senate, the President accepted this recommendation.

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**C-3 Describe how the permanent cessation of this program aligns with the strategic plans of your institution:**

Permanent cessation of this program and the Faculty of Human Ecology is as a result of the Academic Restructuring Initiative that occurred at the University of Manitoba starting in 2012. The purpose of this Initiative was to explore, simplify and improve the current academic structure with the specific goal to identify options for reducing the number of faculties and schools from the total at that time to a number closer to the national average of similar universities by 2017.

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**C-4 Outline the internal approval process (i.e. committees, governing bodies) for approving the permanent cessation of this program of study within your institution and indicate any dates of decision:** *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

Decision-Making body: Rady Faculty of Health Sciences Executive Council

Decision: Approve Permanent Cessation

Date: October 27, 2016

Decision-Making body: University of Manitoba Senate Committee on Curriculum and Course Changes

Decision: Approve Permanent Cessation

Date:

Decision-Making body: University of Manitoba Senate Executive, Senate, and the Board of Governors

Decision:

Date: [Click here to enter a date.](#)

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## C-5 Responsibility to consult

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

No

C-3.2 What agencies, groups, or institutions have been consulted regarding the permanent cessation of this program?

Faculty of Education: Letter of Support attached

Manitoba Association of Home Economists (MAHE): A number of meetings were held with MAHE. Their primary concern is that with the closure of the Bachelor of Human Ecology (General) degree, this credential/preparation for Home Economics teachers no longer exists. As there is still a need for Home Economics teachers within the Manitoba school system, MAHE continues to work with the Faculty of Education to ensure a pathway in Manitoba for Home Economics teachers.

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

There is currently one student remaining in the program. There were emails and letters to students in the program outlining the decision to cease admission to the program and program completion steps. This student remaining in the program did not register in courses last year and is currently not registered in any courses for 2016-2017. It is not clear whether this student will be returning to complete this degree. However should this student decide to complete the Family Social Sciences degree she/he could do so without any loss of credits. The credits that this student has already completed (60) would be transferable to the Family Social Sciences degree.

Faculty teaching in this program voted to cease admission to this program with the intent to permanently cease this program.



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**C-6 Describe the impact that the permanent cessation of this program may have on developing a skilled workforce and on labour market need in Manitoba:**

Due to the low demand for the program over the last couple of decades there is not expected to be any major impact on workforce or labour market needs. Discussions are continuing with Education to continue with teachable majors (for Home Economics Teachers) for their program.

**D-1 Describe how the permanent cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:**

There were no articulation agreements.

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**D-2 Describe how the permanent cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:**

Discussions are continuing with Education to continue to offer “teachable majors” for their program. These are courses that would prepare a student in the Faculty of Education to become a Home Economics Teacher. (See attachment).

**E-1 Provide a program completion plan for students currently enrolled in the program that is being permanently ceased:**

Year 1 There is only one student left who just needs to take program courses, no special courses required or completion plan required.

Year 2

Year 3

Year 4

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**E-2 Will previous graduates of this program be negatively affected by its cessation?**

No. It is still a recognized degree.

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**E-3 What was the maximum seat capacity of the program that is being permanently ceased?**

Previously a maximum of 80 admission targets for entry into the program although admissions to the program have been suspended for the last three years.

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**E-4 What was the enrolment and graduation rate for this program over the past 5 years?**

This program has been suspended for three years. The last intake of students was 2012. There were 0 graduates in 2016, and none expected for 2017. As noted, there is currently only 1 student remaining in the program.

Year	Enrolment	Graduates
2013	4	1
2014	4	1
2015	3	3
2016	1	0

**F-1 What portion of ongoing funding is allocated to this program?**

There are no separate funding lines for the General Human Ecology Program. It is supported through general operating funds to the Rady Faculty of Health Sciences and the supporting departments.

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**F-2 Please provide a detailed description of how these funds will be reallocated:**

Funding will be reallocated in the unit to support other academic initiatives.

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

**SUBMITTED BY:**

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

For use by joint programs only:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

Once completed and signed, please submit this application form to the Advanced Learning Division at [ald@gov.mb.ca](mailto:ald@gov.mb.ca) with the following attachments: (double-click check box to engage)

<input type="checkbox"/>	Cover letter
<input type="checkbox"/>	Any supporting documentation (reviews, letters of support, etc.)

**If you have any questions or require further information, please contact:**

Advanced Learning Division  
Manitoba Education and Advanced Learning  
608-330 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
[ald@gov.mb.ca](mailto:ald@gov.mb.ca)



UNIVERSITY  
OF MANITOBA

Faculty of Education

Office of the Dean  
225 Education Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9001  
Facsimile (204) 474-7551  
dean.education@umanitoba.ca

October 17, 2016

To Whom It May Concern:

The Faculty of Education supports the permanent cessation of the Bachelor of Human Ecology (BHE) (General) degree program. Admission for the BHE (General) degree ceased in 2014 and with all students nearing completion or fully completed their degree requirements, there is no need for the program to continue.

Interested students may still work toward a teachable major or minor in Human Ecology through Family and Social Sciences (FSS) offered by the Department of Community Health Sciences, College of Medicine, or through Human Nutritional Sciences (HNS) offered by the Faculty of Agriculture and Food Sciences. To this end, the Faculty of Education has prepared a document entitled, "*Pathways to Completing a Human Ecology Teachable Major or Minor for Application to the Bachelor of Education Program*" so that prospective students will know what their options are if they are interested in applying to the After-Degree Bachelor of Education (B.Ed.) program.

In conclusion, it is the opinion of the Faculty of Education, as an internal stakeholder, that the permanent cessation of the BHE (General) degree will not be detrimental to prospective B.Ed. students who wish to have a teachable major or minor in Human Ecology.

If you require any further information, please do not hesitate to contact me at (204) 474-9001 or [david.mandzuk@umanitoba.ca](mailto:david.mandzuk@umanitoba.ca) and I would be happy to elaborate or answer any questions you may have.

Sincerely,

David Mandzuk, Ph.D.  
Dean  
Faculty of Education

## **Pathways to Completing a Human Ecology teachable Major or Minor for Application to the Bachelor of Education Program**

Students who are considering applying to the B.Ed. with a Human Ecology teachable major or minor will require 30 or 18 or 12 credit hours of courses acceptable for the Human Ecology teachable depending on the choice of stream. Below are some suggested paths to obtaining these courses within their initial degree program required.

**This chart represents major/minor/elective usage for the purpose of admission to the Faculty of Education. It does NOT demonstrate ALL possible majors or minors**

\* Please consult with an Academic Advisor in your home faculty on degree program requirements.

	Major	Minor		Suggested Electives* (credit hours available for electives in each program will vary)
<b>Arts - B.A. (3 or 4 years)</b>	X	Declare a Minor in Human Nutritional Science and take <b>HNSC</b> or Declare a Minor in Family Social Science and take <b>FMLY</b>	and / or	<b>FMLY &amp;/or HNSC</b>
<b>Science - B.Sc. (3 years)</b>	X	X		<b>FMLY &amp;/or HNSC</b>
<b>Science - B.Sc. (4 years)</b>	X	Declare a Minor in Human Nutritional Science and take <b>HNSC</b> or Declare a Minor in Family Social Science and take <b>FMLY</b>	and / or	<b>FMLY &amp;/or HNSC</b>
<b>Agriculture – B.Sc. (4 years)</b>	<b>Human Nutritional Science (HNSC)</b>	Declare a Minor in Family Social Science and take <b>FMLY</b>	and / or	<b>FMLY</b>
<b>Environment – B.A. (3 or 4 years) B.Sc. (3 or 4 years) B.Env.Sc. (3 or 4 years) B.Env.St. (3 or 4 years)</b>	X	Declare a Minor in Human Nutritional Science and take <b>HNSC</b> or Declare a Minor in Family Social Science and take <b>FMLY</b>	and / or	<b>FMLY &amp;/or HNSC</b>
<b>Faculty of Health Sciences – B.H.Ecol. Family Social Science</b>	<b>Family Social Science (FMLY)</b>	Please contact the Academic Advisor in the home faculty for more information.		
<b>Faculty of Health Sciences</b>	X	Declare a Minor in Family Social Science and take <b>FMLY</b>		
<b>Faculty of Physical Education – B.P.E. (3 years) B.Kin. (4 years)</b>	X	Declare a Minor in Human Nutritional Science and take <b>HNSC</b> or Declare a Minor in Family Social Science and take <b>FMLY</b>	and / or	<b>FMLY &amp;/or HNSC</b>

It is recommended that courses from both departments (FMLY and HNSC) be completed within the first degree major/minor and/or, by using elective spaces. This will ensure best preparation for the teaching practicum experience.

Course Designation: **FMLY** = Family Social Science, **HNSC** = Human Nutritional Sciences



**AGENDA ITEM:** Proposal to form the Department of Food and Human Nutritional Sciences through the Merger of the Department of Human Nutritional Sciences and the Department of Food Science

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the establishment of the Department of Food and Human Nutritional Sciences through the merger of the Department of Human Nutritional Sciences and the Department of Food Science [as recommended by Senate, March 1, 2017].**

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- Section 3(a) of *The University of Manitoba Act* gives the University the authority, “to establish and maintain such colleges, schools, institutes, faculties, departments, chairs, and courses of instruction as to the board of governors may seem meet and give instruction and training in all branches of knowledge and learning, including physical instruction and training.”
- The proposal to merge the Department of Human and Nutritional Sciences and the Department of Food Science, to form the Department of Food and Human Nutritional Sciences, is brought forward by the Faculty of Agricultural and Food Sciences. The proposal was developed by a joint committee representing the two departments. It has been recommended by the Department Council of Food Science (January 12, 2017), the Department Council of Human Nutritional Sciences (January 13, 2017) and by the Faculty Council of Agricultural and Food Sciences (January 20, 2017), by secret ballot vote.
- The two departments involved in the merger have a lengthy shared legacy with respect to the advancement of knowledge in relation to the linkage between food and human health, as detailed in the proposal.

**RESOURCE REQUIREMENTS:**

- The proposed merger would not require additional University resources.
- The proposed Department would have 20.5 full-time faculty members and 2.0 cross-appointed faculty, in addition to adjunct faculty, sessional instructors, grader-markers, and teaching assistants.
- The merger would allow for efficiencies in the use of existing teaching, research, staff, and space resources, including opportunities for strategic use of the Research Support Fund and the departmental share of overhead dollars from research contracts and service agreements, to support research and training activities. Support functions would be rationalized over a larger unit, ensuring continuity of support for administrative and technical services. The merger would also enhance succession planning for administrative activities.



## CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

- The proposal is consistent with the research theme, Safe, Healthy, Just and Sustainable Food Systems, identified in *The University of Manitoba – Strategic Research Plan 2015-2020*. The Department of Food and Human Nutritional Sciences would serve as the nexus for knowledge translation in relation to the connections between food and human health.

## IMPLICATIONS:

- The establishment of the Department of Food and Human Nutritional Sciences would bring together two departments, "... with a common vision to make outstanding contributions to the health and wellbeing of individuals and populations through innovation and leadership in research and advanced education in the areas of nutrition, food, and health."
- The Department's core research- and teaching- strengths would continue to be in the areas of (i) food safety, (ii) community nutrition, (iii) metabolic and molecular nutrition, and (iii) food preservation, quality and acceptability. The core strengths would position the proposed Department to strengthen existing and establish new linkages with researchers in other disciplines and academic units seeking to understand the relationship between food consumption and the health of individuals and communities.
- The proposed Department would continue to deliver existing undergraduate and graduate programs, including Bachelor of Science, Master of Science, and Doctorate degrees in Human Nutritional Sciences and Bachelor of Science, Master of Science, and Doctorate degrees in Food Science.
- The merger of the two departments would lead to increased collaboration in undergraduate and graduate teaching. With respect to graduate teaching, there would be a critical mass of faculty to design and teach graduate level courses. At the undergraduate level, it would result in dieticians, who would graduate from the B.Sc. in Human Nutritional Sciences, with knowledge of food production and processing methods. It would also lead to the integration of nutritional concepts throughout the B.Sc. in Food Science curriculum, to ensure that nutritional quality is a key attribute in the development and application of new food processing methods..
- The development of transdisciplinary research would enhance opportunities to receive funding, from national and international competitions, that would be used to support research linking food and health.

## ALTERNATIVES:

N/A

## CONSULTATION:

The proposal is forwarded to the Board of Governors by Senate following consideration by the Faculty Council of Agricultural and Food Sciences based on the result of a secret ballot vote and the Senate Executive Committee.



### 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 Executive	February 15, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 1, 2017
<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**

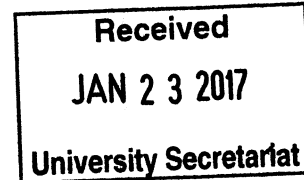
- Proposal to form the Department of Food and Human Nutritional Sciences through the Merger of the Department of Human Nutritional Sciences and the Department of Food Science, Faculty of Agricultural and Food Sciences



UNIVERSITY  
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Sciences

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January 23, 2017

Mr. Jeff Leclerc  
University Secretary  
312 Administration Bldg.  
University of Manitoba

Dear Mr. Leclerc

**Re: Proposed merger of the Department of Food Science and the Department of Human Nutritional Sciences**

---

A joint committee representing the Departments of Food Science and Human Nutritional Sciences in the Faculty of Agricultural and Food Sciences has prepared a proposal for academic restructuring. I recommend that the proposal be forwarded to Senate for consideration. Advisory votes were conducted in the departmental councils on January 12<sup>th</sup> (Food Science) and January 13<sup>th</sup> (Human Nutritional Sciences), for the approval of the proposal which had been circulated previously. Following circulation of the proposal on January 13<sup>th</sup>, a secret ballot vote was carried out by the faculty council of Agricultural and Food Sciences on January 20<sup>th</sup>, 2017 for the motion:

“To create a new “**Department of Food and Human Nutritional Sciences**” through the merger of the Departments of Food Science and Human Nutritional Sciences in the Faculty of Agricultural and Food Sciences, effective July 1, 2017.”

The result of the advisory vote by the department council of Food Science was 6 in favour and 0 against the motion to merge. The result of the advisory vote in the department council of Human Nutritional Sciences was 12 in favour, 1 against and 2 abstentions. The results of the secret ballot vote of the faculty council of Agricultural and Food Sciences was 50 in favour, 3 against and 1 abstention.

Please forward the proposal to the appropriate Senate Committees, Senate and the Board of Governors for consideration.

Sincerely,

Karin Wittenberg, Dean

Encl.: Food Science and Human Nutritional Sciences merger proposal

Cc: J. Ristock  
J. House

**Proposal to form the  
“*Department of Food and Human Nutritional Sciences*”  
through the merger of the Department of Human  
Nutritional Sciences and the Department of Food  
Science**

A Proposal Submitted to Faculty Council,  
Faculty of Agricultural and Food Sciences  
University of Manitoba

Approved by Department Councils of:  
Food Science (January 12, 2017)  
Human Nutritional Sciences (January 13, 2017)

## **Proposal to form the “*Department of Food and Human Nutritional Sciences*” through the merger of the Department of Human Nutritional Sciences and the Department of Food Science**

### **Introduction**

The Departments of Food Science (FS) & Human Nutritional Sciences (HNS) have a shared legacy with respect to the advancement of knowledge in relation to the linkage between food and human health. The Department of FS was established in 1966 as a distinct department within the Faculty of Agriculture and Home Economics, having evolved from its origins in dairy science and subsequently integrating training and expertise related to grain science and food safety. The Department of HNS traces its roots to the discipline of foods and nutrition, first within the Division of Home Economics (1910) and then within the School of Home Economics. Both units were located within the Faculty of Agriculture and Home Economics. The discipline of foods and nutrition, with an emphasis on food safety and proper nutrition of the community, was first structured as a Department of Foods and Nutrition in 1968. The School of Home Economics was officially granted Faculty status in 1970, thus separating the nutritional sciences from its sixty-year affiliation with the agricultural faculty.

The past 50 years have seen tremendous advances in the nutritional and food science disciplines. As distinct units, the departments evolved to offer accredited undergraduate programs, with HNS offering a B.Sc. in Human Nutritional Sciences, with full accreditation from Dietitians of Canada, and FS offering a B.Sc. in Food Science, approved by the Institute of Food Technologists (IFT). Additionally, both units established strong graduate programs, each offering training at the M.Sc. and Ph.D. level. While the respective programs have continued to be in high demand and generate graduates in demand by stakeholders, it is becoming apparent that, for respective graduates, the programs of Food Science and Human Nutrition have become increasingly disconnected.

The Prime Minister of Canada, in his 2015 mandate letter to the Minister of Agriculture and Agri-Food<sup>1</sup>, positioned the development of a food policy that “*promotes healthy living and safe food by putting more healthy, high-quality food, produced by Canadian ranchers and farmers, on the tables of families across the country*” as a priority area. Several organizations, including the Conference Board of Canada, the Canadian Agricultural Policy Institute and Food Secure Canada, have published papers to address the need for a national food policy. While perspectives and approaches vary, the documents share a common theme that recognizes the need for transdisciplinary approaches to understand the role our food systems play in promoting human health. Societal demands regarding food have changed over the last two decades. Food must not only provide sustenance, but must also be safe, nutritious, affordable and produced in environmentally and culturally sensitive manners. The University of Manitoba has recognized this importance as well, through the inclusion of “Safe, Healthy, Just and Sustainable Food Systems” as a research theme within the current Strategic Research Plan. To better address this strategic priority, a new **Department of Food and Human Nutritional Sciences** will serve as the nexus for knowledge generation and translation in relation to the connections between food and human health.

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<sup>1</sup> Accessed at: <http://pm.gc.ca/eng/minister-agriculture-and-agri-food-mandate-letter>

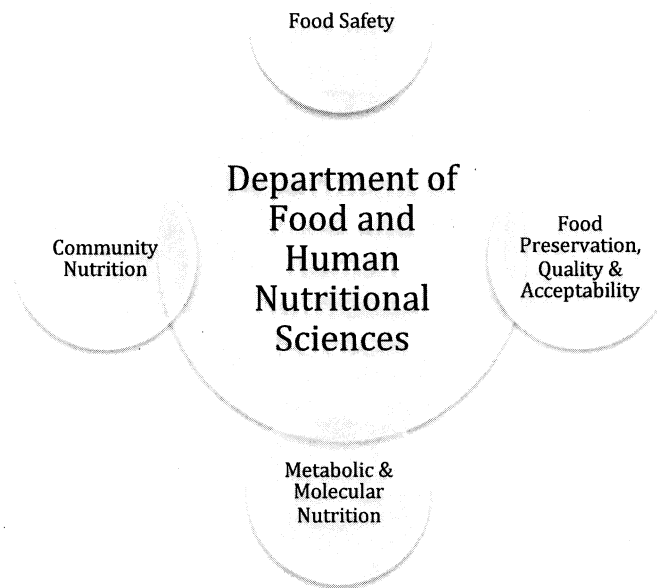
## **Motion**

To create a new “**Department of Food and Human Nutritional Sciences**” through the merger of the Departments of Food Science and Human Nutritional Sciences in the Faculty of Agricultural and Food Sciences, effective July 1, 2017.

## **Rationale**

A “**Department of Food and Human Nutritional Sciences**” would unite the two key academic units that are engaged in teaching, research and outreach activities with a common vision to make outstanding contributions to the health and wellbeing of individuals and populations through innovation and leadership in research and advanced education in the areas of nutrition, food and health. A **Department of Food and Human Nutritional Sciences** would maintain, as its core research and teaching mandate, strengths as outlined in **Figure 1**. These core strengths would uniquely position the new department to strengthen and further establish linkages with other disciplines and academic units, seeking to understand the relationship between food consumption and the health of individuals and communities.

---



**Figure 1.** Research and Teaching Strengths for the Proposed **Department of Food and Human Nutritional Sciences**

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***Teaching Rationale:*** The creation of a **Department of Food and Human Nutritional Sciences** would yield a unit with 20.5 full-time academics and 2 cross-appointed academics, complemented by a cohort of adjunct professors, sessional instructors, grader-markers and teaching assistants. These positions provide instruction and advanced training to a total of 352 undergraduate and 82 graduate students (**Table 1.**).

**Table 1.** Enrolment statistics - November 1, 2016; OIA

	<b>Human Nutritional Sciences</b>	<b>Food Science</b>	<b>Total</b>
# Undergraduate	263	89	352
# Graduate	61	21	82

Currently, a number of key collaborations exist in relation to the instruction of the undergraduate programs. Students in both the B.Sc. (HNS) and B.Sc. (FS) programs must take FOOD 4150 Food Microbiology as a required course. The laboratory component of this course is critical to the continued fostering of practical laboratory skills. Additional examples of existing collaborations include HNSC 4280/FOOD 4510 Food Product Development, a course where students in HNS and FS work together in the design and development of new food products. This latter course is a prime example of peer-to-peer learning of issues related to food and human health, as FS students possess the food processing skills, while the HNS students present with knowledge of key nutritional attributes and compositional targets. However, greater enhancement and integration is needed in order to:

- Equip future dietitians (B.Sc. in HNS) with knowledge of food production and processing methods, so that they can accurately and confidently counsel their patients when asked of such issues (Organic; Gluten-free; etc....)
- Integrate nutritional concepts throughout the B.Sc. in FS program so that nutritional quality is a key attribute in the development and application of new food processing methods. Efforts to reduce sodium in the food supply reflect a prime example of the necessity of this approach.

Additionally, the current articulation agreement between the Culinary Arts Program at Red River College and the B.Sc. in Human Nutritional Sciences could serve as a model to further enhance connections between our respective academic institutions. While a combined **Department of Food and Human Nutritional Sciences** would continue to provide accredited B.Sc. programs in HNS and FS, the greater vision of creating graduates with transdisciplinary knowledge will be realized when the members of the new department engage in a review of the existing courses and programs, with the goal of:

- Identifying opportunities to modify and coordinate course offerings that share learning outcomes
- Creating greater opportunities for FS and HNS students to co-mingle and engage in courses linking food to human health, including senior seminar and current issue courses.
- Enhancing options for students to engage with knowledge users/stakeholders via participation in a revised Food Industry Option or Food Business Option, including co-operative education opportunities

At the graduate level, a new **Department of Food and Human Nutritional Sciences** would, in the near term, continue to offer both M.Sc. and Ph.D. programs in both HNS and FS. As a combined unit, the new department would present with a larger critical mass of academics to design and instruct graduate level courses. This would create additional opportunities for the instruction of course-based M.Sc. programs, aimed at professionals (Food Scientists, Registered Dietitians, Professional Agrologists) seeking to advance their training in such areas as functional foods and natural health products and food product development. Additionally, the development of a single

administrative structure would facilitate enhanced interactions between staff, and development/modification of graduate courses in areas of mutual interest. At the present time, despite significant interaction at a research-level, there are no graduate level courses that have been designed to capitalize on shared strengths and expertise. The proposed merger would significantly revitalize the respective graduate course offerings.

***Research Rationale:*** Current research programs, including those focused on lipid nutrition and metabolism, nutrigenomics and metabolomics, functional foods and natural health products, nutrition and food literacy skills, the assessment of nutritional status in vulnerable populations, grain science and technology, food product development and analysis, and the microbial safety of foods will be further enhanced through the formation of a **Department of Food and Human Nutritional Sciences**. The proposed merger would permit the efficient planning and utilization of space and research funds managed by the department. With respect to financial resources, the development of a **Department of Food and Human Nutritional Sciences** would facilitate the strategic utilization of the Research Support Fund, as well as the departmental share of overhead dollars from research contracts and service agreements in support of research and training activities in areas connecting food to human health outcomes. If deemed mutually beneficial, personnel may relocate into spaces more in line with their research needs. With the reorganization of the reporting lines of the Richardson Centre for Functional Foods and Nutraceuticals (RCFFN), with the Dean of FAFS providing oversight, additional opportunities for enhanced research engagement will be realized. The new **Department of Food and Human Nutritional Sciences** would be the academic home to most of the academics situated within the RCFFN. This would further enhance engagement with external stakeholders, including Manitoba Agriculture, the Manitoba Agri-Health Research Network, Food & Beverage Manitoba, provincial & national commodity organizations and government funding organizations. The **Department of Food and Human Nutritional Sciences** would be a major contributor to the development and implementation of a **Food Systems Research Group**, in support of the UM's strategic research area of "Safe, Healthy, Just and Sustainable Food Systems".

***Organizational and Financial Rationale:*** The proposed establishment of a new **Department of Food and Human Nutritional Sciences** reflects an opportune and enabling administrative change. The success of this proposal is not contingent upon the receipt of additional baseline, under the current incremental budget model. With the proposed organizational structure, the new unit will be in a better position to deploy human and capital resources for the advancement of their teaching, research and outreach activities. Support functions will be rationalized over a larger program, thus ensuring continuity of support for both administrative and technical services. Furthermore, the near-term replacement of positions due to retirement will be defensed through the need to ensure growth in connectivity and programming in relation to the linkages between food production and processing systems and human health. No resources will be removed from the unit as a result of the proposed changes. The creation of a larger academic department will enhance opportunities for succession planning related to departmental, faculty and university administrative and service (committee) roles through increased critical mass.

While not necessary for the merger itself, the further development and success of a new **Department of Food and Human Nutritional Sciences** would be significantly enhanced through the relocation of staff and students from the Duff Roblin and Human Ecology laboratories and



offices to new, purpose-built laboratories, offices and teaching spaces on the Southwest portion of the Fort Garry Campus. This is a longer-term strategic goal for the department and faculty, one that would further enhance communication and collaboration, and the current proposal represents an opportunity to initiate these discussions.

### **Concluding Remarks**

A new **Department of Food and Human Nutritional Sciences** will bring together academic and support staff who share a common vision regarding the role of food in the promotion of human sustenance and health. As a combined unit, the new department would present with greater critical mass to ensure:

- Efficient usage of space, human resources and unit-based budgets for teaching, research and outreach activities
- New opportunities to develop/modify existing courses and programs within the HNSC and FOOD offerings to better meet the needs of students and stakeholders, and align with the strategic priorities of the University of Manitoba, particularly in areas related to Indigenous Achievement
- The development of transdisciplinary teams to enhance research opportunities for national and international funding opportunities linking food and health
- Enhanced communications between staff and our partner stakeholders, thus enabling greater opportunities to capture new opportunities to support research, teaching and outreach activities
- Enhanced sustainable outreach activities, including new food and nutrition projects targeting vulnerable populations in urban, rural and Northern Manitoba.
- Enhanced succession planning for administrative activities

The above-listed opportunities would position the **Department of Food and Human Nutritional Sciences** as the leading academic unit in Canada with strengths in food science and nutrition, at both the undergraduate and graduate level.



UNIVERSITY  
OF MANITOBA

Office of the President

202 Administration Building  
Winnipeg, MB  
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Telephone: 204-474-9345  
Fax: 204-261-1318

**Date:** January 3, 2017

**To:** Jeff Leclerc  
University Secretary

**From:** David T. Barnard, Ph.D.  
President and Vice-Chancellor

**Re:** Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Program

---

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to temporarily suspend admissions to the Integrated Bachelor of Music/Bachelor of Education program for the Fall 2018 intake.

Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate.

Please place this item on the Agendas for the January 18, 2017 Senate Executive Committee meeting and the February 1, 2017 Senate Committee meeting.

cc. Dr. Janice Ristock, Provost and Vice-President (Academic)  
Dr. Edmund Dawe, Dean, Faculty of Music  
Dr. David Mandzuk, Dean, Faculty of Education  
Mr. Jeff Leclerc, University Secretary  
Mr. Jeff Adams, Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Cassandra Davidson, Academic Programs Specialist



**AGENDA ITEM:** Suspension of Admissions to the Integrated Bachelor of Music/  
Bachelor of Education Degree

**RECOMMENDED RESOLUTION:**

For discussion / advice.

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- The Board policy on *Admission Targets* specifies that it is the President who has authority to approve changes to, or the introduction of, admission targets following consultation and discussion with the dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.
- The President has received a joint request from the Desautels Faculty of Music and the Faculty of Education to temporarily suspend admissions to the Integrated Bachelor of Music / Bachelor of Education degree program for a period of one year. If approved, the suspension would take effect for the 2018 Fall Term.
- Admission to the program would be temporarily suspended to allow the Faculties to review and restructure the program, in order to update the music education content and to redress concerns regarding program length and the salary classification of graduates in their teaching careers.
- The program was established as a five-year program (Senate, December 14, 1983) and, formally, remains a five-year program. As a result of subsequent revisions, including the addition of several requirements mandated by the Province, the current program is effectively a six-year program. One problem that has arisen as a result of the program's evolution is that graduates are eligible for a salary classification of only Class 5 as teachers, although they have completed six years of training.
- The Faculties intend to bring forward a proposal to replace the Integrated B.Mus. / B.Ed. degree with a four-year Bachelor of Music, with a concentration in Music Education, that would be followed by a two-year After Degree Bachelor of Education.

**RESOURCE REQUIREMENTS:**

N/A

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

N/A

**IMPLICATIONS:**

Temporary suspension of admissions to the Integrated Bachelor of Music / Bachelor of Education degree will not adversely affect students currently enrolled the program.

**ALTERNATIVES:**

N/A

**CONSULTATION:**

The President consulted Senate regarding the request to temporarily suspend admissions to the program at its meeting on February 1, 2017.



## 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 22, 2017
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	February 1, 2017
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

**Submission prepared by:** Senate

**Submission approved by:** University Secretary

### Attachments

- Correspondence from President and Vice-Chancellor to the University Secretary RE: Suspension of Admissions to the Integrated Bachelor of Music / Bachelor of Education Program [dated January 3, 2017]
- Correspondence from Vice-Provost (Integrated Planning and Academic Programs) to President and Vice-Chancellor RE: Suspension of Admissions to the Integrated Bachelor of Music / Bachelor of Education Program [dated December 19, 2016]
- Correspondence from Associate Dean (Undergraduate Programs), Faculty of Education, and Dean, Desautels Faculty of Music, to Vice-Provost (Integrated Planning and Academic Programs) RE: Request for a One Year Temporary Cessation of the Integrated Bachelor of Music / Bachelor of Education Program [dated December 6, 2016]
- Application for Temporary Cessation of a Program of Study RE: Integrated Bachelor of Music / Bachelor of Education



UNIVERSITY  
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Office of the Provost & Vice-President (Academic)

208 Administration Building  
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Telephone (204) 480-1408  
Fax (204) 275-1160

**Date:** December 19, 2016

**To:** Dr. David Barnard, President and Vice-Chancellor

**From:** Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)

**Re:** Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Program

---

Under the Admissions Targets Policy and at the request of the Faculty of Education and the Faculty of Music, please find attached a proposal to temporarily suspend admissions to the Integrated Bachelor of Music/Bachelor of Education program for the Fall 2018 intake.

As noted in the attached correspondence, this request was triggered by an identified need to review how teacher training in music education is offered at the UM. The Faculty of Music and the Faculty of Education are currently developing a new academic structure that is not only more conducive to student success but also provides credential parity at a level comparable to similar programs across the province. Once developed, the proposed new program will be brought forward to the appropriate governance bodies for approval.

Given the above circumstances, as well as the overwhelming support expressed for this initiative, I would strongly endorse this recommendation. If considered favorably, the proposal will be forwarded to the province for their review and approval under the provincial Program of Study Regulations.

**Cc.:** Dr. Janice Ristock, Vice-President (Academic) and Provost  
Dr. Edmund Dawe, Dean, Faculty of Music  
Dr. David Mandzuk, Dean, Faculty of Education  
Mr. Jeff Leclerc, University Secretary  
Mr. Jeff Adams, Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Cassandra Davidson, Academic Programs Specialist



December 6, 2016

To: Dr. David Collins, Provost & Vice-President (Academic)

From: Dr. Melanie Janzen, Associate Dean Undergraduate Programs, Faculty of Education  
Dr. Edmund Dawe, Dean, Faculty of Music

cc: Dr. David Mandzuk, Dean, Faculty of Education  
Dr. Karen Jensen, Associate Dean, Desautels Faculty of Music  
Dr. Jody Stark, Assistant Professor in Music Education, Desautels Faculty of Music

Re: **Request for a One Year Temporary Cessation of the Integrated Bachelor of Music/Bachelor of Education Program Effective Fall 2018**

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We are writing to request a temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program (Int. Mus/Ed) and that admission be suspended for a one-year period for the following reasons (details of which are provided in the application form):

- student experience, success and loss of earnings;
- salary classification inequity;
- incongruent program models.

Please note that the faculties held four joint consultation sessions in October with field partners. The resulting Letters of Support from the following organizations are attached:

- Manitoba School Boards Association;
- Manitoba Teachers' Society;
- Manitoba Music Educators' Association;
- Manitoba Classroom Guitar Association;
- Faculty of Education Student Council.

Additionally, the Faculty of Education and the Faculty of Music have both approved the motion for cessation (September 12, 2016 and October 31, 2016, respectively). Also, we are working to establish a four-year Bachelor of Music (Music Education) program to better serve future music educators.

Therefore, we are requesting that you consider this memo, the attached application, and the attached Letters of Support as a formal request for a one-year temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program effective Fall 2018.

Thank you.

Encl.

/rc

# TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under *The Advanced Education Administration Act*

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

### UM INTERNAL REQUIREMENTS



UNIVERSITY  
OF MANITOBA

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: [http://umanitoba.ca/admin/governance/governing\\_documents/academic/admission\\_targets.html](http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html)).
2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (Integrated Planning and Academic Programs):
  - a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (*as outlined in section 2.3 on the Admission Targets Procedures*).
  - b. Letters of support from internal stakeholders that were consulted as part of this proposal.
  - c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Program Analyst at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost & Vice-President (Academic).

### SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:

**Faculty of Education, Office of the Associate Dean, Undergraduate Programs** If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:

Faculty of Education

The Faculty of Education is primarily responsible for the Academic Advising of students in the program and for the administrative tasks related to admission and to delivery of the program itself. Applicants may select from one of three music/education specializations (Choral, Instrumental, Early/Middle Music) and from up to 16 teachable minors resulting in 51 different combinations of specializations and a non-music teachable minor. As a result, coordination between the Faculties of Music and Education is critical as it relates to course scheduling. The Faculty of Education is also responsible for implementing and monitoring the practicum courses in the Integrated Music Program.

Desautels Faculty of Music

The Desautels Faculty of Music is responsible for the scheduling of music/education courses that make up the specializations for Early/Middle, Choral and Instrumental Music. These courses are defined as fulfilling the requirements for both the Music portion of the degree and the Education portion of the degree for the purposes of meeting the 60 credit hours of education coursework as mandated by the Minister of Education. The faculty is also responsible for scheduling and staffing the Faculty of Music courses that fall within years 3 and 4 of the program.

Program name: **Integrated Bachelor of Music/Bachelor of Education Program**

Credential awarded: **Bachelor of Education and Bachelor of Music**

Proposed start date for temporary cessation: Fall, 2018

*Office Use Only*

On-going funding: \_\_\_\_\_

One-time funding: \_\_\_\_\_



## SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

The Integrated Music/Education Program was originally developed more than three decades ago. The purpose of the Integrated Music/Education program is to prepare teachers for general teacher certification and as specialists in teaching Music. Students receive two degrees (Bachelor of Music and a Bachelor of Education) upon completion. Students complete a teachable major in Music in one of three specializations: Early/Middle, Instrumental or Choral and a teachable minor for the Senior Years.

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

The Integrated Music/Education Program is five years in length. Admission to Education occurs after two years (67 credit hours) of specific course work in the Marcel A. Desautels Faculty of Music followed by three years including two intersessions (total of 104 credit hours) in the Faculty of Education/Music program. This represents a total of five academic sessions each running from September–April plus two Summer Sessions each running from mid-April–early June for a total of 174–177 credit hours.

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**B-3 Describe the mode of delivery for this program:**

This is an on-campus program except for the required 24 weeks of in-school practicums. The school practicums are completed over two summer sessions and in two terms of the final year of the program.

**C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:**

*(Such as changes in applications, enrolment, employer demand.)*

Factors include:

- Student Experience, Success, and Loss of Earnings

The Integrated Music/Education program is longer in duration and more intensive than the After-Degree option. Integrated students are admitted to the program after completion of two years of specific course work in the Desautels Faculty of Music upon which students spend an additional three years plus two spring sessions in the integrated program with Education serving as their home faculty. The Integrated Music program is much more demanding of students' time, often results in delayed graduation. Currently, over 50% of Integrated students are taking 6 years to complete the current 5-year model. Because Integrated Students are required to take their practicum in May and June in two years of the program, this creates inequities in regards to potential summer earnings. This is in sharp contrast to the After-Degree program where the vast majority of students complete the program within two academic years (within the fall and winter terms), thereby allowing them to be employed as early as May of their graduation year.

- Salary Classification Inequity

Teacher candidates who enter the After-Degree Bachelor of Education program with a three-year degree (e.g., Bachelor of Arts, Bachelor of Science, etc.) and after graduation from the two-year B. Ed. program are recognized as Class 5 (meaning they have the equivalent to 5 years of study). Teacher candidates who enter the After-Degree Bachelor of Education program with a four-year degree and after graduation from the two-year B. Ed. program are recognized as Class 6 (meaning they have the equivalent to 6 years of study). The Integrated Music/Education program requires 174-177 credit hours of study, which is only 3-6 credit hours short of a six-year program, yet, these students technically graduate from a five-year program. Subsequently, because Manitoba Education and Training only recognizes graduates of the Integrated Program as having completed 5 years of university education, the Integrated Program graduates begin their careers at a lower classification (a Class 5) than the After-Degree students with 6 years of education (a Class 6), even though they are only one or two courses short of this higher classification. This means that the Integrated Music/Education graduates are initially paid approximately \$3,000.00 less per year than their Class 6 After-Degree counterparts. As such, their earning capital upon graduation, and in perpetuity, remains one class lower than their After-Degree peers. This salary and classification inequity continues even if they go on to complete a Post-Baccalaureate Diploma in Education.

- Incongruent Program Model

Currently, there are two routes to becoming a music teacher at the University of Manitoba. The first is through the Integrated Music Education Program, the latter through the two year After-Degree Bachelor of Education Program.

The Integrated Program was originally designed as a Senior Years (grades 9-12) program and paralleled our previous After-Degree Bachelor of Education program. Over the years, as a way of responding to student requests, the Integrated Music/Education program was adjusted to include an Early/Middle Years Specialization by adding education courses aimed at teaching to this level. While the program allows for an Early/Middle Years Specialization, it remains a Senior Years Program. In addition, both the Bachelor of Music and the Bachelor of Education programs have undergone program revisions and therefore, the Integrated Music/Education program no longer aligns with the current program structure or course offerings. This leads to difficulty in program cohesion and program integrity. In addition, students' pathways through the Integrated program is extremely challenging

given revisions made to both programs in recent years, and the degree requirements for the various specializations. Aside from the unreasonably heavy workload, there are significant logistical challenges in both faculties with course scheduling so as to enable students to complete Music and Education courses as well as a teachable minor, breadth, aboriginal/indigenous, and special needs/diversity requirements.

The After-Degree Program allows students to complete a degree in Music, followed by a two year Bachelor of Education degree through either the Early Years (K-4), Middle (5-8) or Senior (9-12) Streams.

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**C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:**

The Faculty of Education is seeking a one year temporary cessation of the Integrated Music/Education Program. During this time, the Desautels Faculty of Music, in consultation with the Faculty of Education and its field partners, is in the process of developing a four-year Bachelor of Music with major in Music Education. This Music program will be designed specifically for those students wishing to become music educators. This program will be presented to the appropriate Senate Committees for approvals in the Fall 2016 term with an aim to admit students to the new program for the Fall 2018. Should the new major in Music Education be approved, the Faculty will initiate the process of formally closing the Integrated Music/Education program.

The After-Degree Bachelor of Education program will continue to draw applicants with a music degree from the University of Manitoba as well as other universities across the province and elsewhere. The Faculty has a steady number of applicants from graduates of the Canadian Mennonite University's Bachelor of Music, Music Education Concentration Program. These other students will not be effected by that change.

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**C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. (Governing Council, Board of Governors, Board of Regents, Senate, other)**

**UM INTERNAL REQUIREMENTS:** dates will be inserted by the Provost's Office prior to submission to government.

**UNIVERSITY OF MANITOBA:**

Faculty of Education

Undergraduate Program Committee (UPC) – approval August 30, 2016

Faculty Council – approval September 12, 2016

Marcel A. Desautels Faculty of Music

Faculty Council – approval October 31, 2016

**Approval by President**

**Date** \_\_\_\_\_

Consultation with Senate: \_\_\_\_\_

Consultation with Board of Governors: \_\_\_\_\_

Additional Consultation (*as needed*): \_\_\_\_\_

Details:

Final Decision: Y  N  \_\_\_\_\_

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#### **C-4 Responsibility to consult**

c-3.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

The Faculty of Education and the Desautels Faculty of Music held four joint consultation sessions. These sessions took place on October 4, 2016, October 5, 2016, October 13, 2016 and October 17, 2016. The following organizations were consulted:

- Teacher Education Certification Committee (TECC)
- Manitoba Teachers' Society (MTS)
- Manitoba Association of School Superintendents (MASS)
- Manitoba Music Educators' Association
- Association of Music Administrators of Manitoba
- K-12 Arts Education Steering Committee, Manitoba Education & Training
- Faculty of Education, Undergraduate Student Council
- Desautels Faculty of Music, Undergraduate Student Council (FMU)
- Desautels Faculty of Music, current and prospective Integrated students
- Manitoba Classroom Guitar Association

c-3.3 How have students and faculty been informed of the intent to temporarily cease this program?

A letter will be sent to all students enrolled in the Desautels Faculty of Music who may be interested in the program to advise them that admission has been suspended for one year and that during this time a new option is being developed for music education at the University.

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#### **C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:**

None. Given that future students still have the opportunity to apply to the After-Degree Bachelor of Education Program, there will be no adverse effects on the supply of qualified music teachers in the province.

## SECTION D – SYSTEM IMPACTS

**D-1 Describe how the temporary cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:**

None. Laddering options do not currently exist for the Integrated Music/Education program. The current credit transfer options will continue to operate as they have in the past.

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**D-2 Describe how the temporary cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:**

None. Currently the Faculty of Education at Brandon University offers an Integrated Music/Education Program and thus students will still have a five year Integrated Music Education option. In addition, Music students seeking to complete their education degree at the University of Manitoba may continue to do so by applying to the After-Degree program.

**SECTION E- STUDENT IMPACTS**

**E-1 Provide a program completion plan for students currently enrolled in the program that is being temporarily ceased:**

Students currently enrolled in the Integrated Music/Education Program will be provided the courses required to complete their degree requirements and therefore we do not anticipate any adverse impact on student's programs. Should the new music education major be approved, the faculty will develop a transition plan at that time.

Year 1

Year 2

Year 3

Year 4

---

**E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?**

No.

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**E-3 What was the maximum seat capacity of the program that is being temporarily ceased?**

The program does not have a maximum or minimum seat capacity. All those meeting minimum eligibility requirements are admitted.

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**E-4 What was the enrolment and graduation rate for this program over the past 5 years?**

	Enrolled	Graduated
2014/15	44	15
2013/14	38	5
2012/13	41	18
2011/12	39	12
2010/11	39	16

## SECTION F – FINANCIAL REALLOCATION

### **F-1 What portion of ongoing funding is allocated to this program?**

There is no separate ongoing funding allocated to the Integrated Music/Education program. It is supported through general funding for the B.Ed. program.

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### **F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:**

Because the Integrated Music/Education program is supported through general funding, resources will continue to be used towards offerings for current students in the Integrated Program and towards music teachables offered in the After-Degree program

**SECTION G – FINANCIAL REALLOCATION**

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

**SUBMITTED BY:**

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

*For use by joint programs only:*

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

**SUBMIT COMPLETED FORM**

**PROVOST'S OFFICE ONLY:** Once completed and signed, please submit this application form to the Advanced Learning Division at [ald@gov.mb.ca](mailto:ald@gov.mb.ca) with the following attachments: *(double-click check box to engage)*

<input checked="" type="checkbox"/>	Cover letter
<input checked="" type="checkbox"/>	Any supporting documentation <i>(reviews, letters of support, etc.)</i>

**If you have any questions or require further information, please contact:**

Advanced Learning Division  
Manitoba Education and Advanced Learning  
608-330 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
[ald@gov.mb.ca](mailto:ald@gov.mb.ca)





Dr. Melanie Janzen,  
Associate Dean  
Faculty of Education  
Room 214 Education Building  
University of Manitoba  
Winnipeg, MB  
R3T 2N2

October 17, 2016

Dear Dr. Janzen,

After careful consideration, the executive of the Manitoba Classroom Guitar Association has voted to endorse the proposed cessation of the Integrated Bachelor of Music/Bachelor of Education program. The cessation motion was based in part on the following rationale :

**Student experience and success:** The Integrated Music program is much more demanding of students' time, often results in delayed graduation. Currently, over 50% of the Integrated Music/Education students are taking 6 years to complete the current 5-year model. Because Integrated Students are required to take their practicum in May and June in two years of the program, this creates inequities in regards to potential summer earnings.

**Salary classification inequity:** The Integrated Music/Education program requires 174-177 credit hours of study, which is only 3-6 credit hours short of a six-year program, yet, these students technically graduate from a five-year program. Subsequently, because Manitoba Education and Training only recognizes graduates of the Integrated Program as having completed 5 years of university education, the Integrated Program graduates begin their careers at a lower classification (a Class 5) than the After-Degree students with 6 years of education (a Class 6), even though they are only one or two courses short of this higher classification.

**Four-year Bachelor of Music (Music Education):** Currently, the Faculty of Music is revising their program in order to allow students of the Faculty of Music to receive a four-year Bachelor of Music (Music Education), with all of the required Music courses, Music Education courses, teachable minors, and breadth courses, making them eligible to apply for the Bachelor of Education After-Degree program. The four-year Bachelor of Music (Music Education) students will continue to incorporate school visits and observations of established public school teachers. After-degree Music students will be better integrated with cohorts of Education students in the early, middle or senior years' areas. Additionally, elective space in the after degree (Bachelor of Education) will enable Music students to continue developing their musicianship and performance skills through Music ensemble opportunities for credit.

If you have any questions please do not hesitate to contact either myself or Randy Haley ([randall.haley@lrsd.net](mailto:randall.haley@lrsd.net)).

Sincerely,

Les Chalmers,  
MCGA President  
[lchalmers@retsd.mb.ca](mailto:lchalmers@retsd.mb.ca)



MANITOBA MUSIC EDUCATORS' ASSOCIATION  
L'ASSOCIATION MANITOBAINE DES ÉDUCATEURS DE MUSIQUE  
83 CELTIC BAY, WINNIPEG, MB R3T 2W8

**Karen Tole-Henderson**  
President

**Eric Marshall**  
Past President

**Stephanie Davis**  
Manitoba Orff Chapter

**Alice Cameron**  
Manitoba Choral Association

**Jennifer Shead**  
Manitoba Band Association

**Jordan Laidlaw**  
Manitoba Classroom Guitar  
Association

**Darryl Ferguson**  
Board Member

**Robert Chrol**  
Board Member

**Virginia Helmer**  
Board Member

Dr. Melanie Janzen  
Associate Dean, Faculty of Education  
Undergraduate Programs  
University of Manitoba  
Room 214 Education Building  
Winnipeg, MB R3T 2N2

October 27, 2016

Dear Dr. Janzen

On behalf of the Manitoba Music Educators' Association (MMEA), I would offer support for the temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program effective Fall, 2018 and the development of a new Bachelor of Music (Music Education) program that would be followed by a two year After Degree Program in Education.

The MMEA is aware that the current five year program is very demanding of students' time with approximately half of the students taking six years to complete the course load. Students are expected to complete 174-177 credit hours which is 3 – 6 credit hours short of a six-year program, yet students graduate with a 5 year program and are compensated accordingly. Integrated students are required to complete their practicum in Spring Session which shortens the amount of time students can work during the summer months in order to pay tuition and living

expenses. With the addition of a number of requirements (breadth, aboriginal/indigenous, and special needs/diversity), the current model has significant logistical challenges that make it difficult to provide a cohesive program.

The MMEA believes that a new program with a four year Bachelor of Music (Music Education) and a two year After Degree in Education would assist to alleviate many of these challenges. As the new program is developed, there is a need for ongoing consultation with the broader Music Education community in Manitoba in order to ensure that the six year model will properly equip graduates for music teaching in Manitoba classrooms. We would appreciate the opportunity for representatives from the MMEA, Manitoba Band Association, Manitoba Choral Association, Manitoba Classroom Guitar Association and the Manitoba Orff Chapter, and Association of Music Administrators of Manitoba to meet with representatives of the University of Manitoba in order to share concerns, to provide input and to assist in the development of the new program model.

Thank you for your time and consideration. The MMEA Board looks forward to working together with you and the University of Manitoba as this project moves forward.

Sincerely,

Karen Tole-Henderson  
MMEA President

CC: Dr. Edmund Dawe, Jody Stark



October 24, 2016

Attention: Dr. David Mandzuk  
Dean, Faculty of Education  
Room 223A Education Building, 71 Curry Place  
University of Manitoba  
Winnipeg, MB R3T 2N2

Dear Dr. Mandzuk:

Re: Temporary Cessation of the Integrated Bachelor of Music/Bachelor of Education  
Program effective Fall 2018 & Development of new Bachelor of Music  
(Music Education)

---

Thank you for the invitation to the October 17 consultation meeting about the proposed cessation of the Integrated Music Education Program and development of a new Bachelor of Music (Music Education) at the University of Manitoba. The anticipated changes would address a salary classification inequity for the Integrated Music graduates, and the new program under development has the potential to address the program and course availability issues that some students have experienced.

The Manitoba Teachers' Society, through the unanimous support of the Provincial Executive, supports the proposed program changes and suggested timelines.

If further consultations are anticipated during the development of the new Bachelor of Music program, we would be delighted to participate in those as well.

Yours truly,

THE MANITOBA TEACHERS' SOCIETY

Per:

Norman Gould,  
President

c.c. Linda Thorlakson, Staff Officer, Professional French Language Services  
Virginia Helmer, Member-at-large, Manitoba Music Educators' Association



LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

14 November 2016

Melanie Janzen, Ph.D.  
Associate Dean, Undergraduate Programs  
Room 214, Education Building  
University of Manitoba  
Winnipeg, MB R3T 2N2

Dear Dr. Janzen:

An ongoing spirit of innovation and of responsiveness within a Faculty or Department is a transformative substance that serves to render academic programming more relevant and current to meeting needs. In so doing, a faculty or department ensures that its programming and course offerings reflect contemporary norms and requirements, remain tailored to address the dynamic realities of labour market demand, while also ensuring that all learners and graduates are able to both contribute and benefit from the breadth and depth of knowledge and skill they acquire during the course of their studies.

In our appreciation for the evidence of this spirit and, representing the voice of Manitoba 38 public school boards, I am therefore pleased to signal the Manitoba School Boards Association's support for the Faculty of Music and the Faculty of Education's proposal for the permanent cessation of the Integrated Bachelor of Music and Bachelor of Education (B.Mus./B.Ed.) program. I would also like to reiterate our further approval of the proposed replacement of this integrated program with a new consecutive educational pathway, to be composed of a four year Bachelor of Music (Music Education) degree, to be followed by the standard educational requirements that must be fulfilled by all teacher candidates under the two year Bachelor of Education After Degree (A.D.) program.

As has been comprehensively explained by the Faculty of Education to our Association during the course of its undergraduate program advisory committee meetings and subsequently through its follow-on consultation sessions with affected students and staff, we would concur that the existing Integrated B.Mus./B.Ed. program is in need of a general refresh and replacement. Under the University of Manitoba's proposed consecutive six year pathway for future music teacher candidates, we feel strongly that all graduates will receive benefit and advantage from this new model, including greater opportunity for exposure to musical theory and performance, as well as enhanced eligibility to qualify for higher classification levels under the current provincial teacher certification framework.

In real terms, what these combined program amendments will therefore represent are an essential supply of more highly specialized and therefore expert teachers to meet the demands of the present and future within the band programs and other music education experiences that we strive to provide to our pupils within the public education system across Manitoba. What these changes also mean for the average graduate from the new program will be the recognition of higher compensation for their overall contributions, upon commencement of their professional duties within our public education system. What the Faculties of Music and of Education are therefore proposing is a rare "win-win" scenario that will benefit the students of the present, as well as the pupils of the future.

In light of the Faculties' recent and successful conclusion of advisory and consultation processes with its stakeholders, students and staff, including with our association, we therefore encourage the University of Manitoba to expedite this proposal through all requirements and obligations relating to the University's additional internal and external approval processes, in order to fulfil the actualization of this project without delay or hindrance.

Please do not hesitate to follow-up with us should you require any additional information relating to our association's support for this critical program.

Sincerely,

A handwritten signature in blue ink that reads "Nathanael J. Watt" with a horizontal line extending to the right.

Nathanael J. Watt  
Executive Director

Thursday, October 20<sup>th</sup>, 2016

To: Dr. Melanie Janzen  
Associate Dean  
Undergraduate Programs  
Faculty of Education  
University of Manitoba

Dear Dr. Janzen,

We are writing to you on behalf of Education Student Council. Please accept this letter of support for the temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program with the understanding that there will be a revised program introduced in 2018. It is our understanding that this program was first introduced over thirty years ago in 1984. We understand that this will be a temporary cessation of the program that will commence in Fall 2018 and is a response to the ongoing revisions to the Bachelor of Music and Bachelor of Education programs respectively. Education Student Council supports this request for temporary cessation of the Integrated B.Ed/B.Mus program. We recognize the following reasons for this request:

1. The Music/Education program demands more of students' time making it hard for students to work in order to fund their post-secondary studies. This results in 50% of Music/Education students delaying graduation and taking 6 years to complete the 5-year model. This extension of their studies is concerning in comparison to the 2-year B. Ed. After-Degree where students rarely require more time for completion.
2. Students in the Music/Education program typically complete 6 years of post-secondary studies in 5 years and graduate with a class 5 teaching certificate rather than a class 6 like their after-degree counterparts who complete 6 years of study.
3. The Music/Education program was originally designed as a Senior Year program and has since been revised to provide opportunities for musical development in both Early and Middle years as well as Senior however it no longer aligns with new B.Ed and B.Mus programs.
4. The Bachelor of Music program is currently revising their model to allow music students the opportunity to receive a four-year degree in Music Education and then enter the B.Ed program full-time and graduate with class 6 certification.

We believe that the Integrated Bachelor of Music/Bachelor of Education Program is in dire need of a revision and that Education Student Council is in full support of a temporary cessation of the program taking effect in Fall 2018.

Sincerely,



Charla Lawrence Anderson  
Senior Stick  
Education Student Council  
Faculty of Education  
University of Manitoba  
[anders87@myumanitoba.ca](mailto:anders87@myumanitoba.ca)  
204.228.8357




Alyssa Laing  
Integrated B. Mus/B.Ed Rep.  
Education Student Council  
Faculty of Education  
University of Manitoba  
[lainga34@myumanitoba.ca](mailto:lainga34@myumanitoba.ca)  
204.371.2847

To whom it may concern,

The Desautels Faculty of Music Students' Association supports the decision to temporarily cease the Integrated Bachelor of Music and Bachelor of Education in the fall term of 2018. It is our hope that the two respective faculties continue to work hard in restructuring the music education program here at the University of Manitoba so that a new program can be put into place by then. If we can be of service in these times of change and uncertainty, we will do so as long as it is in the interest of the students and future students of the program.

Sincerely,

The FMSA Council

A handwritten signature in blue ink, appearing to read 'K. Labossière', is written above a horizontal line.

Kieran Labossière

Senior Stick of the FMSA Council





**AGENDA ITEM:** Proposed Admission Targets, 2017-2018

**RECOMMENDED RESOLUTION:**

For Discussion/Advice.

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

- Section 2.4 of the *Admission Targets* policy specifies that the President has the authority to approve changes to, or the introduction of, Admission Targets following consultation and discussion with the applicable Unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.
- At its meeting on March 1, 2017, Senate received, for information and discussion, a Report of the Senate Committee on Admissions concerning Undergraduate Admission Targets for 2017 – 2018 (attached).
- There are no changes to the admission targets that were in place the previous year for any faculty, college, or school. Within the Faculty of Education, the enrolment target for the Education After Degree (Weekend) has been removed. This was not a separate program from the After Degree Bachelor of Education. Rather it was a structure for delivering the program on weekends. Given recent changes to the After Degree B.Ed. curriculum, changes to the student body, and decreased demand for this scheduling option, it is no longer available to students.

**RESOURCE REQUIREMENTS:**

N/A

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The establishment and regular review of enrolment targets for programs in each faculty, college, and school will facilitate strategic enrolment management planning at the University.

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:**

The proposed admission targets were provided to Senate Executive (February 15, 2017) and Senate (March 1, 2017), for information and discussion.





## 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 Committee on Admissions	January 12, 2017
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate Executive	February 15, 2017
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	March 1, 2017
<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 Admissions concerning Undergraduate Admission Targets, 2017 - 2018

## **Report of the Senate Committee on Admissions concerning a submission from Student Affairs regarding the undergraduate admission targets (2017.01.12)**

### **Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The policy on admissions targets requires that the proposed targets be presented to Senate annually for information. The accompanying document outlines the existing undergraduate admission targets; it also outlines the updated targets for the 2017-18 academic year.
3. The proposal was provided for information to SCADM on January 12<sup>th</sup>, 2017.

### **Observations:**

1. For programs that have both a direct entry option and an advanced entry option, the target is reflective of the number of seats that are available in year two of the program.
2. The Faculty of Education has adjusted its target for the intake into the weekend program from thirty-five to zero. This was an alternative scheduling option that historically had one intake every three years. This intake option no longer exists; the targets have been updated to reflect current practice.
3. Should a program wish to modify their target, they are required to abide by the admission target policy and procedures.

### **Recommendation:**

This information is being provided for information only.

Respectfully submitted  
Susan Gottheil, Chair, Senate Committee on Admissions

Summary of Undergraduate Admission Targets

January 12-2017

Program	2016-17 target	2017-18 Target
<b>Faculty of Agricultural &amp; Food Sciences</b>		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
<b>Faculty of Architecture</b>		
Environmental Design	100	100
<b>Faculty of Arts*</b>		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
<b>Asper School of Business*</b>		
Management (Degree)	420	420
<b>Faculty of Education</b>		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Education After Degree (Weekend)	35 - See note 1	0 - See note 1
<b>Faculty of Engineering</b>		
Engineering*	364	364
Engineering - Internationally Educated Engineers	25	25
<b>CHR Environment, Earth &amp; Resources*</b>		
Environment, Earth & Resources (Degree)	135	135
<b>School of Art</b>		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
<b>Faculty of Health Sciences</b>		
Health Studies (Degree)	25	25
Health Sciences (Degree)	25	25
<b>College of Dentistry</b>		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
<b>School of Dental Hygiene</b>		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
<b>College of Rehabilitation Sciences</b>		
Respiratory Therapy (Degree)	16	16
<b>College of Medicine</b>		
Medicine	110	110
Family Social Sciences	80	80
<b>College of Nursing</b>		
Nursing (Degree)	240	240
<b>College of Pharmacy</b>		
Pharmacy (Degree)	55	55
<b>Faculty of Kinesiology &amp; Rec Management</b>		
B Kin (AT)	24	24
B Kin*	65	65
B P E*	35	35
B RM & CD*	40	40
<b>Faculty of Law</b>		
Law (Degree)	106	106
<b>Marcel Desautels Faculty of Music</b>		
Music*	60	60
Music - Jazz Studies*	15	15
<b>Faculty of Science*</b>		
Science (Degree)	Target under consideration - See note 2	Target under consideration - See note 2
<b>Faculty of Social Work</b>		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. This was an alternative scheduling option that historically had one intake every three years. It is no longer an option.
2. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.

## PRESIDENT'S REPORT: March 21, 2017

### GENERAL

Late in January, the University of Manitoba community came together at the Fort Garry and Bannatyne campuses to discuss the impact of the U.S. executive order, banning travel to the United States from seven Muslim-majority countries, and the shooting at a mosque in Quebec that resulted in the death of six men and injuries to another 19. The events reinforced the values shared in the University of Manitoba community to diversity, and to safe spaces for the free exchange of ideas and knowledge. Those affected have been directed to supports ranging from counselling to financial assistance, available through a range of University offices.

The Government of Canada and Province of Manitoba announced \$36 million in funding on January 24 to support the development of the University of Manitoba Smartpark Innovation Hub, as well as the new Stanley Pauley Engineering Building. \$32 million will come from the federal government's Post-Secondary Institutions Strategic Investment Fund (SIF) and \$4 million from the Government of Manitoba. The Smartpark Innovation Hub will be an information exchange centre that will encourage further partnerships between industry, government and the University and will include new space for the laboratories, provide rentable space for companies, and be home for SmartPark's North Forge incubator. The construction of the Stanley Pauley Engineering Building will promote greater industry collaboration.

On February 28, the University of Manitoba hosted the UM 140 Celebration for students, faculty and staff, alumni and community members. Over 3,000 attendees participated in the day-long event, which included a Sunrise Ceremony at the National Centre for Truth and Reconciliation, Pancake Breakfasts at the Brodie Atrium and UMSU University Centre, a Winter Festival at Chancellor's Circle, and a Retirees' Coffee & Conversation event at Marshall McLuhan Hall. The formal ceremony at the Winter Festival Kick-off included remarks from President Barnard, Premier Brian Pallister, Minister Jim Carr, Senator Patricia Bovey, Mayor Brian Bowman, Board of Governors Chair Rennie Zegalski, Alumni Association President Kim Metcalfe, UMSU President Tanjit Nagra and GSA President Enoch A-Iyeh. Attendees at the event included Minister Ian Wishart, Terry Duguid, MP, Winnipeg South, and President Emeritus Emőke Szathmáry. More information may be found here: <https://uofm140.cc.umanitoba.ca/>

On March 6, AESES and the Office of the President hosted the 15<sup>th</sup> annual International Women's Day Dinner, this year featuring a keynote address by Dr. Deborah Stienstra, professor in the department of disability studies, entitled "Implicating Inclusion: Women with Disabilities as Visionaries, Innovators, and Pioneers". The event offered members of the University of Manitoba community a unique opportunity to consider matters of inclusion, accessibility, equity and disability rights.

The 2017 Distinguished Alumni Award recipients have now been publicly announced and they are an impressive group of individuals who have demonstrated outstanding achievement both professionally and personally. The 2017 recipients are John and Patricia Patkau (Lifetime Achievement), Reva Stone (Professional Achievement), Sister Lesley Sacouman (Community Service), Isabella Wiebe (Service to the University of Manitoba) and Desiree Scott (Outstanding Young Alumni). The Celebration of Excellence will be held on May 2, 2017 at the Metropolitan Event Centre.

## ACADEMIC MATTERS

- Dilantha Fernando, plant science, was honored by the University of Southern Queensland as the 2017 Eminent Visiting Scholar for his scholarly research and recognition in host-pathogen interactions in wheat and canola.
- A monthly film series - The Decolonizing Lens - co-organized by Jocelyn Thorpe (Women's & Gender Studies) and Kaila Johnston (National Centre for Truth and Reconciliation) was held on February 13. This series brings together Indigenous filmmakers, special guests, and their audiences, and is held at Cinematheque.
- The Community Health Nurses of Canada endorsed the University of Manitoba's curriculum that teaches non-dental health-care providers how to screen for and co-manage diseases and conditions of the mouth. The curriculum was developed by the Faculty of Health Sciences' International Centre for Oral-Systemic and available to programs across the country.
- The College of Pharmacy welcomed hundreds of pharmacy students from across Canada to Professional Development Week, a national student-led conference. This year's theme, "Beyond Boundaries," reflected the ever-changing nature of the pharmacy profession.
- The College of Nursing hosted more than 400 nursing students from across Canada at the Canadian Nursing Students' Association 2017 national conference. The theme of the student-run conference at the Radisson Hotel was "Breaking Barriers Through the Exploration of Cultural Safety."
- The sixth annual Rich Man Poor Man dinner organized by medical students raised funds and hygiene donations for Agape Table and created awareness about food security, poverty and the need for affordable nutrition.
- The College of Rehabilitation Sciences launched Illuminate: Global Reflections on Rehabilitation Sciences, a speaker series focused on research and scholarly activity. Dr. Salvador Simó Algado, a teacher and researcher in occupational therapy in Spain, was the first speaker. He is the co-founder of Occupational Therapy Without Borders and spoke via Skype about integrating education, research and intervention.
- In February, a single mother and her two sons received the keys to a new home built for them through a partnership between the Rady Faculty of Health Sciences and Habitat for Humanity Manitoba. The inner-city bungalow is custom-designed for accessibility to meet the family's special needs. It is the third Habitat home that volunteers from the Faculty have helped to erect. More than 100 people volunteered during the nine-day build of the home's exterior last June.

## RESEARCH MATTERS

- On January 16, Research Manitoba and Genome Canada announced \$4 million in funding for GENICE: a large-scale applied research project (LSARP). LSARP is one of Genome Canada's funding programs and is aimed at projects using genomic approaches to address challenges and opportunities of importance to Canada's natural resources, including interactions between natural resources and the environment, thereby contributing to Canada's bioeconomy and the well-being of Canadians. GENICE is a partnered project between the University of Manitoba researcher Gary Stern (Environment and Geography) and the University of Calgary professor Casey Hubert. The duo will combine their expertise in the areas of genomics, petroleomics and sea-ice physics to investigate the potential for native microbial communities to mitigate oil spills, as warmer temperatures and melting sea ice usher in increasing shipping throughout Arctic waters. This research will be undertaken at the Churchill Marine Observatory, a unique research facility the University of Manitoba is building in Churchill, MB with support from many partners, and on board the Canadian Coast Guard Ship Amundsen.
- The Natural Sciences and Engineering Research Council of Canada (NSERC) announced \$369,642 in funding on February 15 through a Strategic Partnerships Grant to Ying Chen (Biosystems Engineering). Her project will investigate conservation agriculture, specifically, new ways to till and seed soil. Chen will team up with two large Canadian manufacturers (Buhler Versatile Inc. and Atom-Jet Group) to develop VT and VS machines that will increase field efficiency by a factor of two with crop residue reaching levels of 100 per cent. This project will involve seven graduate students being trained by 11 team members, including faculty members and industrial researchers, engineers, and technical staff.
- On January 19, the University of Manitoba, University of Winnipeg and Red River College were all represented in the four finalist teams who competed in the Game Changer finale. The competition, targeting university students and post-doctoral fellows from all disciplines and at all post-secondary institutions in Manitoba, handed out the grand prize of \$10,000 to Team Loop for their solution to the problem of e-waste. Their idea: a weekend-long event where people could have any type of electronic waste picked up at their curb free of charge. The three member team included: Haneen Shouman and Michael Hall, students in the Asper School of Business MBA program, and Maria Sanchez who is studying marketing management through extended education at the University of Winnipeg.

Second place (\$4,000) and People's Choice (\$750) winners were Team Opes, with their presentation on how to improve financial literacy. Team Easy A(ctivity) was third place earning \$2,000 for an idea that would help university students improve their physical activity. Game Changer is an initiative of the Office of the Vice-President (Research and International) and was co-organized by the Stu Clark Centre for Entrepreneurship and the Technology Transfer Office. For more details on the competition, visit [umanitoba.ca/gamechanger](http://umanitoba.ca/gamechanger)

- On January 25, the National Centre for Truth and Reconciliation (NCTR) welcomed the inaugural seven-member Survivors Circle, selected by the Governing Circle of the NCTR. The Survivors Circle members are made up of First Nations, Inuit and Métis Survivors of the Residential School System from across the country. The Survivors Circle members are: Terri Brown (Tahltan Nation, British Columbia), Shirley Flowers (Rigolet, Labrador), Piita Irniq (Lyon Inlet, Nunavut), Helene Johnson (Archerwill, Saskatchewan), Ted Quewezance (Keeseekoose First Nation, Saskatchewan), Barney Williams (Tla-o-qui-aht First Nations, British Columbia), and Doris Young (Opaskwayak Cree Nation, Manitoba). Other ceremonies took place as part of the welcoming of the Survivors Circle, including bringing the Bentwood Box of the TRC home to the NCTR. A pipe ceremony and traditional feast was held to welcome the Survivors Circle and the spirit name of the NCTR as part of the ceremonies.
- The eleventh annual Science, Engineering and Technology (SET) Day was held on campus on February 24, hosted and organized by the Office of the Vice-President (Research and International). More than 180 grade 11 and 12 high school students and their teachers participated in faculty-hosted hands-on activities: Aging and Technology (Centre on Aging), Pizza 101 (Agricultural and Food Sciences), Intro to Intelligent Robots (Science), Build-A-Bridge (Engineering) and Analyzing Your Moves (Kinesiology and Recreation Management). Let's Talk Science student volunteers provided hands-on DNA extraction activities. The participants listened to three SET Talks given by Dr. Derek Oliver (Electrical & Computer Engineering/Manitoba Institute for Materials), graduate student Kayla Moore (Civil Engineering/Graduate Studies), and Dr. Teresa de Kievit (Microbiology). Students and teachers were very engaged throughout the day both in the activities, talks and via social media.
- The International Centre provided the following services to its audiences in February:

<b>Service</b>	<b>Audience</b>	<b># of Participants</b>
Advising	All international students, ELC students, Extended Education students, IEP students, and ICM students. This tally also includes 22 outbound exchange students.	687
Winter Welcome and Winter Orientation	International students and Exchange students admitted to Winter 2017 term	164
International Student Workshops conducted in conjunction with partners: SIN numbers, tenants' rights, banking, transit, career information	International Students admitted to Winter 2017 term	123
International Student Mentorship Program	International & Domestic Students	54
Volunteer Language Program Intake	International & Domestic Students	70
EU Funding Workshop	Faculty Members	40
MoU and Faculty Exchange Agreements	-University of Rwanda -Kogi State University, Nigeria	n/a
Memorandum of Understanding, Asper School of Business	Nova School of Business and Economics, Universidade Nova de Lisboa, Portugal	n/a
Student Exchange Agreements	-Nova School of Business and Economics, Universidade Nova de Lisboa, Portugal (Asper School of Business) - Amended - University of Caen Normandy, France (Agricultural and Food Sciences/University wide) - University of Caen Normandy, France (Engineering) -Kozminski University, Poland (Asper School of Business) - Amended -Akita International University	n/a
Delegation Visit(s)	Director General of the Taipei Economic and Cultural Office, and Director of the Taipei Economic and Cultural Office	6



- Sixty-two researchers were awarded funding from various external sponsors totaling \$4,838,571

<b>PI</b>	<b>Sponsor</b>	<b>Title</b>	<b>Awarded</b>
Banerji, Versha (Internal Medicine)	Research Manitoba	Resetting the clock: Modifying circadian rhythm in CLL	\$225,000
Barber, David (Centre for Earth Observation Science)	Research Manitoba	Sea ice - Understanding and modeling ocean-sea ice- atmosphere biogeochemical coupling in a changing climate	\$33,524
Becker, Allan (Pediatrics and Child Health)	Research Manitoba	Canadian Healthy Infant Longitudinal Development (CHILD) Study	\$59,321
Belmonte, Mark (Biological Sciences)	NSERC	Development of novel crop protection technologies	\$25,000
Bridges, Gregory (Electrical and Computer Engineering)	NSERC	Multi-physics modeling of jet engine airfoil clearance sensor	\$25,000
Cha, Young Jin (Civil Engineering)	NSERC	Unsupervised machine learning method for structural damage assessment	\$25,000
Chateau, Daniel (Community Health Sciences/Manitoba Centre for Health Policy)	Jewish General Hospital	Canadian network for observational drug effect studies (CNODES)	\$1,075,000
Chauhan, Bhupendrasinh (Pharmacy)	CIHR	Interventions and policies influencing primary healthcare professionals managing chronic diseases: An evidence synthesis	\$25,000
Chen, Guanqun (Biological Sciences)	NSERC	Molecular evolution of horseradish peroxidase	\$25,000
Chen, Ying (Biosystems Engineering)	NSERC	Vertical tillage and vertical seeding for conservation agriculture	\$369,642

Cowley, Kristine (Physiology & Pathophysiology)	Canadian Paraplegic Association (Manitoba) Inc.	Investigating the secondary health outcomes, health service use and costs in the cohort on Manitobans living with spinal cord injury	\$49,230
Davoren, Gail (Biological Sciences)	NSERC	The ecology of forage fish species and interactions with marine predators	\$75,820
Desai, Radhika (Political Studies)	Mitacs Inc.	Challenges and opportunities for the Manitoba media production sector in the digital multipolar global landscape	\$45,000
Eftekharpour, Eftekhar (Physiology & Pathophysiology)	Health Sciences Centre Foundation	A combinatorial approach for treatment of stroke: Inhibiting cell death and stimulating the stem cells repair capacity	\$70,000
El-Salakawy, Ehab (Civil Engineering)	Mitacs Inc.	Performance based seismic design guidelines for sprayed-FRP retrofitted circular reinforced concrete bridge columns	\$55,000
Ferguson, Steven (Centre for Earth Observation Science)	Research Manitoba	Innovative research on monitoring marine mammals to mitigate impacts of a changing Arctic (short title: Marine Mammal Monitoring)	\$31,176
Filizadeh, Shaahin (Electrical and Computer Engineering)	Manitoba Hydro	Alternative voltage source converter designs for HVDC systems	\$89,125
Ghavami, Saeid (Human Anatomy and Cell Science)	Mitacs Inc.	Mevalonate cascade inhibition sensitizes human glioblastoma cells to Temozolomide via modulation of autophagy	\$45,000

Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Inc.	Wide area measurement based robust damping controllers for power systems with embedded powered electronic devices	\$59,000
Gorczyca, Beata (Civil Engineering)	NSERC	The relationship between membrane and foulant in filtration of high DOC and hardness waters	\$25,200
Gordon, Joseph (Nursing)	Research Manitoba	Therapeutic targeting of skeletal muscle Nix in early- onset insulin resistance	\$52,000
Herbert, David (Chemistry)	NSERC	Development of a standardized analytical protocol for determination of chlorite concentration using thiourea	\$25,000
Hollaender, Hartmut (Civil Engineering)	NSERC	Evaluation of the water balance for evapotranspiration landfill covers	\$25,000
House, James (Human Nutritional Sciences)	NSERC	Exploring research gaps for determining protein quality in food	\$25,000
Jian, Fuji (Biosystems Engineering)	NSERC	Safe storage guidelines for hemp seeds	\$25,000
Khafipour, Ehsan (Animal Science)	NSERC	Enhancing gut health in dairy cows and economic and environmental sustainability of Manitoba dairy producers	\$243,000
Ko, Ji Hyun (Human Anatomy and Cell Science)	Health Sciences Centre Foundation	Normal brain imaging database for neurodegenerative disorder studies	\$70,000
Kordi, Behzad (Electrical and Computer Engineering)	NSERC	An investigation of space charge profile on flashover characteristics of fiberglass reinforced plastic (FRP) tools under DC conditions	\$33,011

Kuzyk, Zou Zou (Centre for Earth Observation Science)	Research Manitoba	Freshwater-marine coupling in Hudson Bay: A study of winter estuarine processes in the coastal corridor and effects of environmental change	\$41,914
Porter, Michelle (Centre on Aging)	Riverview Health Centre	An exploratory study on renovations of a special needs dementia unit: Impact on residents, staff and family	\$169,261
Rodd, Celia (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Evaluating area-based socioeconomic status predictors of pediatric health outcomes in Manitoba	\$40,000
Shao, Ruodan (Business Administration)	SSHRC	How business ethics pay off: The role of corporate social responsibility in employee ability, motivation, opportunity, and performance	\$64,780
Singh, Harminder (Internal Medicine)	Children's Hospital of Eastern Ontario (CHEO)	The Canadian Gastro-Intestinal Epidemiology Consortium (CanGIEC): Inflammatory bowel disease in Canada	\$144,000
Stecina, Katinka (Physiology & Pathophysiology)	Canadian Paraplegic Association (Manitoba) Inc.	Novel mechanisms involved in autonomic dysreflexia after spinal cord injury	\$50,000
Stern, Gary (Centre for Earth Observation Science)	Research Manitoba	Understanding the effects of climate change and industrial development on contaminant processes and exposure in the Canadian Arctic marine ecosystem: How can we prepare?	\$40,536
Thiyam-Hollander, Usha (Human Nutritional Sciences)	NSERC	Development of a process for a novel ALA omega-3-rich flaxseed oil dairy protein powder	\$25,000

Tomy, Gregg (Chemistry)	NSERC	Efficacy of a polymeric medium to absorb hydrocarbons from wastewaters in a storm water drainage system	\$25,000
Wang, Yang (Computer Science)	Mitacs Inc.	Computer vision and deep learning for moderating visual content	\$799,999
Wang, Yang (Computer Science)	NSERC	Object detection from security cameras for smart homes	\$25,000
Young, James (Computer Science)	NSERC	Specialized location interface technologies for industrial robotic inspection	\$121,738
Young, James (Computer Science)	Inuktun Services Ltd	Specialized localization interface technologies for industrial robotic inspection	\$70,000
Yuan, Qiuyan (Civil Engineering)	NSERC	Evaluation and optimization of the effectiveness of Bactidomus™ technology in reducing phosphorous in municipal wastewater lagoon effluents	\$25,000
Zahradka, Peter (Physiology & Pathophysiology)	Research Manitoba	Effects of adiponectin processing on adipose tissue function and metabolic disease risk	\$32,500

#### ADMINISTRATIVE MATTERS

- On February 14<sup>th</sup>, after a successful pilot period, the first full cohort completed the Leadership Learning Program. The leadership program will graduate two cohorts annually.
- The University and the University of Manitoba Faculty Association have established two joint committees; one examining gender based pay differentials, and the other looking at the appropriate use of research metrics. Both committees will complete their work and report by the end of the year.
- Early collective bargaining discussions have begun with UMFA and UNIFOR. Both contracts expire at the end of March 2017.
- In January 2017, the Active Living Center achieved Leadership in Energy and Environmental Design (LEED®) Silver designation from the Canadian Green Building Council (CaGBC).

- The Office of Sustainability hosted four open houses in January and February 2017 on the University's Draft Sustainable Transportation Strategy with approximately 1,000 students, faculty and staff stopping by.
- The Campus Planning Office received funding from the Indigenous Initiatives Fund for Indigenous artwork and design for the Campus Bike Kiosk and active transportation wayfinding. The Bike Kiosk design has progressed under the guidance of the University's Indigenous Planning and Design Principles. The Fund will enable the Indigenous design of this project to continue through artistic and language elements, contributing to the Indigenization of the campus environment through unique cultural placemaking.
- The Copyright Office, in conjunction with CATL, has written and is developing eight modules to create a Copyright Tutorial aimed at University of Manitoba faculty and instructors. The modules cover key concepts such as Fair Dealing, using Internet content, audio-visual material, library resources, other copyright-friendly resources and managing one's own copyright. Each module is located in UM Learn and includes a script in PDF format as well as a short 3-5 minute animated video. Publicity and roll-out of the tutorial will begin in summer 2017.
- On January 16, 2017 the Office of Human Rights & Conflict Management arranged and hosted an exploratory meeting regarding Bill 15 – the Sexual Violence Awareness and Prevention Act with Post-Secondary Institutions ("PSI"): University of Winnipeg, Canadian Mennonite University, Assiniboine Community College, Brandon University and Manitoba Institute of Trades and Technology. It was unanimously agreed by all in attendance that as the legislation is specific to Manitoba PSIs, a network to share resources and information would be created. This network will be modelled after the Accessibility for Manitobans Act PSI Network.
- Electronic T4s for 2016 were made available to staff more than a week in advance of the February 28<sup>th</sup> deadline. This year, 12,583 T4 slips were generated. Staff continue to be encouraged to opt into electronic T4s to save the cost and environmental impact of printing and mailing paper slips.

## **EXTERNAL MATTERS**

- For the period of April 1, 2016 to February 17, 2017, the University has raised \$40,467,179 towards the 2016/2017 fiscal year.
- As of February 17, 2017 we have raised \$275,998,001 in philanthropic gifts and received a \$150 million commitment from the provincial government towards our \$500 million goal for the Front and Centre campaign.

- Significant gifts in the last reporting period include:
  - Dr. Donald K. Johnson, O.C., [BsC(EE)/1957, LLD/2008] made a gift of \$500,000 in support of the Stanley Pauley Engineering Building.
  - The Manitoba Métis Federation has made a contribution of \$200,000 to support the Louis Riel Bursaries fund at the University of Manitoba. This endowed fund provides bursaries to attract and retain Métis students in degree programs.
  - Dr. Sonja I. Bata, O.C.[LLD/1999] established the Sonja I. Bata Material Culture Scholarships with a gift of \$150,000.
  
- On January 16, President Barnard and Digvir Jayas, Vice-President (Research and International) met with the Honourable Kirsty Duncan, Minister of Science, and Terry Duguid, Member of Parliament, Winnipeg South. Discussions included an overview of the University of Manitoba's research priorities, Indigenous achievement initiatives, the National Centre for Truth and Reconciliation, and university-industry partnerships. Minister Duncan's visit included a tour of the Manitoba Institute for Materials and of the National Centre for Truth and Reconciliation.
  
- On January 25, President Barnard met with the Honourable Ian Wishart, Minister of Education and Training, to discuss areas of strategic importance to the University including the Indigenous Student Centre and the Centre for the Advancement of Teaching and Learning.
  
- On January 30, John Kearsley, Vice-President (External) met with Bram Strain, Deputy Minister, Education and Training. The purpose of this meeting was to discuss the Province of Manitoba's \$150 million commitment to the Front and Centre campaign including support for the National Centre for Truth and Reconciliation and Indigenous Teaching Chairs.
  
- On February 3, President Barnard met with Judy Klassen, Interim Leader, Manitoba Liberal Party and MLA, Kewatinook in order to share information on the University of Manitoba's work in the areas of Indigenous achievement and reconciliation.
  
- On February 7, the University of Manitoba hosted an event for alumni and friends living in Ottawa. President David Barnard highlighted the upcoming UM 140 celebrations. Fourth-year Political Studies student Allison Kilgour spoke at the reception following her experience representing the University at University Canada's Converge conference, sharing how her experience at the University of Manitoba has shaped who she is. Senator Patricia Bovey, past chair of the Board of Governors, also joined the night's speakers to share her thoughts on how the University of Manitoba has shaped the identity of Manitoba and our country. More than 85 alumni and friends attended the event including Jim Carr, Minister of Natural Resources, Ted Falk, MP, Provencher, Terry Duguid, MP, Winnipeg South, Don Rusnak, MP, Thunder Bay-Rainy River, and Senator Murray Sinclair.

- On February 7-8, President Barnard traveled to Ottawa in order to host the Ottawa alumni reception and hold a series of meetings. Meetings were scheduled with Michael Wernick, Clerk of the Privy Council and Secretary to Cabinet; The Honourable Marilou McPhedran, Senator; Andrea Lyon, Deputy Minister, Agriculture and Agri-Food Canada, and Deputy Minister University Champion for the University of Manitoba; The Honourable Patricia Bovey, Senator, and Greg Fergus, MP, Hull-Aylmer. Discussion items included Indigenous achievement, the National Centre for Truth and Reconciliation, and research priorities.
- On February 9, President Barnard met with members of the Committee of University Presidents of Manitoba and the Honourable Ian Wishart, Minister of Education to discuss Budget 2017 and the post-secondary sector.
- On February 27, President Barnard met with the Honourable Cameron Friesen, Minister of Finance, in advance of Budget 2017 to discuss fiscal challenges facing the University of Manitoba and the post-secondary sector.
- On March 2 and 4, the University of Manitoba hosted Visionary Conversations Across the Nation events in Vancouver and Victoria titled Acknowledging the Past, Creating our Future – a discussion focused on the importance of human rights in today’s climate. President David Barnard hosted the conversations featuring Ry Moran, Director, National Centre for Truth and Reconciliation and Katherine Starzyk, Assistant Professor, Department of Psychology for alumni and friends in both cities.
- A Visionary Conversations event was held on March 9 in the Brodie Atrium at the Bannatyne Campus. The event was titled “Why do we allow poverty to persist in Canada? – What role should corporations, individuals, governments and non-profit organizations play in reducing poverty?” and was moderated by President David Barnard. Panelists included Donald Benham, Hunger and Poverty Awareness Manager, Winnipeg Harvest; Evelyn Forget, Professor, Community Health Sciences; Edward Kennedy, President and CEO, North West Company; Susan Prentice, Professor, Department of Sociology; and Diane Redsky, Executive Director, Ma Mawi Wi Chi Itata Centre.