

BOARD OF GOVERNORS

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

Tuesday, April 18, 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.

OFFICE OF THE UNIVERSITY SECRETARY



UNIVERSITY
OF MANITOBA

BOARD OF GOVERNORS OPEN SESSION

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

Tuesday, April 18, 2017

4:00 p.m.

AGENDA

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

PRESENTATIONS

2. James Blanchard, Director, Centre for Global Public Health			4:05 p.m.
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FOR ACTION

3. APPROVAL OF THE AGENDA	Chair	2	4:35 p.m.
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4. **MINUTES (Open Session)**

4.1 Approval of the Minutes of the March 21, 2017 OPEN Session as circulated or amended	Chair	3	4:35 p.m.
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4.2 Business Arising - none	Chair		
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5. UNANIMOUS CONSENT AGENDA	Chair		4:40 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, by unanimous consent, the items listed.

5.1 From Senate for Approval

5.1.1 Report of the Senate Committee on Awards – Part A [dated February 21, 2017]		9	(consent)
5.1.2 Report of the Senate Committee on Awards – Part B [dated February 21, 2017]		23	(consent)
5.1.3 Conversion of the Bryce Douglas Professorship in Corporate Finance to a Chair		29	(consent)

6. **FROM SENATE**

6.1 Proposal to establish an Indigenous Institute of Health and Healing	President	39	4:45 p.m.
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6.2 International College of Manitoba Renewal	President	74	4:55 p.m.
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7. **NEW BUSINESS**

7.1 Report from the President	President	180	5:05 p.m.
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MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION



UNIVERSITY
OF MANITOBA

**Minutes of the
OPEN Session of the Board of Governors
March 21, 2017**

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

E. A-iyeh J. Anderson D. Barnard J. Beddoes S. Connelly S. Demmings
L. Hyde R. Khatkar K. Lee J. Lieberman J. MacKenzie H. Maxted
K. Mirecki R. Mohammed M. Mollot T. Nagra K. Osiowy J. Taylor (by phone)

Regrets: D. Hallock M. Silicz

Absent: J. Linden

Assessors Present: T. Kucera B. Stone

Officials Present: S. Foster D. Jayas G. Juliano J. Kearsey J. Keselman
J. Ristock

1. **ANNOUNCEMENTS**

The Chair welcomed new members of the Board who were present for their first meeting: Ms. Laurel Hyde, Dr. Marc Mollot, and Mr. Rafi Mohammed. He added his congratulations to Ms. Nagra on being re-elected President of the University of Manitoba Students' Union (UMSU).

FOR ACTION

2. **APPROVAL OF THE AGENDA**

It was moved by Dr. Anderson and seconded by Mr. Demmings:
THAT the agenda for the March 21, 2017 meeting be approved as circulated.

CARRIED

3. **MINUTES (Open) Session**

3.1 Approval of the Minutes of the February 17, 2017 Open Session as circulated or amended

It was moved by Mr. Mirecki and seconded by Mr. Osiowy:
THAT the minutes of the February 17, 2017 Open session be approved as circulated.

CARRIED

3.2 Business Arising – Accessibility Audit

Mr. Leclerc reminded the Board that a question had been asked at the previous meeting about the timeline for the Accessibility Audit. He said that Andrew Konowalchuk, Associate Vice-President (Administration) had informed him that an Accelerated “Best Value” Request for Proposal (RFP) was issued the week of February 21, 2017 with work to begin approximately April 1 to 15, 2017. He added that the work is expected to be completed in twelve to eighteen months with either of the following options:

- Option one would be extensive and encompass all barriers.
- Option two would examine select areas in all locations for access and circulation, public/common space, amenities, washrooms, information and communication (wayfinding).

4. UNANIMOUS CONSENT AGENDA

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

4.1.1 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].

4.1.2 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].

The Board received the following for information:

4.2.1 The Annual Report of the University Discipline Committee

CARRIED

5. FROM SENATE

5.1 Proposal for a Master of Science in Prosthodontics

Dr. Ristock stated that this is a small program funded by tuition fees and clinical revenue that caters to a small number of students. She added that this is one of only three such programs in Canada.

It was moved by Mr. Mohammed and seconded by Ms. Connelly.

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

CARRIED

5.2 Closure of Bachelor of Human Ecology (General) Degree

Dr. Barnard said that over the last few years, the University has worked to simplify its structure to reduce the number of faculties. He explained that this has resulted in programs and people

from the Faculty of Human Ecology moving to become part of other faculties. Dr. Ristock explained that the closure of the Bachelor of Human Ecology (General) Degree is the result of the closure of that faculty.

Mr. Mohammed asked if there is a need for human ecologists in Manitoba. Dr. Ristock said that human ecology is still a teachable subject in the Faculty of Education and a pathway to that teachable subject still remains. She added that there are there ways to obtain an equivalent degree.

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

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].

CARRIED

5.3 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

Dr. Barnard stated that this proposal is another result of the closure of the Faculty of Human Ecology as the Department of Human Nutritional Sciences was moved to the Faculty of Agricultural and Food Sciences.

Dr. Ristock noted that the department councils of both Human Nutritional Sciences and Food Science approved this merger. Mr. Mirecki asked how many students there were in these departments. Dr. Ristock said she would get that information and report back to the Board of Governors. Ms. Hyde asked if there had been any consultation with industry on this. Dr. Ristock said that part of the normal processes of the Faculty of Agricultural and Food Sciences is to consult with industry.

In response to a question from Mr. Demmings, Dr. Ristock stated that this merger will be beneficial for both staff and students.

It was moved by Dr. Barnard and seconded by Chancellor Sector:

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].

CARRIED

FOR DISCUSSION

6. FROM SENATE

6.1 Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Degree

Dr. Barnard stated that he has consulted with Senate and is now consulting the Board of Governors before suspending admissions to the Integrated Bachelor of Music/Bachelor of Education Degree. Dr. Ristock explained that this is a suspension for one year to allow the Faculties of Education and Music to review and explore other options.

6.2 Proposed Admission Targets, 2017-2018

Dr. Barnard stated that the University established admission targets a number of years ago at a macro level with specific targets for individual programs. He noted that the proposed admission targets were discussed and accepted with little debate at Senate.

Mr. Mohammed asked what tools are used by Senate in determining admission targets for a faculty. Dr. Ristock explained that determining factors include number of seats, enrolment projections, and patterns of enrolment in previous years, as well as some of the goals set out in the University's Strategic Enrolment Management Plan (SEMP). Mr. Osiowy asked whether the admission targets for the Faculty of Engineering might change when the new building is completed. Dr. Beddoes responded, stating that enrolment has increased incrementally over time and the new building will provide facilities and space resources that could be used to increase the enrolment further, however, the Faculty will require funds in its operating budget to support that enrolment growth. Dr. Beddoes noted that the operating budget may be somewhat uncertain in the next few years.

Dr. Mollot asked if there was any consultation with the private or public sector that indicates a need for more engineers. Dr. Beddoes said that the faculty has had multiple discussions with industry and employers in Manitoba and has evaluated the engineering labour force outlook for engineers in Canada to 2020, which is broken down by discipline and by province. He added that there appears to be a strong demand for engineers in all disciplines going forward. Dr. Mollot asked if it was a standard practice among faculties to review market demand and consult with employers. Dr. Beddoes indicated that he was uncertain how other Faculties determine their admission targets although he would expect that they would look at a number of internal and external factors, including the resources required to support a change in enrolment.

In response to a question from Ms. Lee, Dr. Ristock said that the numbers presented were stable as compared to last year and there is no projected increase in enrolment.

Mr. Demmings asked about the term "open" as it relates to enrolment in the Faculty of Arts. Dr. Barnard explained that although there were no enrolment limits in the Faculty there are some limits in individual classes.

Ms. Hyde asked how the University balances the need to grow a discipline with the capacity of a Faculty to admit students. Dr. Barnard responded that if there is an increasing need for graduates in a particular discipline, the capacity of the University to accommodate increased enrolment must be considered.

Mr. Mirecki asked whether the open admission in the Faculties of Arts and Science take away resources from other faculties and whether increases to other Faculties have been denied because of allocations to Arts and Science. Dr. Taylor said that the Faculties share in the incremental budget model so there is an established amount to the Faculty of Arts annually with increases or reductions being determined centrally. He noted that there has been a reduction in the last six years and he has never seen the Faculty of Arts at an advantage to the detriment of other programs. He added that his Faculty also provides service teaching for other faculties, meaning that only one third of students taking classes in the Faculty of Arts are actually registered as Faculty of Arts students.

Dr. Anderson commented that a Faculty with open admission may have certain programs within it that are limited to a certain number of students, and students are often placed on waiting lists.

Mr. Leclerc informed members of the Board that they will receive a presentation on enrolment numbers at the June Board meeting.

FOR INFORMATION

7. Report from the President

Dr. Barnard commented that members are likely aware of legislation introduced yesterday by the Province. He noted that there will be some effects on the labour situation and tuition fees going forward. He said that Administration will work to gain a full understanding of the implications to the University of this legislation. He added that this legislation will be reflected in matters coming to the Board, including recommendations for fees and information about labour situations.

Dr. Barnard said that the University had recently celebrated its 140th birthday with a number of celebrations beginning with a moving Indigenous ceremony, a pancake breakfast, and then a ceremony on the steps of the Administration Building. He recalled that all of the speakers mentioned the significance of the University in their lives, including Premier Pallister who spoke about his mother and his wife's mother who attended the University of Manitoba and how that influenced his family.

Dr. Barnard stated that there had been a meeting of elders and traditional peoples earlier in the day with a guest speaker from the U.S.

Regarding the Front and Centre fundraising campaign, Mr. Kearsey noted that \$409 million has been raised toward the goal of \$500 million. He added that this figure includes the provincial government's \$150 million commitment.

Mr. Mohammed asked for an overview of what the provincial government had said in relation to tuition increases. Dr. Barnard said that the Province had introduced legislation that would allow

the University to increase tuition fees by 5.0 percent plus the rate of inflation (as determined by the Consumer Price Index (CPI)). He explained that the University of Manitoba currently has the third lowest tuition in the country and the Province has given the University some room to increase tuition fees so that the University has the lowest tuition in western Canada. He noted that relative to similar universities, adjusted for size, the University of Manitoba receives \$75 million less in annual funding (on average). He added that if tuition were to increase to the University of Saskatchewan rates half of that gap could be closed. Dr. Barnard stated that if the University were to increase tuition by the maximum allowed it would still take four to six years to reach the same level as other institutions. In response to a follow up question from Mr. Mohammed, Dr. Barnard said that the University would take some of the increased revenue to increase funding to those students in need while maintaining the same rates for those who are more able to pay.

Ms. Nagra asked if there has been any indication of the grant that will be announced with the provincial budget on April 11. Dr. Barnard said that there has been no specific communication about that. He added that in the context of other conversations, there have been indications that the maximum increase may be what the K-12 education sector received, which was 1%.

Ms. Lee asked if the Board would receive a communications strategy for addressing the increases and how it would be communicated to students. Mr. Kearsy responded that there will be a strategy shared with students, though that would not typically be shared with the Board of Governors. Mr. Leclerc noted this is new ground for the University as it has been many years since a tuition increase greater than the rate of inflation was allowed and that any increase will not take effect until 2018.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL

It was moved by Mr. Mollot and seconded by Mr. Demmings:
THAT the meeting move into Closed and Confidential Session.

CARRIED

Chair

University Secretary



AGENDA ITEM: Report of the Senate Committee on Awards – Part A
[dated February 21, 2017]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve seventeen new offers and five amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated February 21, 2017].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

At its meeting on February 21, 2017, the Senate Committee on Awards approved seventeen new offers and five amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated February 21, 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 April 5, 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 checked="" type="checkbox"/>	<u>Senate Committee on Awards</u>	<u>February 21, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Executive</u>	<u>March 22, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate</u>	<u>April 5, 2017</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Report of the Senate Committee on Awards – Part A [dated February 21, 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 February 21, 2017 the Senate Committee on Awards approved 17 new offers and five amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated February 21, 2017).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 17 new offers and five amended offers as set out in Appendix A (dated February 21, 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 February 21, 2017

1. NEW OFFERS

Albert M. Routhier Scholarship

Albert M. Routhier (B. Comm./1980, B.A./1984) has established an annually funded award at the University of Manitoba to recognize entrepreneurial students in the I.H. Asper School of Business. Beginning in 2017-2018, the scholarship will offer one award of \$1,000 to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in the Bachelor of Commerce (Honours) program in the I.H. Asper School of Business;
- (2) has completed 24 credit hours or more of study;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has engaged in exceptional entrepreneurial activities or performed well in case competitions.

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

The candidate does not need to hold the highest GPA to be eligible for this award. Priority for this scholarship will be given to the student who displays extraordinary entrepreneurial skills over academic performance.

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

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

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

Asper Master of Finance Student Bursary

The Master of Finance program in the Asper School of Business at the University of Manitoba will provide annual bursaries to support its graduate students. Beginning with the 2017-2018 academic session, 5% of the tuition fees assessed from the Master of Finance program will be used to provide annual bursaries to students who:

- (1) are enrolled part-time or full-time in the Faculty of Graduate Studies in the Asper School of Business Master of Finance program;
- (2) have either:
 - (i) as entering students, been successfully admitted to the Asper School of Business Master of Finance program, or
 - (ii) as continuing students, have achieved a minimum degree grade point average of 3.0 in the Asper School of Business Master of Finance program;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

The selection committee will be named by the Director of the Master of Finance program (or designate).

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

Boeing Award for Excellence in Aerospace Material

Boeing Canada (Winnipeg) has established an annually funded award at the University of Manitoba to recognize the academic achievement of students in the Aerospace Option in Mechanical Engineering. Beginning in the 2017–2018 academic year, one award valued at \$1,000 will be offered to an undergraduate student who:

- (1) was enrolled full-time (minimum 80% course load) in the Aerospace Option in Mechanical Engineering in the year in which the award was tenable;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has achieved the highest standing in the course Aerospace Materials and Manufacturing Processes (currently numbered MECH 4192).

In the event of a tie, the award will be offered to the student with the highest standing calculated based on the compulsory and elective subjects the tied students have in common.

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

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

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

College of Nursing Bursary (BN-BPRN Program)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund two annual bursaries of \$1,500 each will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the Bachelor of Nursing Program or the Baccalaureate Program for Registered Nurses in the College of Nursing 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.

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

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

College of Nursing Bursary (BN Year 2)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund two annual bursaries of \$1,000 each will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the second year of the Bachelor of Nursing Program in the College of Nursing 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.

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

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

College of Nursing Bursary (BN Year 3)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund three annual bursaries of \$1,000 each will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the third year of the Bachelor of Nursing Program in the College of Nursing 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.

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

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

College of Nursing Bursary (BN Year 4)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund three annual bursaries of \$1,000 each will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the fourth year of the Bachelor of Nursing Program in the College of Nursing 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.

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

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

College of Nursing Bursary (MN)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund one annual bursary of \$1,000 will be available to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the Master of Nursing Program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

College of Nursing Bursary (MN Nurse Practitioner)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to nursing students in the College of Nursing. From the earnings on the fund one annual bursary of \$1,000 will be available to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the Master of Nursing, Nurse Practitioner stream;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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.

Dean's Scholarship in Kinesiology and Recreation Management

The Faculty of Kinesiology and Recreation Management offers an annual scholarship to support a top student who is interested in becoming a professional in the field of Kinesiology. Each year, the available annual interest will be used to offer one scholarship to a student who:

- (1) is enrolled full-time (at least 60% of a full course load) in their first year in the Bachelor of Kinesiology program (Advanced Entry), in the Faculty of Kinesiology and Recreation Management;
- (2) has achieved the highest grade point average used for admission with a minimum of 3.0 (or equivalent).

The selection committee will be the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

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

Dr. Romulo & Patria Magsino Prize of Excellence in Education

Dr. Romulo Magsino [B.A., B.Sc.Ed./Luzonian, M.Ed/Sydney, M.A. Ed., Ph.D./Wisconsin] is a Dean Emeritus in the Faculty of Education and the first Filipino-Canadian Dean in North America. Dr. Romulo Magsino, O.M., and his wife, Patria Magsino, have established an endowment fund at the University of Manitoba with an initial gift of \$10,000 in 2015. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the fund is to recognize an outstanding student graduating from the Faculty of Education. Beginning in the 2017 – 2018 academic year, the available annual interest from the fund will be used to offer one prize to a graduating Bachelor of Education student who:

- (1) has successfully completed the degree requirements for any program leading to the Bachelor of Education degree offered by the Faculty of Education at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has demonstrated exceptional leadership qualities and/or community involvement.

In order to demonstrate how they meet criterion (3), applicants for this prize will be required to submit a statement (maximum 250 words) describing the nature and significance of their leadership and/or community involvement by March 31. Candidates for consideration for this scholarship may also be nominated by teaching staff members of the Faculty of Education by March 31.

Students who have successfully completed the degree requirements for their program either on a full-time or part-time basis are eligible for this prize.

The Dr. Romulo & Patria Magsino Prize of Excellence in Education may not be held with any other prize with monetary value in the same year.

The recipient will receive recognition of his/her name on a plaque, which will be on display in the Faculty of Education. The plaque will be updated annually to include the names of the scholarship recipients. The Faculty of Education is responsible for the costs and duties associated with the ordering the plaque and nameplates, and updating the names on the plaque on an annual basis.

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

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

Dr. Lawrence Stockton Scholarship

In memory of Dr. Lawrence Stockton (D.M.D./70), colleagues, friends, and his former students have established an endowment fund with the initial gift of \$28,180 at the University of Manitoba in 2016. The purpose of the fund is to provide recognition to a student entering their final year of the International Dentist Degree Program in the College of Dentistry at the Rady Faculty of Health Sciences. Beginning in the 2018 – 2019 academic year, the available annual interest from the fund will be used to offer one scholarship to a student who:

- (1) is enrolled full-time (minimum 80% course load) in the College of Dentistry and is entering their final year of the International Dental Degree Program (IDDP);
- (2) has achieved a minimum sessional grade point average of 3.0;
- (3) is the top ranked student in clinical performance at the end of the first year of study in the IDDP program (equivalent to the 3rd year of the DMD program);

- (4) has demonstrated: (i) a strong ability to communicate with academic and support staff, patients, and fellow students, and (ii) qualities of a positive role model to fellow students, as determined by the awards committee.

In the case of a tie, the student with the highest overall degree point average of the program will be used as a tie-breaking mechanism.

If there is no eligible candidate that meets the criteria outlined above, the scholarship will not be awarded and the available annual interest will be re-capitalized into the fund.

The Dean of the College of Dentistry (or designate) name the selection committee for this award.

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

Inventio Scholarship

In honor of his time as a Classics student, Adam Hardi (B.A./97) will make an annual contribution to recognize a promising student pursuing studies in Classics (Faculty of Arts) at the University of Manitoba. *Inventio* means "discovery" in Latin and indicates the donor's hope that this award will help students discover the love of Classics. Beginning in the 2017–2018 academic year and ending in 2019-2020, one scholarship valued at \$1,500* will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in any faculty, college, or school at the University of Manitoba;
- (2) has completed at least two courses in Classics, Latin, or Greek at the 1000 or 2000 level;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) continues study in this area in the year in which the scholarship is tenable by enrolling in at least one course in Classics, Latin, or Greek;
- (5) has shown outstanding academic achievement as demonstrated through a high degree grade point average and excellent written work, as determined by the selection committee.

* The initial value will start at \$1,500 and will increase by \$100 each year. In 2017-2018 the amount offered will be \$1,500; in 2018-2019 the amount offered will be \$1,600; in 2019-2020 the amount offered will be \$1,700.

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

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.

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

Neil Myska Bursary in Transportation Engineering

In memory of their son, husband, and brother, Neil Myska, Albert and Joyce Myska and family have established an endowment fund at the University of Manitoba with a contribution of \$21,000. The

Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of this bursary is to support undergraduate students with an interest in Transportation Engineering in the Faculty of Engineering. Each year, beginning in 2017 – 2018, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in their third or fourth year of study in the Department of Civil Engineering;
- (2) has completed the following courses: Transportation Systems (currently numbered CIVL 4410) and Highway Pavement Design (currently numbered CIVL 4420);
- (3) has achieved a minimum degree grade point average of 2.0;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

If there are no eligible candidates, the award will go to the student who meets criteria 1, 3, and 4.

The selection committee will be the Scholarships, Bursaries and Awards committee of the Faculty of Engineering and will include the Head of Civil Engineering (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.

Rylan Laudin Memorial Prize

Family and Friends of Rylan Laudin have established a prize in his honour. The purpose of the prize is to recognize graduating students from the Agriculture Diploma program who demonstrate outstanding academic achievement as well as passion and strong heart for all things agriculture and innovation. An initial \$500 dollar prize will be offered in 2016-2017. Following this prize and starting in the 2017-2018 academic year, the available annual interest from the fund will be used to offer one convocation prize to a graduating student who:

- (1) has successfully completed the requirements of the Agriculture Diploma program offered by the School of Agriculture at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has been nominated by a professor, staff member or student.

The nomination letter (maximum 500 words) should include examples of how the individual has demonstrated passion and strong heart for all things agriculture and innovation; how the individual represents the industry in a positive manner and brings forth excitement to agriculture; how the individual brings enthusiasm and an eagerness to learn into the classroom; and how the individual has demonstrated strong character with a positive attitude, respect for his or her peers and in turn has earned their respect.

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee who will normally seek the advice from the Director of the School of Agriculture (or designate) in making their selection.

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

The Honourable Justice Joe E. Hershfield, Q.C. Award

On the occasion of his retirement, the family of the Honourable Justice Joe E. Hershfield, Q.C. has established an endowment fund with an initial gift of \$10,000 at the University of Manitoba in 2016. The purpose of the fund is to award students pursuing studies in Corporate Taxation. The Honourable Justice Joe E. Hershfield, Q.C. has provided an additional gift of \$500 to offer the first bursary in the 2016 – 2017 academic year. Beginning in the 2017 – 2018 academic year, the available annual interest from the fund will be used to offer one award to an undergraduate student who:

- (1) was enrolled full-time (80% course load) in the Faculty of Law in the year in which the award was tenable;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has achieved the highest standing in the course Corporate Taxation (currently numbered LAW 3510).

If in any academic year there is more than one section of the course offered, the selection committee shall have the option to equally divide the available annual income from the fund to one student in each section of the course who has met the criteria outlined above. In the event of a tie, the course professor will decide which of the highest mark recipients will receive the award based on their overall scholarship and participation in the course.

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

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

The Joyce Family Foundation Youth in Care Tuition Grants

The Joyce Family Foundation has established an endowment fund valued at \$1,000,000 to offer Youth in Care Tuition Grants. The purpose of the grants is to provide the opportunity for youth who are, or who have been, in the care of Child and Family Services to attend post-secondary education. The grants will cover the costs of undergraduate tuition up to a maximum of \$5,000 per year for a maximum of 4 years for each recipient.

The available annual income accrued from The Joyce Family Foundation donation will first be used. Once the available annual income has been depleted, an existing fund held in Financial Aid and Awards will be used to supplement the award.

Each year, up to 10 renewable tuition grants will be offered to undergraduate students who:

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

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

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

Preference will be given to students who are not receiving government funding, including, but not limited to, band funding or students loans. Preference will also be given to students who have graduated high school within the past five to seven years.

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

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

2. AMENDMENTS

BDO Canada LLP Prize for Intermediate Accounting - Equities

The following amendments were made to the terms of reference for the BDO Canada LLP Prize for Intermediate Accounting - Equities:

- The name of the award has been changed to **BDO Canada LLP Scholarship for Intermediate Accounting – Equities**.
- All other references to “prize” have been changed to “scholarship”.
- The course load for full-time has been defined (minimum 80% course load).

J.C. Gilson Agribusiness Fellowship

The following amendments were made to the terms of reference for the J.C. Gilson Agribusiness Fellowship:

- All of the biographical information that makes up the first half of the preamble has been removed from the terms and included in a separate section to appear after the terms under the heading “Biographical Information”. This section will only appear on the final draft of the terms shared with the department and the donor and is not a part of the terms to be considered for approval.
- The preamble now reads:

Upon the retirement of Dr. James Clayton Gilson, his colleagues, alumni, friends and family established a fund for the purpose of offering one or more graduate students a fellowship in agribusiness for a prospective Master of Science student in Agricultural Economics.

Each year the available annual interest will be used to offer one or more graduate awards, renewable for one year (upon satisfactory progress), to an outstanding student(s) beginning the Master of Science program in the Department of Agribusiness and Agricultural Economics at The University of Manitoba. Applications will be available from the Agribusiness and Agricultural Economics office and will be due in the Office of the Dean of Agricultural and Food Sciences by an advertised deadline each year.
- The numbered criteria were revised to:

One fellowship with a minimum value of \$15,000 will be offered to one student who:

- (1) *is entering the Master of Science program in the Department of Agribusiness and Agricultural Economics as a full-time student;*
 - (2) *has an outstanding record of academic achievement (minimum G.P.A. 3.5 over the most recent 60 credit hours of study);*
 - (3) *demonstrates a research interest (thesis topic) in the area of agricultural business.*
- The paragraph following the eligibility criteria was revised to:
If, in the judgment of the selection committee, there are no suitable candidates for this fellowship, it need not be awarded in that year. If there are sufficient funds, an additional Gilson Fellowship may be offered to another student who meets the above criteria, up to a maximum value of \$15,000. Due to inflation and other factors, the selection committee may change the annual fixed amount periodically using the unspent revenue of this fund.
 - The selection committee paragraph was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Awards Committee of the Faculty of Agricultural and Food Sciences to name the selection committee.
 - The standard Board of Governors statement was added.

Paul Teskey Memorial Prize for Labour Law and Mediation

The following amendments were made to the terms of reference for the Paul Teskey Memorial Prize for Labour Law and Mediation:

- The award will now be offered to students who have completed the Juris Doctor degree program, as a convocation prize.
- The course number for Topics in Dispute Resolution has been updated.
- The standard Board of Governors statement has been updated.

William Siverwright Cuthbertson and Alice Cuthbertson (nee Forbes) Scholarship

The following amendments were made to the terms of reference for the William Siverwright Cuthbertson and Alice Cuthbertson (nee Forbes) Scholarship:

- The eligibility criteria were revised to:
 - (1) *has achieved high academic standing (minimum 3.0 G.P.A.) in University 1 or their first year of studies in the Faculty of Agriculture and Food Sciences (while registered for at least 80 percent of a full course-load); and,*
 - (2) *enrols full-time in their second year in the Faculty of Agricultural and Food Sciences.*
- The selection committee paragraph was revised to:
The selection committee shall be the Faculty of Agricultural and Food Sciences Awards Committee.
- The standard Board of Governors statement was added.

ZSA – National Post / Richard Leipsic Prize

The following amendments were made to the terms of reference for the ZSA – National Post / Richard Leipsic Prize:

- The award will now be offered to students who have completed the Juris Doctor degree program, as a convocation prize.
- Bankruptcy and Insolvency (LAW 3980) has been included as an eligible course for consideration.
- Debtors' and Creditors' Rights (LAW 2530) has been removed from the list of eligible courses for consideration.
- The course code for International Business Law has been updated.
- The standard Board of Governors statement has been updated.



AGENDA ITEM: Report of the Senate Committee on Awards – Part B
[dated February 21, 2017]

RECOMMENDED RESOLUTION:

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 February 21, 2017].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- At its meeting on February 21, 2017, the Senate Committee on Awards approved four new offers 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 February 21, 2017].
- The College of Nursing has established several endowment funds at the University to support Indigenous students in the College. Income from the endowment funds will be used to offer the College of Nursing Bursary (Indigenous), the College of Nursing Bursary (Indigenous Year 2), the College of Nursing Bursary (Indigenous Year 3), and the College of Nursing Bursary (Indigenous Year 4), as outlined in the Report.

RESOURCE REQUIREMENTS:

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

IMPLICATIONS:

The various bursaries would support the recruitment and retention of Indigenous undergraduate students in the Bachelor of Nursing program.

CONSULTATION:

These award offers were approved by Senate at its meeting on April 5, 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 checked="" type="checkbox"/>	<u>Senate Committee on Awards</u>	<u>February 21, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate Executive</u>	<u>March 22, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Senate</u>	<u>April 5, 2017</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>_____</u>	<u>_____</u>

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Report of the Senate Committee on Awards – Part B [February 21, 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 February 21, 2017, the Senate Committee on Awards reviewed four new offers 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 February 21, 2017).

Recommendation

The Senate Committee on Awards recommends that Senate and 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 February 21, 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

February 21, 2017

1. NEW OFFER

College of Nursing Bursary (Indigenous)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to Indigenous nursing students in the College of Nursing. From the earnings on the fund two annual bursaries of \$1,500 will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) are Indigenous (Status, Non-Status, Métis, Inuit);
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

(Attachment I)

College of Nursing Bursary (Indigenous Year 2)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to Indigenous nursing students in the College of Nursing. From the earnings on the fund two annual bursaries of \$1,000 will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the second year of the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) are Indigenous (Status, Non-Status, Métis, Inuit);
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

(Attachment I)

College of Nursing Bursary (Indigenous Year 3)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to Indigenous nursing students in the College of Nursing. From the earnings on the fund three annual bursaries of \$1,000 will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the third year of the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;

- (2) have achieved a minimum degree grade point average of 2.5;
- (3) are Indigenous (Status, Non-Status, Métis, Inuit);
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

(Attachment I)

College of Nursing Bursary (Indigenous Year 4)

The College of Nursing has established an endowment fund at the University of Manitoba. The fund will be used to provide financial support to Indigenous nursing students in the College of Nursing. From the earnings on the fund three annual bursaries of \$1,000 will be available to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the fourth year of the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) are Indigenous (Status, Non-Status, Métis, Inuit);
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

(Attachment I)



UNIVERSITY
OF MANITOBA
February 14, 2017

Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452
Fax: 204-474-7682

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

RE: College of Nursing Bursary (Indigenous), College of Nursing (Indigenous Year 2), College of Nursing (Indigenous Year 3), and College of Nursing (Indigenous Year 4)

Dear Dr. Hultin,

The College of Nursing supports the establishment of the **College of Nursing Bursary (Indigenous), College of Nursing (Indigenous Year 2), College of Nursing (Indigenous Year 3), and College of Nursing (Indigenous Year 4)**.

In the Fall Term of 2016, the University of Manitoba’s Indigenous undergraduate student population was 7.8% of total enrolment, compared to Manitoba’s Indigenous population of 16.7%¹
Indigenous student enrolment data for the past five years in the College of Nursing is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous
2016	100	717	13.9%
2015	97	718	13.5%
2014	82	807	10.2%
2013	52	674	13.0%
2012	58	674	12.5%

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 Nursing 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,

Dr. Beverly O’Connell
Dean , College of Nursing

¹ Statistics Canada. *Indigenous Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001 [cited July 18, 2016]. <http://well-being.esdc.gc.ca/misme-iowb/.3ndic.lt4r@-eng.jsp?iid=36>.



AGENDA ITEM: Conversion of the Bryce Douglas Professorship in Corporate Finance to a Chair

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the conversion of the Bryce Douglas Professorship in Corporate Finance to a Chair.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The establishment of Chairs at the University is governed by the policy on *Chairs and Professorships*. The policy states that:

- Chairs and Professorships are established to advance the University's academic goals and objectives. (Section 2.3)
- A Chair normally must, at its establishment, be fully funded from sources outside of the University's regular operating budget. The funding for a Chair normally must be sufficient to cover the full salary and benefits of the incumbent and an appropriate level of unrestricted research/scholarly support. (Section 2.4 (a))
- For Chairs... funds may be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts. (Section 2.5)
- The Board of Governors approved the establishment of a Professorship in Corporate Finance at its meeting on September 23, 2003. The I.H. Asper School of Business is now requesting that the Professorship be converted to a Chair.

RESOURCE REQUIREMENTS:

- Resources are required to support a full-time faculty appointment at the level of Associate Professor or Professor, including salary, benefits, and research/scholarly support for that individual.
- Mr. Bryce W. Douglas has recently contributed \$2 million to the fund that supports the Bryce Douglas Professorship in Corporate Finance. The value of fund is now \$3 million. Annual revenue generated by a fund of this value will support the conversion to a Chair.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

This proposal connects to the University's priority for Driving Discovering and Insight, as set out in the *Strategic Plan*, and specifically to goal (a) and supporting action (i).

IMPLICATIONS:

The purpose of the Chair is to provide academic and professional leadership in the area of finance within the Asper School of Business, the University of Manitoba, the Manitoba business community, and the academic community.

The objectives of the Chair are to:

- foster original high-quality research focused on finance;
- contribute to undergraduate and graduate teaching in the area of finance;
- provide financial support for graduate research student(s) interested in conducting research focused on finance;
- attract research partners (academic and/or industry);
- assume a leadership role in finance initiatives in the Asper School of Business.

ALTERNATIVES:

N/A

CONSULTATION:

This proposal has been endorsed by the Provost and Vice-President (Academic) and the Senate Committee on University Research. It was considered and endorsed by Senate on April 5, 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 checked="" type="checkbox"/>	Senate Committee on University Research	March 9, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	March 22, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	April 5, 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 University Research RE: Conversion of the Bryce Douglas Professorship in Corporate Finance to a Chair



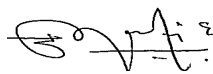
UNIVERSITY
OF MANITOBA

OFFICE OF THE
VICE-PRESIDENT (RESEARCH
AND INTERNATIONAL)

207 Administration Building
Winnipeg, MB R3T 2N2
Telephone: (204) 474-6915
Fax: (204) 474-7568
www.umanitoba.ca/research

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International) and Chair, Senate Committee on University Research 

DATE: March 9, 2017

SUBJECT: Proposal to convert a Professorship to a Chair – Bryce Douglas Chair in Corporate Finance

Attached is the proposal to convert the Bryce Douglas Professorship in Corporate Finance to the Bryce Douglas Chair in Corporate Finance. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis
Encl.



UNIVERSITY
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: January 26, 2017

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Provost and Vice-President (Academic)

A handwritten signature in black ink that reads 'Janice Ristock'.

Re: Proposal for a Chair in Corporate Finance

On behalf of the I. H. Asper School of Business, Dr. Michael Benarroch has submitted a proposal to convert the currently externally funded Bryce Douglas Professorship in Finance to the Bryce Douglas Chair in Corporate Finance.

The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chair satisfies the above requirements. Funding will be derived from a \$3 million endowment.

I support this proposal from the I. H. Asper School of Business and request that it be presented to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

cc. Michael Benarroch



UNIVERSITY
OF MANITOBA

Asper School of Business

January 20, 2017

Dr. Janice Ristock
Provost and Vice-President (Academic)
University of Manitoba
210 Admin Bldg

Dear Dr. Ristock

Attached please find a proposal to convert the current externally funded Bryce Douglas Professorship in Finance to the Bryce Douglas Chair in Corporate Finance at the I.H. Asper School of Business.

The purpose of the Chair is to provide academic and professional leadership in the area of finance within the Asper School of Business, the University of Manitoba, the Manitoba business community, and the academic community. The intent is to foster original high-quality research focused on finance and contribute to undergraduate and graduate teaching in the area of finance.

This Chair will be appointed at the rank of Associate or Full Professor in Department of Accounting and Finance within the Asper School of Business. The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The establishment of the Chair is made possible by a donation to the University of Manitoba from Mr. Bryce W. Douglas. The gift is intended to grow the current Bryce W. Douglas Professorship Endowment Fund from \$1M to \$3M thereby allowing for a conversion of the current Professorship to a Chair.

The annual income will fund salary, research and related expenditures in support of academic excellence in the field of finance, including the support of graduate students. Our Faculty Council has unanimously endorsed the creation of a Chair in Corporate Finance.

I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely yours,

Michael Benarroch, PhD
Dean and CPA Manitoba Chair in Business Leadership

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
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181 Freedman Crescent
Winnipeg, Manitoba
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Proposal for Chair in Corporate Finance

Terms of Reference

January 2017

1.1 Type of Appointment

Chair

1.2 Name of Chair

Chair in Corporate Finance (hereafter the “Chair”)

1.3 Purpose and Objectives of Chair

The purpose of the Chair is to provide academic and professional leadership in the area of finance within the Asper School of Business, the University of Manitoba, the Manitoba business community, and the academic community.

The Chair in Corporate Finance will:

- Foster original high-quality research focused on finance;
- Contribute to undergraduate and graduate teaching in the area of finance
- Provide financial support for graduate research student(s) interested in conducting research focused on finance.
- Attract research partners (academic and/or industry)
- Assume a leadership role in finance initiatives in the Asper School of Business

1.4 Relationship of the goals of the Chair to the Proposing Unit

The individual awarded the chair will be a faculty member appointed in the Department of Accounting and Finance in the I.H. Asper School of Business.

1.5 Method by which Chair will be funded

The Bryce W. Douglas Chair in Finance fund at the University of Manitoba will support the Chair in Corporate Finance. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, and salary and benefits of the Chair.

The endowment fund is made possible by a donation to the University of Manitoba from Mr. Bryce W. Douglas. The gift is intended to enhance education in the field of finance.

1.6 General and Specific required academic qualifications of the candidates or nominees

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Chair in Corporate Finance shall have the following qualifications:

- Academic qualifications commensurate with an appointment at the rank of Associate Professor or Professor
- Minimum degree requirement of PhD in relevant or foundational discipline
- Established research program with evidence of ongoing research productivity in finance-related research
- Demonstrated evidence of external research grant funding
- Demonstrated evidence of successful graduate supervision
- Recognized internationally as a leader in the field of finance

The following academic qualifications are desirable, but not required:

- Demonstrated leadership activities in finance-related initiatives

1.7 Term of appointment and provisions for reappointment

The Chair holder will have a tenure-track or tenured appointment at either Associate Professor or Professor level.

Each appointment to the Chair in Corporate Finance will be limited to a term appointment of five years (renewable).

The appointee shall be a full-time employee of the University of Manitoba.

The selection of the individual to the Chair will be done in accordance with normal University of Manitoba policy on academic hiring and the University of Manitoba/University of Manitoba Faculty Association Collective Agreement.

The Chair selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)
- Head, Department of Accounting & Finance - In the event that the Head is a candidate for the Chair after the inaugural appointment, the Dean will designate an alternative tenured faculty member to serve on the selection committee
- At least one tenured faculty member who conducts finance-related research

A successful performance review will provide evidence of the following:

- High-quality peer-reviewed publications

- Leadership in the area of finance
- Effective teaching and supervision of graduate research students
- Successful research-grant submissions from recognized sources (e.g., SSHRC, NSERC, CIHR).
- Attract research partners (academic and/or industry)
- Play a leadership role in finance initiatives in the Asper School of Business
- Assume academic leadership roles outside the University of Manitoba

The title of the Chair will appear on the business cards, publications, conference papers, public communications, and all other university publications and the like relating to the appointee.

The Chair will make a public lecture within the first year of the Chair appointment.

Preamble

Bryce W. Douglas, former Deputy Chairman of RBC Capital Markets, led the investment banking industry in his innovation, reliability, integrity and professionalism, and played a major role in the recruitment and mentorship of many business school graduates in corporate finance.

Mr. Douglas is establishing the Chair in Corporate Finance in order to raise the profile of the I.H. Asper School of Business, increase the scope and quality of the finance program, and enhance the University's reputation for excellence in finance.

1.8 Other provisions unique to Chair

- 1) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 2) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. The appointee will provide an annual report of his/her activities to the Dean, the Office of the Vice President (Academic) and Provost and the Office of the Vice-President (Research) and International by July 1 of each year following the appointment to the Chair.
- 3) In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of the Asper School of Business shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 4) The appointment of the Chair will be made on the recommendation of the Department of Accounting & Finance and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.

- 5) It is understood that the Chair would be structured with a five-year maximum term with an option of renewal subject to satisfactory performance of the incumbent.
- 6) The annual income from the endowment will fund salary, research and may also fund a stipend. The annual income will fund high priority work projects, research and related travel and expenditures in support of academic excellence in the field of management, including the support of graduate students. A minimum \$40,000 will be allocated to research with at least \$22,500 of this amount allocated to support graduate students. The value of the stipend cannot exceed \$20,000.



AGENDA ITEM: Proposal to establish an Indigenous Institute of Health and Healing

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the establishment of the Indigenous Institute of Health and Healing, for a period of five years, with continuation subject to a review process and with the *proviso* that, at the end of the first twelve months, the Head of the Institute would forward clear procedures for appointing members to the Institute, for review by the Senate Committee on Academic Review and Senate [as recommended by Senate, April 5, 2017].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- The establishment of academic centres and institutes at the University is governed by the policy on *Academic Centres and Institutes*, which states that:
[an] academic centre/institute is a formally structured organizational unit of the University. It is established under the authority of the Board of Governors, normally on the recommendation of the Senate of the University. The purpose of an academic centre/institute is to focus on education and education-related activities, and to encourage academic program innovations and collaborations among disciplines and between Departments, Faculties and Schools. Academic centres/institutes also provide unique educational opportunities for students and may develop service and outreach activities relevant to the community at large.
Academic centres/institutes normally provide for the strengthening, coordination or facilitation of educational activities not readily undertaken within the University's department structure, building upon the expertise, competence and staff interest existing at the University.
- Senate has approved and recommended that the Board approve the establishment of an Indigenous Institute of Health and Healing.
- The proposed Institute is an initiative of the Rady Faculty of Health Sciences. It would be formed through the amalgamation of three long-standing entities in the Department of Community Health Sciences, Max Rady College of Medicine: the J.A. Hilde Northern Medical Unit (NMU), the Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR), and the Centre for Aboriginal Health Education (CAHE). The three units are currently brought together under the Section of First Nations, Métis and Inuit Health. They support the Department and the College by providing expertise in Indigenous health, including in the areas of health service delivery, research, and education and training. The Section would be dissolved upon the approval and implementation of the Institute.
- Establishment of the Institute at the Faculty level would create new opportunities for members of the Institute to also share their expertise and provide support to other Colleges in the Faculty. It would also benefit the Faculty and the broader University community by creating a single

point of access for Indigenous health expertise and advancing Indigenous perspectives in health education, research, and community outreach and service.

RESOURCE REQUIREMENTS:

- The Institute will be supported by funds totaling approximately \$23.3 million (in 2017/2018) from the following sources: (i) long-term federal, provincial, and territorial government grants (approximately \$22 million) to support the activities of the NMU, (ii) baseline funding through the Department of Community Health Sciences (\$200,000), to cover operating costs, (iii) external research grants awarded to members of Research Network within the MFN CAHR, and (iv) allocations from provincial grants to the Faculty and the College of Medicine (\$660,674, in 2017/2018).
- The revenue would cover operational expenses and the cost of salaries for administrative staff in the Institute and its constituent units (i.e. the NMU, CAHE), as described in section 7.1 of the proposal. The Institute would have responsibility for administration of central operational revenues and expenses, and for salaries of the Elders in Residence, the Executive Lead (Academics), the Director (Education and Student Support), the Director (Indigenous Health Integrations), the Operations Manager, and Student Affairs.
- The NMU and the MFN CAHR would retain responsibility for their respective budgets, given their sources of revenue. The NMU would be responsible for salaries for the following administrative staff: Executive Lead (Health Services), the Senior Lead, Physicians, and the Director (Nursing Programs). Salaries for the Vice-Dean (Indigenous) and Head and for the Director, Research, would continue to be funded with baseline funding by the Faculty and the Department of Community Health Sciences, respectively.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

- The mission and objectives of the Institute align to the University's five strategic priorities, established in the document *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*: (i) Inspiring Minds through innovative and quality teaching; (ii) Driving Discovery and Insight through excellence in research, scholarly work and other creative activities; (iii) Creating Pathways to Indigenous achievement; (iv) Building Community that creates and outstanding learning and working environment; and (v) Forging Connections to foster high-impact community engagement.

IMPLICATIONS:

- The primary purpose of the Institute would be, "... to provide service that meets the health needs of a diverse Indigenous community and culture in Manitoba and Nunavut and to support the University in Indigenous Achievement and Success."
- The mission of the Institute would be, "to honour relationships, inspire minds, and contribute to the health and wellness for First Nations, Métis, and Inuit children, families and communities." The objectives of the Institute would be to:
 - promote the development of nationally and internationally recognized programs of clinical service, education and training, and research excellence at the University in four areas: biomedical, clinical, health services, and social, cultural, environmental and population health;

- advise the University, the Faculty and its Colleges, on issues of relevance to First Nations, Métis, and Inuit communities and priorities in health services delivery, education and training, and research;
 - provide support for Indigenous Achievement through leadership in the Faculty;
 - take a leadership role in developing, supporting, and assisting in the development of comprehensive, high-quality models of service delivery in First Nations, Métis, and Inuit communities;
 - provide mentorship opportunities to support First Nations, Métis, and Inuit students, community and university-based researchers and service providers in achieving their goals in health professional studies, clinical service, academic service, and research;
 - promote and support Indigenous health research that addresses the needs of First Nations, Métis, and Inuit communities;
 - support and advise First Nations, Métis, and Inuit governments and organizations on health policy issues based on the best available knowledge, experience, and research evidence;
 - facilitate communication and knowledge sharing concerning Indigenous health and Indigenous health education development nationally and internationally;
 - facilitate skill development in the Faculty in engaging with First Nations, Métis, and Inuit communities, bi-directional knowledge exchange, and provision of high-quality, culturally safe health professional education and clinical service delivery.
- The proposed Institute would facilitate collaborations, in the areas of Indigenous health and healing. across the University. Because Colleges within the Rady Faculty of Health Sciences alone cannot address the health and healing continuum, which includes collaboration and integration of all aspects of the physical, spiritual, intellectual, and emotional aspects of an individual, members of the broader University community would be invited and encouraged to become members of the Institute.

ALTERNATIVES:

N/A

CONSULTATION:

This proposal is forwarded to the Board of Governors by Senate following consideration by the Faculty Council of the I.H. Asper School of Business, the Senate Committee on Academic Review, and the 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 Executive Council, Rady Faculty of Health Sciences	January 14, 2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on Academic Review	February 17, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	March 22, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	April 5, 2017
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposal to Establish an Indigenous Institute for Health and Healing
- Report of the Senate Committee on Academic Review RE: Proposal for an Indigenous Institute of Health and Healing [dated February 17, 2017]
- Report of the ad hoc Committee of the Senate Committee on Academic Review RE: Proposal for the Indigenous Institute of Health and Healing [dated October 11, 2016]



March 24, 2016

To: Jeff Leclerc, University Secretary
From: Joanne C. Keselman, Provost and Vice-President (Academic)
Subject: Indigenous Institute of Health and Healing

Attached please find a proposal to establish an Indigenous Institute of Health and Healing. This proposal has been endorsed by the Faculty of Health Sciences Executive Council and has the strong support of the Dean and Vice-Provost Faculty of Health Sciences, as indicated in the attached letter from Dr. Brian Postl.

As indicated in the proposal, the Institute will serve as a mechanism to strengthen, coordinate and facilitate a broad range of educational activities in Indigenous Health. The proposal brings together three former units that have expertise in research, education and training, and health service delivery in the realm of Indigenous Health. The three units/centers include the **J. A. Hilde Northern Medical Unit (NMU)**, the **Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR)** and the **Centre for Aboriginal Health Education (CAHE)**. As the proposal states, "The proposed creation of the **Indigenous Institute of Health and Healing** at the level of the Faculty of Health Sciences will provide opportunities to support the Colleges of Nursing, Dentistry, Pharmacy and Rehabilitation Sciences as well as the College of Medicine. This will be of particular relevance and benefit in many activities but currently:

- when developing Inter-Professional Education opportunities through distributed medical education sites with a specific focus on Indigenous Health;
- with the development of partnership based research projects; and
- with the focus on Indigenous Health as a longitudinal course throughout the four years of medical school and more emphasis on Indigenous Health in all health professional curricula."

The proposed Institute will facilitate the University's leadership role in future developments with respect to education in Indigenous Health and is in keeping with the strategic plan and our strong focus on Indigenous achievement.

According to University policy, academic centres/institutes are expected to:

- (1) have clearly identified goals and objectives;
- (2) have some degree of permanence, transcending collaboration on a particular, limited project/program;

- (3) bring together educators from different disciplines and/or areas of specialization within a particular discipline;
- (4) attract visiting professors and other educators; and
- (5) cooperate with educators at other universities and/or institutions.

The proposed Indigenous Institute of Health and Healing satisfies all of the above requirements.

I am in full support of the proposal from the Faculty of Health Sciences and request that you present it to the Senate Committee on Academic Review for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, please do not hesitate to contact me. Thank you.

Enclosure

cc: Dr. Brian Postl, Dean and Vice-Provost, Faculty of Health Sciences



UNIVERSITY OF MANITOBA | Faculty of Health Sciences

Faculty of Health Sciences
230-745 Bannatyne Avenue
Winnipeg, Manitoba R3E 0J9
Phone: (204) 789-3485
brian.postl@umanitoba.ca

March 18, 2016

To Whom it May Concern:

I am writing this letter to support the creation of an Indigenous Institute of Health and Healing within the newly formed Faculty of Health Sciences.

This proposed Institute will ensure the advancement of Indigenous perspectives and scholarly work at the University of Manitoba.

The proposal for an Indigenous Institute of Health and Healing was presented and endorsed by the Faculty Executive Council on January 14, 2016.

Funds that support and sustain the Institute come from several sources; baseline funding is received from the Faculty of Health Sciences (FHS). Some funds are transferred from the Department of Community Health Sciences (see letter of agreement) and other funds consist of long term contracts and grants through Manitoba Health and the Manitoba Government.

If you have any questions, please feel free to contact me.

Sincerely,

Brian Postl, MD
Dean and Vice Provost, Faculty of Health Sciences



UNIVERSITY
OF MANITOBA

Rady Faculty of Health Sciences

Max Rady College of Medicine
Community Health Sciences
First Nations, Metis and Inuit Health

Proposal for the creation of an
Indigenous Institute of Health and Healing
within the
Rady Faculty of Health Sciences
as per the
University of Manitoba's Academic Centres and Institutes Policy

Revised March, 2017

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1.0 Background

We are proposing the creation of an **Indigenous Institute of Health and Healing (IIHH)** that will reside within the Rady Faculty of Health Sciences (RFHS) at the University of Manitoba Bannatyne campus. With the amalgamation of three former units that have functioned as three silos operating independently, we are restructuring to form an entity that is a single door entry to expertise in Indigenous Health and Healing with renewed purpose and a mandate to support all five Colleges within the RFHS.

The three units have expertise in research, education and training, and health service delivery in the realm of Indigenous Health. The units currently hold no formally recognized status as units or centers within the Faculty or University. These units are to undergo restructuring into a single entity, the IIHH, with the governing and operational oversight by the IIHH Institute Senior Management team that will include operational directors for each stream. The three current units include:

J.A. Hildes Northern Medical Unit (NMU): The J. A. Hildes Northern Medical Unit (NMU) has been a unit of the Max Rady College of Medicine in the Department of Community Health Sciences for more than 45 years. Under the leadership of Dr. J. A. Hildes, the University of Manitoba, in the Max Rady College of Medicine, expanded the service mandate of the university to support the delivery of direct physician services in underserved communities. The program initially began in Churchill, Manitoba and provided local medical services in addition to the outreach medical services to remote communities in the Kivalliq Region of the North West Territories. At the request of government, the NMU has since expanded to providing service in multiple First Nation and some Metis communities in Manitoba. Funding supports are through Federal and Provincial Grants that are renewed annually for the last 47 years, this funding will continue and will be managed by the IIHH Operations.

Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR): In 2001, the University of Manitoba, the Assembly of Manitoba Chiefs, and the Foundations for Health provided funding support to create the Centre for Aboriginal Health Research (CAHR). It replaced a research group, created in 1986 known as the Northern Health Research Unit. CAHR, now known as the Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR) in 2006, is recognized nationally and internationally. Multiple researchers have formed a Research Network in support of Indigenous Health, and these researchers rely on the Administrative support in the unit to manage their grants. Funding is dependent on the level of successful grants acquired by the Research Network membership and is currently secure.

The Centre for Aboriginal Health Education (CAHE): In 2005, following lobbying by Indigenous Medical students and the ACCESS Programs of the Division of Extended Education; the Office of the Dean of Medicine established the Center for Aboriginal Health Education (CAHE). The Centre provides a welcoming and safe place for Indigenous students to seek access to much needed resources and supports. The unit has baseline funding through the former Faculty of Medicine, Department of Community Health Sciences and this funding is transferred to the IIHH for administrative oversight.

The units were situated 'informally' in the former Faculty of Medicine, now Max Rady College of Medicine, Department of Community Health Sciences (CHS) and have provided significant benefits to the Max Rady College of Medicine and CHS in the development of competency in community engagement and cultural safety with Indigenous (First Nations, Metis and Inuit) communities.

They have provided support and expertise for the purposes of strengthening research relationships, supporting the recruitment and retention of Indigenous learners, contributing to education and teaching, and delivering health services in First Nations, Metis and Inuit communities. The ability to develop teaching and clinical training opportunities as well as the development of capacity in community-based and participatory research projects have been enhanced through the health service delivery mandate of the Max Rady College of Medicine, and has been supported through our relationships with the communities and government organizations.

Prior to the formation of the Rady Faculty of Health Sciences, the three units came together as a **Section of First Nations, Metis and Inuit Health within the Department of Community Health Sciences (CHS)** in the former

Faculty of Medicine. The establishment of the Rady Faculty of Health Sciences, and the Office of the Vice Dean, Indigenous provided an opportunity to further develop the community and academic partnership relationships through the creation of an Indigenous Institute of Health and Healing.

With the amalgamation of the three units into one structure as the IIHH within the RFHS, **the current Section of First Nations, Metis and Inuit Health is dissolved as an entity within the Department of Community Health Sciences.**

Opportunities:

The proposed creation of the **Indigenous Institute of Health and Healing (IIHH)** at the level of the Rady Faculty of Health Sciences will provide a single doorway to expertise and knowledge in Indigenous Health and Healing for the RFHS and the entire University of Manitoba. Specifically, it will provide opportunities to support the Colleges of Nursing, Dentistry, Pharmacy and Rehabilitation Sciences as well as the Max Rady College of Medicine in this field. This will be of particular relevance and benefit in many activities but currently:

- when developing Inter-Professional Education opportunities through distributed medical education sites with a specific focus on Indigenous Health;
- with the development of capacity in partnership based research projects; and
- with the focus on Indigenous Health as a longitudinal course throughout the four years of medical school and more emphasis on Indigenous Health in all health professional curricula
- potential partnerships within the university for interdisciplinary policy electives – Indigenous Health and the Law, Indigenous Health and Education, etc.

Creating the Indigenous Institute of Health and Healing (IIHH) will enhance the ability of the University to support the development of service partnerships furthering opportunities for independence, autonomy and authority in the First Nations, Metis and Inuit communities. Inter-professional education opportunities in Indigenous Health will be enhanced, and opportunities for Inter-disciplinary policy electives will be explored.

The Indigenous Institute of Health and Healing will foster authentic engagement and relationship building in the development of research partnerships and platforms; and it will actively engage in the utilization of Indigenous knowledge for evidence and best practice development in curriculum, clinical skills, research skills and knowledge sharing.

2.0 Contents of Proposal

2.1 Name of the Academic Centre / Institute

The formal name of record of the proposed Institute will be the **Indigenous Institute of Health and Healing.**

The Ojibway name brought forward by Ojibwe Elders following ceremony is '**Ongomiizwin**' – translated as '**Clearing a Path for Generations to Come**', consistent with the work of the current unit structures and with the vision and mission of the proposed Indigenous Institute of Health and Healing.

It is the intent to enter into ceremony with Elders for the name to be recognized in Cree, Dakota, Dene, Oji-Cree, Michif, French and Inuktitut while remaining within the University brand.

2.2 Description of, and Justification for, the Creation of an Institute of Indigenous Health and Healing (IIHH) in the Rady Faculty of Health Sciences (RFHS)

We are proposing the establishment of an **Indigenous Institute of Health and Healing (IIHH)** within the newly formed Rady Faculty of Health Sciences (RFHS).

The proposed Academic Institute will ensure:

- the **advancement of Indigenous perspectives and scholarly work at the University of Manitoba**
- the development of **productive partnerships** resulting in health care models, **excellence in student support and Indigenous health education**, and **community based health research** with First Nations, Metis, Inuit and Indigenous communities¹
- support for the **continued development of health care, health research, and education models that are reflective of Indigenous values and perspectives** through our commitment to **knowledge translation** in the Indigenous community and in the academic community

The establishment of an **Indigenous Institute of Health and Healing (IIHH)** will meet all of the requirements of an academic institute through our efforts to strengthen, coordinate and facilitate educational, research and clinical training, and service model delivery in Indigenous Health. We believe that we meet the criteria for the establishment of an academic institute within the University of Manitoba. As an Institute, we follow the policies and procedures of the University. We have received the support of the Dean of the Rady Faculty of Health Sciences, and the Deans of the Colleges of the RFHS for the proposed creation of the IIHH.

Our relationships with provincial, national and international colleagues are well established, and collaborative projects and activities support our focus on Indigenous Health. Our international efforts and current international project and mentorship grants have identified opportunities for knowledge sharing and information sharing that will be of benefit to the University at large in the field of Indigenous Health.

We are financially secure, with a majority of our funding from external sources to conduct our activities. We have an established Advisory Committee, established to guide the work of the former Section of First Nations, Metis and Inuit Health, and are proposing that this Advisory fulfill this role with the addition of new members from other educational sectors to further support our work on cultural safety in the academic sector. Finally, the Objectives of the IIHH and the Relationship to the U of M Strategic Plan clearly highlight the process by which we will support the goals of the University in their realm.

Currently three existing units function as three silos operating independently. The re-structuring of these three existing units will result in the transfer of the existing staff, and the existing resources of the three units under the governance oversight and administrative direction of the IIHH. The Institute governance model providing administrative and governance oversight for this centralized unit will include the directors responsible for operations for the three streams of activity (see Figure 1).

In addition to the RFHS, the IIHH will be a resource at the university level in sharing access to expertise in Indigenous issues. This IIHH, as a central strong entity administered within the Faculty, will support the RFHS Colleges in the development of productive partnerships resulting in health care models, excellence in student support and Indigenous health education, and community based health research with First Nations, Metis, Inuit and Indigenous communities¹. Indigenizing the academic space through the establishment of culturally safe spaces inside the bricks and mortar of academia is enhanced by the development of a Traditional Medical Garden on campus and support of all activities by our Elders.

Our community engagement relationships, student mentorship programs, and international Indigenous education and research linkages will facilitate the establishment of a unique Institute with a governance and administrative model that focuses on Faculty Level activity and will support the Colleges, and some high level support to the entire University of Manitoba as well as our Indigenous communities.

While the Institute will be physically located at the Bannatyne Campus in the RFHS, we will continue to participate in activities and opportunities in Indigenous Health that cross many disciplines, departments and faculties at the University of Manitoba.

2.2.1 Vision, Mission, Mandate, Objectives/Principles and Relationship to the U of M Strategic Plan

The vision, mission and mandate for the proposed Institute are focused on the activities and strategies that can support the Faculty (RFHS) and the University in advocating for those aspects of Indigenous self-determination and community engagement that will enhance collaboration and support the University goal for Indigenous achievement and success.

Vision: A world where First Nations, Metis and Inuit communities hold the power to create opportunity for themselves and others

Mission: To honor relationships, inspire minds, and contribute to the health and well-being of First Nations, Metis and Inuit children, families and communities.

Mandate: To provide leadership and advance excellence: in research, education and health systems innovation to achieve the full potential of health and wellness for First Nations, Metis and Inuit Peoples.

We do this with continual guidance from our communities, knowledge keepers, elders and our ancestors; and in alignment with the university's strategic plan and its goal of Indigenous achievement and the Rady Faculty of Health Sciences priority focus on Indigenous Health.

Objectives / Principles

The creation of an Indigenous Institute of Health and Healing at the University of Manitoba, Rady Faculty of Health Sciences will build on the planning and development of Indigenous Achievement and Success for objectives and principles currently underway. We have expanded our initial objectives to include actions that are reflective of the recommendations of the *Truth and Reconciliation Commission (2015)*.

We join other Centers within the University of Manitoba, such as the National Centre for Truth and Reconciliation and the Centre for Global Health, Dept of Community Health Sciences, in supporting research, education and training, and health and social structures that support Indigenous equity and empowerment. The Objectives of the IHH are reflective of our commitment to address issues through current expertise and we anticipate that the restructuring to an Institute will strengthen our ability to meet our objectives.

Organizational Principles:

Organizational principles are designed to help guide structures/businesses/organizations to meet the needs of the people they serve or service.

The primary purpose of the proposed Indigenous Institute of Health and Healing is to:

- *provide service that meets the health needs of a diverse Indigenous community and culture in Manitoba and Nunavut and*
- *to support the University in Indigenous Achievement and Success.*

We will build and support the organizational culture of the IHH by incorporating Indigenous values, in partnership with the Executive Lead, Indigenous Achievement and other Faculties, to build capacity within the academic environment that will increase the potential for Indigenous Achievement.

Objectives: In the realm of Indigenous Health and Education, the IIHH will endeavor:

1. To promote the continued development of nationally and internationally recognized Indigenous programs and partnerships at the University of Manitoba,
2. To advise the University of Manitoba, RFHS and affiliated Colleges on issues of relevance for First Nations, Metis and Inuit communities and priorities in health service delivery, in education and training, and in research.
3. To provide support for Indigenous Achievement through leadership within the RFHS
4. To take a leadership role in supporting and assisting in the development of comprehensive, high-quality models of health service delivery for First Nations, Metis and Inuit communities.
5. To provide mentorship opportunities to support First Nation, Métis, and Inuit students, community and university-based researchers and service providers in achieving their goals in health professional studies, clinical service, academic service, and research.
6. To promote and support Indigenous health research that addresses the needs of First Nations, Métis, Inuit, and Indigenous¹ communities.
7. To support and advise First Nations, Métis, Inuit, and Indigenous governments and organizations on health policy issues based on the best available knowledge, experience, and research evidence as required.
8. To facilitate communication and knowledge sharing concerning: Indigenous health and Indigenous health education development nationally and internationally.
9. To facilitate skill development in the RFHS in engaging with First Nations, Metis and Inuit communities, bi-directional knowledge exchange, and provision of high quality, culturally safe health professional education and clinical service delivery.

Relationship to U of M Strategic Plan

The vision, mission, mandate and objectives of ‘the Institute - IIHH’ listed above directly support the strategic priority areas identified in the latest **University of Manitoba Strategic Plan**² as follows:

Inspiring Minds: The creation of an Indigenous Institute of Health and Healing

- *The advancement of Indigenous perspectives, scholarly work, and other creative activities are fundamental to our aim to support and develop productive partnerships in the development of health care models and community-based health research with First Nations, Metis, Inuit, and/or Indigenous communities. All planning, development, and current activities, including the governance structure of IIHH are guided by the communities, the knowledge keepers and the elders, as indicated. This allows the assurance that we have support from our community and are confident in our ability to achieve the goals of the above statement.*
- *The IIHH encourages, supports and actively pursues the recruitment of First Nations, Metis, Inuit and/or Indigenous students, researchers, and faculty members*

Driving Discovery: Enhanced opportunities for community based research navigation and development

¹ In circumpolar countries, Australia, New Zealand, the United States, Latin America and beyond.

² Office of the President. 2015. "Taking Our Place: University of Manitoba Strategic Plan 2015-2020". Winnipeg, University of Manitoba. <http://umanitoba.ca/admin/president/strategic-plan-index.html>.

- Given our team's expertise in *partnership-based research, education and training, and clinical health service delivery with First Nations, Metis, Inuit, and/or Indigenous communities*; students, learners and new faculty members will gain valuable understanding regarding key issues facing Indigenous communities as well as the importance and contributions of Indigenous peoples in Manitoba, Canada, and the world.

Creating Pathways: Developing a full range of resources in Indigenous Health and for Indigenous students for all Colleges within the Rady Faculty of Health Sciences

- *The IIHH operates an extensive student mentorship program in all areas of research, student support and physician leadership and this helps to foster the development of interest and expertise in First Nations, Metis and Inuit health research, education and service delivery.*
- The IIHH leadership and directors maintain relationships with Indigenous communities and with a cadre of faculty mentors who are committed to support First Nations, Métis, Inuit students interested in graduate and clinical work, and in all students interested in collaborative First Nations, Métis and Inuit health research, education and health service delivery.

Forging Connections:

- *The IIHH offers international linkages through our International Indigenous Academic Health Network jointly funded by the Office of International Affairs and the Rady Faculty of Health Sciences, Max Rady College of Medicine that offers student and faculty exchange programs with a focus on Indigenous Health. We recently acquired a scholarship program funded by the Canadian Queen Elizabeth II Diamond Jubilee Scholarships offers Canadian students the opportunity to undertake clinical training and research in commonwealth countries for a minimum period of 3 months. We will grant 75 such scholarships over the next 4 years.*
- *The IIHH encourages our members to continue international collaborations and publications in high quality peer-reviewed journals and conferences, raising the profile of partnership-based First Nations, Metis, Inuit and/or Indigenous health research in general and IIHH and the University of Manitoba in particular.*
 - *The collective efforts of the Faculty and Institute members and our Indigenous community partners have resulted in the document 'A Framework Agreement for Research Engagement with First Nations, Metis and Inuit Communities' to facilitate collaborative relationships with Indigenous communities*
- *The IIHH remains committed to Knowledge Translation and to the integration of First Nations, Metis, Inuit and/or Indigenous knowledge into models of health service delivery and health research practices. To this end, we encourage our members to continue to publish their work nationally and internationally in addition to presenting research at national and international conferences.*

Building Community: The development of an Indigenous Traditional Medicine Garden will benefit all staff and students of all Colleges at the Bannatyne Campus.

In summary, through all of our activities, *the IIHH remains centrally committed to building and maintaining productive and respectful partnership-based relationships with First Nations, Metis, Inuit and/or Indigenous communities, to recruiting Indigenous students and scholars, to providing effective support and mentorship, and to sharing and building knowledge internationally. As such, the Institute is uniquely suited to foster and promote the aims of the University of Manitoba as outlined in the Strategic Plan (2015-2020).*

2.2.2 Scope and Activities of the Institute

The scope of work of the IIHH will include collaboration that meets the requirements of the University in the pillars of research, education and service, and will continue to foster partnerships and relationships with all interested Faculties at the University of Manitoba.

At the central level of the Institute, the scope and activities envisaged are identified below:

Table 1: Scope and Activities of the IIHH

<p>Collaborative partnership building</p>	<p>To continue the work of establishing collaborative partnerships with University Faculties and with First Nations, Metis and Inuit communities for the purposes of developing enhanced programming, partnership based research and service delivery models, and informing the education of future health professions</p> <p>National collaboration to be well informed of best practices in Indigenous Health and promotion of successful collaboration outcomes supporting Indigenous students and faculty</p>
<p>Excellence in teaching</p>	<p>Institute faculty will support and guide the development and implementation, on request and where applicable, of Indigenous Health content into curriculum</p> <p>Focus training of future generations in Inter-Professional Education and Practice in partnership with Indigenous communities</p> <p>Within the Institute, a focus on teaching will include the facilitation of enhanced Indigenous student mentorship</p> <p>Improve Indigenous patient engagement in health care delivery</p> <p>Enhance cultural safety and communication skills</p> <p>Increase cultural safety and anti-racism education and health research</p>
<p>Advancing scientific achievement through innovation and research</p>	<p>Collaborative research efforts and opportunities with flexible programs for students</p> <p>Focus on social action through liaison and community access to experts</p>
<p>Addressing the needs of the Indigenous populations from a social accountability perspective respecting Treaty, constitutional and international rights</p>	<p>Enhanced opportunities for community outreach and service, working with communities to enhance pipeline program outcomes</p> <p>Support University efforts in training future generations of Indigenous health care professionals</p> <p>Address equity issues for Indigenous learners and patients</p> <p>Lead the collaborative development of Rady Faculty of Health Sciences specific Indigenous health related goals</p> <p>Advocate broadly to address health inequities affecting Indigenous communities</p>
<p>Development of a safe and equitable workplace and learning environment</p>	<p>Communicate Institute Triumphs</p> <p>Ensure concepts of anti-racism (cultural safety and cultural competency) are included in policy and curriculum</p> <p>Recruit and retain faculty with experience and expertise in Indigenous Health and Indigenous Health Research</p> <p>Work collaboratively with Office of Human Rights and Conflict Management to support Indigenous staff, faculty and students</p> <p>Increase cultural safety and anti-racism education and health research</p>

Historically, we have worked closely with the Office of the Executive Lead, Indigenous Achievement, with Kinesiology, Social Work, Extended Education, Education, Arts and Sciences on research projects, committee work or environmental scans. We have also collaborated with other Faculties such as Law and with programs in Extended Education and Student Affairs such as the ACCESS Programs, Aboriginal Focus Programs and others in raising awareness of Indigenous issues and building resource base for Indigenous Achievement.

2.2.3 Benefits and Opportunities

The most significant benefit of the creation of an ***Indigenous Institute of Health and Healing*** will be the establishment of a **single doorway to access Indigenous Health expertise at the Bannatyne Campus in RFHS**, in collaboration with established partnerships / relationships with Faculties at the Fort Garry Campus. At the IIHH, **a dedicated team of Indigenous and non-Indigenous faculty, staff and students will support the advancement of Indigenous perspectives, scholarly work and activities** that are fundamental in supporting and developing these partnerships at the academic and Indigenous community levels.

Opportunities provided by having an IIHH include a **comprehensive approach to Indigenous health, to traditional healing practices, to the teachings of our Elders and Knowledge Keepers**, as well as valuable education opportunities **through inter-professional education sessions, electives in communities, service learning opportunities, rounds and lectures and clinical skills development**. Given the need for comprehensive training sites, **engagement with First Nations, Metis and Inuit communities will provide opportunities for Inter-professional education case studies, community based research and the development of service models for health care delivery**.

An Institute Council - similar to other Department Councils - will be developed where all members would have an opportunity to meet, discuss, and participate in decision-making around Institute priorities and programs. Individuals will apply to become members by submission of a cover letter and CV to the Head of the IIHH as will be discussed later in the proposal.

With access to the expertise of faculty and staff of the IIHH, Health Care learners and new faculty members will gain valuable understanding of Indigenous historical and contemporary issues, will gain an understanding of key issues facing Indigenous communities as well as the importance and contributions of Indigenous peoples in Manitoba, Canada, and the world.

The IIHH Institute leadership and directors maintain relationships with Indigenous communities and with a cadre of faculty mentors who are committed to support First Nations, Métis, Inuit students interested in graduate and clinical work, and in all students interested in collaborative First Nations, Métis and Inuit health research, education and health service delivery.

Peer supports for student members will include access to Indigenous scholars or scholars with expertise in Indigenous Health in the same or supportive programs, and provides an early introduction to the benefits of inter professional education and practice.

The proposed IIHH has ongoing relationships with Fort Garry's Migizii Agamaik and the Office of the Executive Lead for Indigenous Achievement and we are able to collaborate on celebrating our Indigenous students, mentors. With our Elders and Knowledge Keepers, we are able to support each other and to raise awareness of the rich culture, traditions and values of Indigenous Peoples' in Canada.

3.0 Constitution

3.1 Organization and Governance

In general, the work of the IIHH is informed by the principles of collaboration, integration and innovation. The principles for collaboration are consistent with the principles of engagement for any collaborative or participatory project, and articulate the relevance of relationships, respect, trust and joint priority setting.

The IIHH will ensure that there are efficiencies of scale in the administrative functions and an enhanced awareness of the expertise in Indigenous Health in the RFHS.

The organization and governance of the University of Manitoba is well defined; and has identified, as a strategic priority, the need for enhanced opportunities for Indigenous Achievement and Success. To accomplish this goal, the University requires the expertise of human and operational resources that have proven a sustainable resource over successive years. Capacity in Indigenous issues exists throughout many faculties of the University of Manitoba, and specifically Indigenous Health exists within the RFHS. The IIHH is well placed to enhance existing opportunities in the Colleges, and to support the development of new and innovative methods of collaboration and integration of Indigenous health research, education and service delivery for the RFHS.

Organizational and Governance Principles

The organizational and governance principles for the IIHH are respectful of the guidance expectations of the University of Manitoba governance model and those of our Indigenous community.

1. Recognition that relationship is central to meaningful and authentic engagement with First Nation, Metis, and Inuit Peoples.
2. Shared respect, trust, and commitment to mutually empowered long-term relationships.
3. Acknowledgement of the Inherent rights of First Nation, Metis, and Inuit Peoples; the Treaty rights of First Nation Peoples; and the diversity and distinct identities, histories, cultures, languages, geographies between First Nation, Metis, and Inuit Peoples.
4. Within the relationships and engagements there will be shared authority, responsibility, and accountability.
5. Address the priorities and needs of First Nation, Metis, and Inuit Peoples, and the University.

3.1.1 Organizational Structure

As of April 2015, the proposed IIHH was identified as a potential entity within the RFHS at the University of Manitoba. This is reflective of a recognition of the critical value that the IIHH will bring to the RFHS and ultimately to the university overall (see Figure 1, below).

The IIHH will assume responsibility for the administration, financial management, leadership and management structures, reviewing applications for and identifying membership for the Institute, supporting inter-professional education, supporting inter-disciplinary policy electives, supporting international Indigenous exchange programs, and coordinating the activities of the specific units / streams of activity in the IIHH.

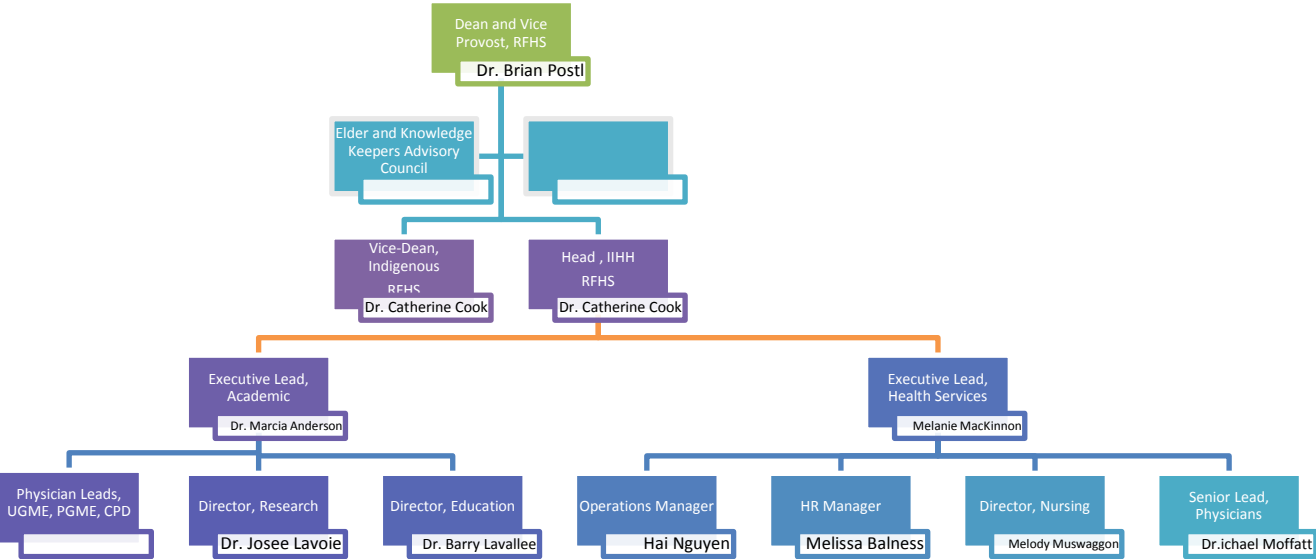
The organization structure recognizes that the **Vice Dean, Indigenous** reports directly to the Dean and Vice Provost of the RFHS. The Vice-Dean is a leadership and academic role within the Faculty and is responsible for leading those initiatives that will support the development of a comprehensive strategy and operational entity responsible for Indigenous Health in the RFHS. It is proposed that the role of a **Head of the IIHH** be established as the Leadership and Administrative Management for the IIHH, with the Executive Lead, Academics and the Executive Lead, Health Services as Direct Reports to the Head. The Vice Dean, Indigenous will assume the role of Head, IIHH

and take a leadership role in further defining the roles and responsibilities of the Head of the IIHH to be consistent with University structure.

We recommend to the RFHS leadership continue with one individual filling both the role of Vice Dean, Indigenous and the Head of the IIHH on a go forward basis.

Figure 1: Rady Faculty of Health Sciences, Indigenous Institute of Health and Healing, Organization Chart

Rady Faculty of Health Sciences - Indigenous



It is anticipated that, in future, the Head of the IIHH will be appointed by the Dean of the Faculty and that the appointment be consistent with the policies and procedures for the appointment of the Vice and Associate Deans in Faculties. The process for appointment will be determined and approved by the Deans Council of the RFHS.

Executive Lead, Academics: Direct Reports include the Colleges Lead, the Director, Research (formerly Director of MFN CAHR); the Director, Students and Education (formerly the Director of CAHE). This position is responsible for all of the functions specific to academia, including the UGME, PGME and CPD liaison including student and student

resource issues, curriculum, research platform development with Indigenous communities, and support for the initiatives of the Colleges specific to academic issues.

Executive Lead, Health Services: Direct Reports include the operational elements of the IIHH, and include the Operations Manager; the Senior Lead, Physicians; the Director, Nursing Programs; the Directors and Physician Leads of the Clinical Programs. This position is responsible for all operational functions, including the high level negotiation with governments and Indigenous communities that are required for service delivery models in health care.

3.1.2 Leadership of the Indigenous Institute of Health and Healing (IIHH)

All Leadership positions are currently employees or GFTs of the RFHS and the IIHH will not require hiring of additional staff.

The current leadership of the IIHH includes:

- Elders – in – Residence - Margaret Lavallee & Mary Wilson
- Vice Dean, Indigenous, Rady Faculty of Health Sciences and Head, IIHH - Dr. Catherine Cook
- Executive Lead, Academics - Dr. Marcia Anderson Decoteau
- Executive Lead, Health Services - Melanie MacKinnon BN
- Director, Research - Dr. Josée Lavoie
- Director, Education and Student Support - Dr. Barry Lavallee
- Director, Indigenous Health Integrations (Colleges Liaison and Lead for the RFHS) – Debra Beach Ducharme
- College Leads Advisory Council members - Max Rady College of Medicine – currently Dr. Catherine Cook and Dr. Ian Jones, PA Program; College of Nursing – Terri Ashcroft; College of Pharmacy – Nancy Kleiman; College of Dentistry – Dr. Bob Schroth; College of Rehabilitation Sciences – Leanne LeClair
- Program Managers - Operations Manager – Hai Nguyen; Director, Nursing Programs – Melody Muswaggon; Curriculum Renewal – Linda Diffey; Senior Lead, Student Affairs – Kimberley Hart

3.1.3 Membership of the Indigenous Institute of Health and Healing (IIHH) See Section 5.0 Membership

3.1.4 Current Relationships

The Institute is fortunate in that the current units have had a history of establishing working relationships with multiple partners, both within the University and at the Community level. These relationships have evolved to best suit the anticipated partnership deliverables.

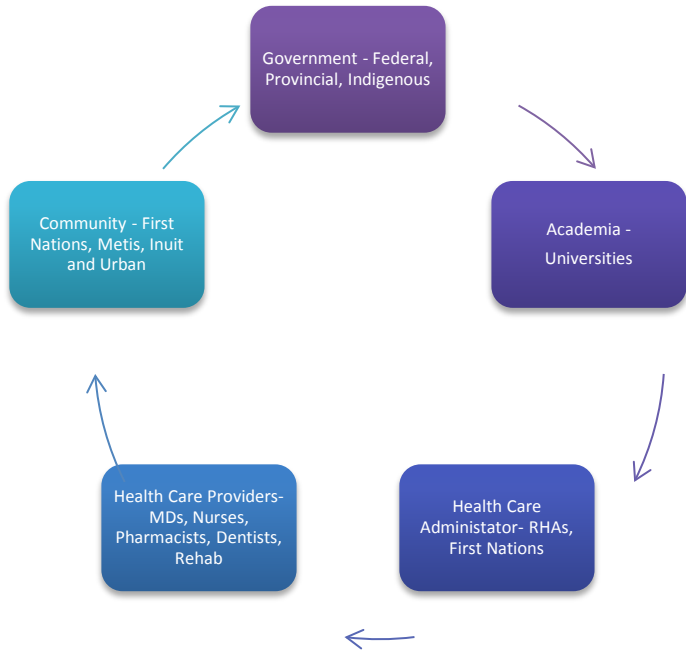
The Institute members have an extensive network and relationships at multiple levels throughout the University.

3.1.4.1 Partnership Development between the University (Rady Faculty of Health Sciences, Indigenous Institute of Health and Healing) and the Indigenous Communities

The Indigenous Institute of Health and Healing Centres have had long standing relationships with Indigenous communities. The depth of the relationships through community engagement or involvement is dependent on two issues: the funding arrangements between the university and the Indigenous organization; and on the

partnership relationship that has evolved based on the autonomy of the Indigenous organizations and the mandate of the University units or departments.

Figure 2: Towards a Strong Partnership for the development of Health Systems that meet the needs of Community (adapted from Boelen, C. Towards Unity in Health. 2000)



Indigenous Organizations and Communities

The *Assembly of Manitoba Chiefs (AMC)* has been a strong partner in the development of research partnerships, sharing of knowledge for health care planning and the delivery of some direct services in the realm of health promotion and disease prevention. The recent formation of the *Manitoba First Nations Health and Social Secretariat of Manitoba (FNHSSM)* has established a strong policy arm for the First Nations that will support not only the political networks through data sharing and analysis, but the development of direct health service delivery models for First Nations in Manitoba.

Solid relationships with the *Manitoba Metis Federation (MMF)* through its Department of Health and Wellness have allowed the development of several initiatives and projects, including a joint responsibility for the delivery of the International Conference of Indigenous Health Knowledge Development Conference here in Winnipeg in October of 2014. The partnership with MMF allowed the opportunity for the University and MFN CAHR to jointly plan and deliver the Conference with the Manitoba Network Environment for Aboriginal Health Research (NEAHR) as partner.

The *Manitoba Inuit Association (MIA)* represents less than one thousand Inuit who have relocated to Manitoba from Nunavut and has primarily a policy analysis function in the province; however, also functions as an advocacy unit for the 15,000 Inuit who seek healthcare and other services in Winnipeg that are not currently available in the Kivalliq region of Nunavut. Through the established Board of Directors of the MIA supports the research project partnerships and advocates for equity in health and social supports for urban Inuit.

All three organizations participated actively in the development of a recent companion document for the Office of Research, entitled *A Framework for Research Engagement with First Nations, Metis and Inuit Communities*.

4.0 Management

As per the Organization Structure identified in Section 3, the Vice Dean, Indigenous / Head of the Indigenous Institute of Health and Healing reports to the Dean and Vice Provost of the Rady Faculty of Health Sciences.

Financial responsibility for the Institute is vested in the Vice Dean, Indigenous.

5.0 Proposed Membership

Health and Healing includes collaboration and integration of all aspects of the physical, spiritual, intellectual and emotional aspects of an individual. The health colleges alone cannot address this continuum and, as such, members of the entire University community are invited, and encouraged to become members of the Institute.

Our initial membership has been identified in 3.3.1, and the cv's of the leadership / membership were included in [the initial document – CV's of Leadership](#). A critical component in establishing the categories, levels and criteria for membership was the need to have a consultation process that engages our Indigenous community as well as our academic community. Initial discussions with our academic colleagues indicates that members should identify how they will support and enhance the work of the Indigenous Institute of Health and Healing and the University of Manitoba overall.

A document identifying clear procedures for appointing members to the Institute will be developed and provided to the Deans Council, RFHS for approval within six to twelve months and will include guidelines on how members of the University community can interact with the Institute. We will continue to work on the membership categories through our Committee structures and through the processes identified in 3.1.2 and 3.1.4.

Specific to the current groups of the IHH, the work of the IHH and its Leadership is supported by the membership of the NMU Physician Leadership and Nursing groups specific to health service delivery, by the membership of the Indigenous health research community through the activities in MFN CAHR, and by the mentorship of the Indigenous student and education teams through the membership of the CAHE.

Additional memberships include groups and individuals that will participate on committees, in working groups, task forces, and ad hoc committees or projects to address specific issues. A summary of the current relationships and partnerships identify potential members for the group work required.

There is an established process for acquiring membership in the former Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR) and the Centre for Aboriginal Health Education (CAHE).

Members of the university community may apply to become members of the Institute by submission of a cover letter and CV to the Head of the Institute and a Membership Review Committee. The Cover Letter will detail why the individual wants to be a member and what they will contribute. Specifically, this may include research, student mentorship, or teaching. New applications for members will then be circulated to the Institute Council and will be approved with a majority of the Institute Council in favor.

The membership of the Institute will include representatives from our current partnerships and a summary of those relationships and partnerships follows.

5.1 Academic membership / affiliation in the Indigenous Institute of Health and Healing, Rady Faculty of Health Science

5.2 Academic Membership / Affiliations – Criteria and Process for application

The Indigenous Institute of Health and Healing will seek a process for academic membership or affiliation within *the Rady Faculty of Health Sciences* as indicated above. The intent is for the membership / affiliation to be viewed as complementary to the current process for appointment within the respective Departments in the Colleges of Medicine, Nursing, Pharmacy, Dentistry and Rehabilitation Sciences.

It is our intent to build a cadre of affiliated faculty and staff in support of Indigenous Health. This will include members from all departments in the Colleges of the FHS and those in other Faculties (ie Kinesiology, Social Work, etc.) that may have collaborative partnerships or research collaborations with the initial members of the Institute.

It is our intent to utilize current university guidelines. We will seek guidance to establish and highlight the process for membership /affiliation within the Rady Faculty of Health Sciences and within the IHH, consistent with current Academic Guidelines.

In addition to the Academic membership and affiliation process for the Institute, our relationship with University faculty, staff, peers and student learners provides an opportunity to enhance those relationships through membership in our Research and Education streams.

5.3 Privileges and Responsibilities of Membership

The privileges of membership include access to and engagement with colleagues with expertise in Indigenous Health, access to peer mentors in Indigenous Health and opportunities for teaching and administrative roles that will support and enhance academic career development through engagement in Indigenous Health education, research, community engagement and / or health service delivery in Indigenous communities.

The responsibilities of membership are consistent with those responsibilities of host departments or faculties throughout the university environment. It is expected that members will support peer, graduate and undergraduate student mentorship; and a requirement to participate in teaching that illustrates the expertise that individuals bring to the realm of Indigenous Health.

Participation as an engaged member in an Indigenous Institute Council will be expected to ensure active engagement in the policy and operational issues that will enhance opportunities for faculty, staff and student in Indigenous Health. This will include recognition and awareness of gaps in resources and supports, and the development of interventions or actions that can assist in addressing those gaps.

6.0 Physical Resources

The Physical Resources associated with the Institute are all located on the University of Manitoba Bannatyne Campus

Ultimately, we have assurance that the Indigenous Institute of Health and Healing will be re-located as a unit to the 'new building' anticipated in several years. Currently, all of the components of the Indigenous Institute of Health and Healing are housed in a variety of locations on Bannatyne Campus.

The Vice Dean, Indigenous and the Executive Lead, Academic, are situated at P122 – 771 Bannatyne Ave.

The Colleges Lead and Liaison (Director of Indigenous Health Integration) is situated in S206, 771 Bannatyne Ave.

The Executive Lead, Health Services and the staff and operational service components of the J. A. Hildes Northern Medical Unit (NMU) are currently on the sixth (6th) floor in the Basic Medical Sciences Building at Bannatyne Campus. The NMU was formerly situated in the T Block at T162 on McDermot Ave which is currently under demolition.

The former MFN CAHR occupies 2500 sq. ft. of research space on the seventh floor of the Buhler Research Centre. MFN CAHR was established through the support of the Assembly of Manitoba Chiefs, which lobbied federal departments to secure a generous contribution to the Foundations for Health fundraising campaign. A 2001 infrastructure development grant from the Canadian Foundation for Innovation and the Province of Manitoba also facilitated in the development of MFN CAHR.

CAHE has relocated to S206 Basic Sciences Building as of December, 2016.

On site at the Bannatyne Campus, we are in the process of finalizing the development of the *Traditional Indigenous Medicine Garden*. The outdoor classrooms and extensive knowledge sharing of our Elders regarding the medicines in the garden will support teaching and learning opportunities for all Colleges within the Faculty, and in particular, the current Electives offered at the Max Rady College of Medicine.

The Garden has been a collaborative effort between the Office of the Vice Dean, Indigenous, Rady Faculty of Health Sciences, and the Office of the Executive Lead, Indigenous Achievement, Central Administration.

Future Requirements: IIHH has engaged in the planning for future space requirements to be included in the overall plans for Bannatyne Campus. Indigenous Health space requirements have been considered when developing plans for the new building at the campus. We have been assured that the planning for the new building includes space for the Indigenous Institute of Health and Healing (IIHH).

As we complete our strategic and annual plans, we will seek funding for research through grant applications, funding for program development through strategic calls for proposals from provincial and federal governments, and will apply to the Faculty for permission to seek funding from external Foundations and other funding agencies for any innovative growth in Indigenous Health education and service delivery.

7.0 Financial Resources

7.1 Financial Narrative

Although, the Indigenous Institute of Health and Healing will not be baseline funded, sustainable and long-term revenue is allocated from existing funding sources and includes:

- i) The Service Purchase Agreement (SPA) between the University of Manitoba, College of Medicine and Manitoba Health Seniors and Active Living (MHSAL), in the annual amount of \$800,000. This is to meet the deliverables set out in the SPA to improve and enhance Indigenous health.
- ii) The Department of Community Health Sciences, Northern Medical Unit Overhead Fund, in the annual amount of \$200,000.

To facilitate the amalgamation of the Institute and its constituent units, a new Organization hierarchy will be created under the Faculty of Health Sciences. The Institute will be assigned a new five digit Organization code (predecessor code) while the NMU, Centre for Aboriginal Health Education, and the Manitoba First Nations Centre for Aboriginal Health Research will be assigned its respective six digit Organization that will fall under the Institute's predecessor code.

The Indigenous Institute of Health and Healing has expenditures consisting of salary expenses and operational expenses. Staff positions funded by the Institute and its constituent unit's budget are shown below:

Position	Funding Source
Elders - in - Residence - Margaret Lavallee & Mary Wilson	IIHH
Vice Dean, Indigenous, Rady Faculty of Health Sciences and Head, IIHH - Dr. Catherine Cook	College of Medicine - Baseline funded
Executive Lead, Academics - Dr. Marcia Anderson Decoteau	IIHH
Executive Lead, Health Services - Melanie MacKinnon BN	Northern Medical Unit
Senior Lead, Physicians – Dr. Michael Moffatt	Northern Medical Unit
Director, Research - Dr. Josée Lavoie	Community Health Sciences - Baseline funded
Director, Education and Student Support - Dr. Barry Lavallee	IIHH
Director, Indigenous Health Integrations (Colleges Liaison and Lead for the RFHS) - Debra Beach Ducharme	IIHH
Physician Leads – UGME, PGME, CPD	CAHE
Operations Manager - Hai Nguyen	IIHH
Director, Nursing Programs - Melody Muswaggon	Northern Medical Unit
Curriculum Renewal - Linda Diffey	CAHE
Student Affairs - Kimberley Hart	IIHH
*Positions that are currently baseline funded will continue to be baseline funded as previously approved by the Department and College.	

Operational expenses are evaluated based on the objectives and mandates of the Institute, and can be broken down into the following categories: Traditional Medicine Garden (to be completed by 2017/2018), Truth and Reconciliation initiatives, program development and expansion, community engagement, continuous quality improvement initiatives, travel expenses, and office expenses.

The Northern Medical Unit and the Manitoba First Nations Centre for Aboriginal Health Research will continue to maintain administrative autonomy over their individual budgets due to the revenue sources generated from their respective programs. Currently, approximately \$254,236 is allocated specifically for the Centre for Aboriginal Health Education salaries and program activities.

The Northern Medical Unit's revenue will be utilized to achieve its mandate to provide direct physician service in underserved communities. The activities associated with the NMU's operations include: physician remuneration, physician and administrative travel, recruitment and retention efforts, community engagement efforts, program planning, and administrative and operational support.

The Manitoba First Nations Centre for Aboriginal Health Research will utilize its revenue to its member's research efforts, by providing administrative, and operational support. This includes, but not limited to: Support Unit and Research Navigation Services, Mentorship Program, administrative staff support, and IT support.

The Centre for Aboriginal Health Education's activities centers around student support by providing social and academic resources and programming; professional development opportunities and networking with other students and faculty members; and providing a culturally safe environment.

Since the allocation of funding is made possible through the reallocation of existing Faculty/College resources no new funding is being requested.

7.2 Schedule 1: Indigenous Institute of Health and Healing – Revenue Streams

Centre	Funding Source	Anticipated Funding 2016/2017	Anticipated Funding 2017/2018	Anticipated Funding 2018/2019	Anticipated Funding 2019/2020
Institute of Indigenous Health	Provincial Government ¹	566,625	560,674	554,544	548,230
	Community Health Sciences (Overhead) ²	200,000	200,000	200,000	200,000
Centre for Aboriginal Health Education	Provincial Government ¹	233,375	239,326	245,456	251,770
Northern Medical Unit	Federal Government ³	4,736,000	4,736,000	4,736,000	4,736,000
	Provincial Government ⁴	14,133,983	14,293,517	14,536,627	14,536,627
	Government of Nunavut ⁵	3,119,678	3,202,475	3,291,013	3,382,850
Manitoba First Nations Centre for Health Research ³	University of Manitoba ⁶	100,000	100,000	100,000	100,000
	Research Navigation Support ⁷	165,320	52,820	30,340	30,340
Total Funding		23,254,891	23,349,812	23,662,980	23,754,817

7.2.1 Schedule 1 Notes:

1 - Funding from the provincial government is received as an allocation from the Service Purchase Agreement (SPA) between the University of Manitoba, College of Medicine and Manitoba Health Seniors and Active Living (MHSAL). The SPA expires March 31, 2018, with the expectation of renewal.

2 - The overhead funding is received through the Department of Community Health Sciences as indicated in the letter of support from Department Head, Dr. Stephen Moses.

3 - Funding from the federal government is received through a Contribution Agreement (CA) between the University of Manitoba and the First Nations and Inuit Health Branch (FNIHB) - Health Canada. This Contribution Agreement expires March 31, 2018, with the expectation of renewal, as this agreement has been in place since 1979.

4 - Funding is received from MHSAL to support the Northern Medical Unit's, Manitoba Physicians Program and the Island Lake Renal Dialysis Program. Funding for the Manitoba Physicians Program is calculated based on the remuneration guidelines set out in the Master Agreement between the Province of Manitoba and Doctors Manitoba and funding for the Island Lake Renal Dialysis Program is calculated based on an annual budget of \$1,726,285. These programs have received ongoing funding and support from the Province of Manitoba since, 1979 and 2005, respectively. Efforts from both MHSAL and the University of Manitoba are currently underway to work towards finalizing a multi-year SPA.

5 - Based on the Contribution Agreement between the Government of Nunavut (GN) and the University of Manitoba, Northern Medical Unit. The CA expires March 31, 2021, with the expectation of renewal.

6 - Funding is provided through MHSAL for one-time start-up costs over four years at \$100,000 per year. The expiry date of funding is March 31, 2018

7 - MFN-CAHR's sustainability is tied to its members being successful in securing Tri-Council and other funding grants, for which MFN-CAHR provides a number of services on a fee-for-service basis. MFN-CAHR current provides services to 13 of its members, on grants totaling a little over \$2M (2016).

8.0 Statements of Support and Commitment



DEPARTMENT OF COMMUNITY HEALTH SCIENCES
MAX RADY COLLEGE OF MEDICINE, RADY FACULTY OF HEALTH SCIENCES

S113-750 Bannatyne Avenue
Winnipeg, Manitoba R3E 0W3

Tel: (204) 789-3434
Fax: (204) 789-3905
Email: Stephen.Moses@umanitoba.ca

September 20, 2016

To whom it may concern,

I am pleased to provide this letter in relation to support for the creation of an Indigenous Institute of Health and Healing within the Rady Faculty of Health Sciences.

The proposed Indigenous Institute of Health and Healing, Rady Faculty of Health Sciences (the Institute) and the Department of the Community of Health Sciences, Max Rady College of Medicine (CHS) are committed to working together in partnership for the advancement of First Nations, Metis, Inuit and Indigenous health services, education and research.

After the creation of the Institute, CHS will continue to provide an academic home to faculty members associated with the Institute, including the provision of academic support, tenure/promotion mentorship, teaching opportunities, opportunities to supervise graduate students, and opportunities for conducting collaborative research. CHS will also continue to provide high-end administrative and financial management support to the Institute on an as-needed basis. The Institute will provide support to CHS in the development of its undergraduate and graduate teaching programs to enhance the incorporation of Indigenous health.

CHS and the Institute have developed a Letter of Understanding that outlines our commitment to an on-going collaborative relationship. Upon the creation of the Indigenous Institute of Health and Healing, the former Section of First Nations, Metis and Inuit Health will be dissolved within the Department of Community Health Sciences.

I would be happy to provide additional information or clarification if needed.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Stephen Moses".

Stephen Moses, MD, MPH
Professor and Head of Department

Report of the Senate Committee on Academic Review RE: Proposal for an Indigenous Institute of Health and Healing

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. The policy Academic Centres and Institutes is available on the web at:
http://umanitoba.ca/admin/governance/governing_documents/academic/934.html.

The procedures Academic Centres and Institutes are available at:
http://umanitoba.ca/admin/governance/governing_documents/academic/935.html.
3. The Senate Committee on Academic Review (SCAR) met on February 17, 2017, to consider a proposal from the Rady Faculty of Health Sciences to establish an Indigenous Institute for Health and Healing.

Observations:

1. At its meeting on February 17, 2017, the Committee received the Report of the ad hoc Committee of SCAR (attached), which had been struck to review the proposal in detail. The ad hoc Committee had recommended that SCAR endorse the proposal to establish the Institute, for a period of five years, with continuation subject to a review process.
2. The Committee was concerned that the proposal should identify members of the Institute beyond the initial membership (which would comprise individuals holding Leadership positions in the Institute) and a process to appoint those additional members. The committee was informed that a process for appointing members would be developed in consultation with Indigenous communities. The appropriate time for these discussions to occur would be following formal approval of the Institute by the University, to ensure that the communities were engaged in a meaningful way in the development of the process. The proponents have revised section 5.0 of the proposal to identify the need for this step in the process of developing procedures for appointing members to the Institute.
3. The Committee requested that, at the end of the first twelve months following the implementation of the Institute, the Head of the Institute provide clear procedures for appointing members to the Institute that would outline how members of the broader University community could participate as members or otherwise interact with the Institute. The proponents of the proposal have revised section 5 of the proposal, to reflect that this request would be addressed within six to twelve months.
4. The Committee was also concerned that the proposal should be clear that the Indigenous Institute of Health and Healing would be a University Institute that would facilitate collaborations across the institution. In response to this, the proponents have revised section 5.0 of the proposal to indicate that, because Colleges within the Rady Faculty of Health Sciences alone cannot address the health and healing continuum, which includes collaboration and integration of all aspects of the physical, spiritual,

intellectual, and emotional aspects of an individual, members of the broader University community would be invited and encouraged to become members of the Institute.

Recommendation:

The Senate Committee on Academic Review recommends:

THAT Senate recommend that the Board of Governors approve a proposal to establish the Indigenous Institute for Health and Healing for a period of five years, with continuation subject to a review process and with the *proviso* that, at the end of the first twelve months, the Head of the Institute would forward clear procedures for appointing members to the Institute, for review by the Senate Committee on Academic Review and Senate.

Respectfully submitted,

Dr. David Collins, Chair
Senate Committee on Academic Review

**Report of the ad hoc Committee of the Senate Committee on Academic Review RE:
Proposal for the Indigenous Institute of Health and Healing**

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. The policy Academic Centres and Institutes is available on the web at:
http://umanitoba.ca/admin/governance/governing_documents/academic/934.html.
The procedures Academic Centres and Institutes are available at:
http://umanitoba.ca/admin/governance/governing_documents/academic/935.html.
3. The ad hoc Committee met on May 10, June 20, and October 11, 2016 to consider a proposal from the Rady Faculty of Health Sciences (hereafter “the Faculty”) to establish the Indigenous Institute of Health and Healing (hereafter “the Institute”).
4. Members of the ad hoc Committee were: Acting Dean T. Mondor (Chair; Faculty of Graduate Studies), Ms. P. Bachewich (student, Faculty of Health Sciences), Dean D. Brown (Faculty of Kinesiology and Recreation Management), Professor D. Ruth (Faculty of Engineering), and Professor D. Turcotte (College of Pharmacy).

Observations:

1. The proposed Institute would be formed through the amalgamation of three long-standing entities in the Department of Community Health Sciences, Max Rady College of Medicine: the J.A. Hilde Northern Medical Unit (NMU), the Manitoba First Nations Centre for Aboriginal Health Research (MFN CAHR), and the Centre for Aboriginal Health Education (CAHE). The three units are currently brought together under the Section of First Nations, Métis and Inuit Health.¹ They support the Department and the College by providing expertise in Indigenous health, including in the areas of health service delivery, research, and education and training.
2. Establishment of the Institute at the Faculty level would create new opportunities for members of the Institute to also share their expertise and provide support to other Colleges in the Faculty. It would also benefit the Faculty by creating a single point of access for Indigenous health expertise and advancing Indigenous perspectives in health education, research, and community outreach and service.
3. The primary purpose of the Institute would be, “... to provide service that meets the health needs of a diverse Indigenous community and culture in Manitoba and Nunavut and to support the University in Indigenous Achievement and Success.”
4. The mission of the Institute would be, “to honour relationships, inspire minds, and contribute to the health and wellness for First Nations, Métis, and Inuit children, families and communities.” The objectives of the Institute would be to:

¹ The Section is to be dissolved pending the approval and implementation of the Institute.

- promote the development of nationally and internationally recognized programs of clinical service, education and training, and research excellence at the University in four areas: biomedical, clinical, health services, and social, cultural, environmental and population health;
 - advise the University, the Faculty and its Colleges, on issues of relevance to First Nations, Métis, and Inuit communities and priorities in health services delivery, education and training, and research;
 - provide support for Indigenous Achievement through leadership in the Faculty;
 - take a leadership role in developing, supporting, and assisting in the development of comprehensive, high-quality models of service delivery in First Nations, Métis, and Inuit communities;
 - provide mentorship opportunities to support First Nations, Métis, and Inuit students, community and university-based researchers and service providers in achieving their goals in health professional studies, clinical service, academic service, and research;
 - promote and support Indigenous health research that addresses the needs of First Nations, Métis, and Inuit communities;
 - support and advise First Nations, Métis, and Inuit governments and organizations on health policy issues based on the best available knowledge, experience, and research evidence;
 - facilitate communication and knowledge sharing concerning Indigenous health and Indigenous health education development nationally and internationally;
 - facilitate skill development in the Faculty in engaging with First Nations, Métis, and Inuit communities, bi-directional knowledge exchange, and provision of high-quality, culturally safe health professional education and clinical service delivery.
5. The mission and objectives of the Institute align to the University's five strategic priorities, established in the document *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*.
6. The Institute would have responsibility for a broad range of activities in the areas of (i) collaborative partnership building, (ii) excellence in teaching, (iii) advancing scientific achievement through research and innovation, (iv) addressing the needs of Indigenous populations from a social accountability perspective respecting Treaty, constitutional and international rights, and (v) development of a safe and equitable workplace and learning environment. Various activities within each of these areas are detailed in section 2.2.2 of the proposal. Some academic activities are highlighted below:
- Establishing collaborative partnerships with academic units and First Nations, Métis, and Inuit communities, to develop enhanced programming, partnership-based research and service delivery models, and informing education of future health professions.
 - Support and guide the development and implementation of Indigenous health content into curricula.
 - Focus training of future generations in Inter-Professional Education and Practice in partnership with Indigenous communities.
 - Within the Institute, facilitate enhanced Indigenous student mentorship in teaching.
 - Improve Indigenous patient engagement in health care delivery.

- Enhance cultural safety and communication skills, and increase cultural safety and anti-racism education and health research.
 - Enhance opportunities for community outreach and service, working with communities to enhance pipeline program outcomes.
 - Support University efforts in training future generations of health care professionals.
 - Address equity issues for Indigenous learners and patients.
 - Lead the collaborative development of specific Indigenous health-related goals in the Faculty.
7. The Head of the Institute, who would normally be the Vice-Dean (Indigenous), would report to, and be appointed by, the Dean and Vice-Provost of the Rady Faculty of Health Sciences. Financial responsibility for the Institute would rest with the Vice-Dean (Indigenous).
- The Executive Lead (Academics) would report to the Head and would be responsible for academic functions, liaising with academic programs and Colleges on matters related to students, curriculum, research platform development with Indigenous communities. The Executive Lead (Health Services) would report to the Head and would be responsible for operational functions, including high level negotiations with governments and Indigenous communities regarding service delivery models.
- There will be College Leads Advisory Council.
8. The initial membership of the Institute would include those individuals who would hold Leadership positions within the Institute, as described in section 3.1.2 of the proposal.
- Additional members might include representatives from the three constituent units, the NMU, MFN CAHR, and CAHE, and faculty, from Colleges in the Faculty of Health Sciences and from other faculties at the University, who have partnerships or research collaborations with members of the Institute. A process for applying for membership is to be established, for approval by the Dean's Council, Faculty of Health Sciences.
9. Privileges of membership would include access to, and engagement with, colleagues with expertise in Indigenous health and opportunities for academic career development through engagement in Indigenous Health education, research, community engagement and/or health service delivery in Indigenous communities.
10. The Institute will ultimately be housed in a new building proposed for construction at the Bannatyne Campus. At present, the NMU and CAHE are located in the Basic Sciences Medical Building, and the MFN CAHR is situated in the Buhler Research Centre. Offices of several faculty and staff who would hold Leadership positions in the Institute are located in the Pathology Building.
11. The Institute will be supported by funds totalling approximately \$23.3 million (in 2017/2018) from the following sources: (i) long-term federal, provincial, and territorial government grants (approximately \$22 million) to support the activities of the NMU, (ii) baseline funding through the Department of Community Health Sciences (\$200,000), to cover operating costs, (iii) external research grants awarded to members of Research Network within the MFN CAHR, and (iv) allocations from provincial grants to the Faculty and the College of Medicine (\$660,674, in 2017/2018).
12. The revenue would cover operational expenses and the cost of salaries for administrative staff in the Institute and its constituent units (i.e. the NMU, CAHE), as described in section 7.1 of the proposal. The Institute would have responsibility for

administration of central operational revenues and expenses, and for salaries of the Elders in Residence, the Executive Lead (Academics), the Director (Education and Student Support), the Director (Indigenous Health Integrations), the Operations Manager, and Student Affairs.

The NMU and the MFN CAHR would retain responsibility for their respective budgets, given their sources of revenue. The NMU would be responsible for salaries for the following administrative staff: Executive Lead (Health Services), the Senior Lead, Physicians, and the Director (Nursing Programs). Salaries for the Vice-Dean (Indigenous) and Head and for the Director, Research, would continue to be funded with baseline funding by the Faculty and the Department of Community Health Sciences, respectively.

13. The proposal was endorsed by the Faculty Executive Council of the Faculty of Health Sciences, at its meeting on January 14, 2016.
14. The proposal incorporates feedback offered by the ad hoc Committee of SCAR, including, at the October 16th meeting, requests to: (i) clarify the purpose and objectives of the Institute, particularly with respect to what would be accomplished by the amalgamation of the NMU, the MFN CAHR, and CAHE; (ii) clarify the structure of the academic unit, including the relationship of the constituent units to the Institute, in terms of administration and governance; (iii) distinguish between administrative positions in the Institute and members; and (iv) explain how the various sources of revenue would be amalgamated or administered under the Institute, including whether the constituent units or the Institute would have responsibility for salaries for administrative staff.

Recommendation

The ad hoc Committee of the Senate Committee on Academic Review recommends:

THAT the Senate Committee on Academic Review endorse a proposal to establish the Indigenous Institute for Health and Healing, for a period of five years, with continuation subject to a review process.

Respectfully submitted,

Acting Dean Todd Mondor, Chair
ad hoc Committee of the Senate Committee on Academic Review



AGENDA ITEM: Recognition and Educational Services Agreement between the University and the International College of Manitoba Limited

RECOMMENDED RESOLUTION:

That the Board of Governors authorize the University to execute the Recognition and Educational Services Agreement (the "Agreement") between the University and the International College of Manitoba Limited ("ICM"), thereby renewing the arrangement to deliver the ICM Program under the current agreement, which expires December 31, 2017.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

In 2007, the University entered into ten-year agreement with ICM (Navitas Canada Holdings Limited was changed to International College of Manitoba Limited on October 20, 2011).

Pursuant to the Agreement, ICM recruits and offers a range of academic and other supports to international students who, because of English language proficiency and/or academic standing, would not ordinarily be eligible for direct admission to the University. The University provides services and facilities in support of ICM's teaching and learning role, for which ICM pays a royalty fee. The University also provides academic oversight of the university-level courses offered by ICM. The objective of the agreement between the University and ICM is to increase the quality, quantity, preparedness, success, and diversity of international students attending the University.

The current agreement between the University and ICM expires on December 31, 2017. The University and ICM conducted a progress report and evaluative review of the ICM Program and an in-depth review of the current agreement. Based on the review, the University began the process of discussing the terms and conditions of a renewal that would replace the existing agreement and extend the relationship between the University and ICM. The new Agreement not only protects the University from legal and financial risks; but also reflects the realities of the current arrangement and addresses concerns of the University community.

The financial benefits to the University are significant. Financial contributions to the University are three-fold and set out in more detail in the ICM Review Document:

- **Royalty Fees:** Each term ICM pays royalties to the University in the form of a percentage of ICM gross revenues, as specified in the Third Schedule of the proposed agreement. The royalty fees paid to the University are over and above payments made to the English Learning Centre (ELC), and for the professors teaching ICM courses, which are paid directly by ICM. Since the inception of ICM, the annual contract royalty payments have continued to grow, with the 2016 annual payment reaching \$4.1 million. Royalty fees

during the period covered by the accompanying report, 2007 to December 2015, accumulated to \$14.4 million. Including the most recent remittance in January 2017, royalties since September 2008, have now accumulated to \$18,217,388.

- **Other Fees:** Each term ICM pays agreed fees to the University for ICM student access to the University for a variety of student services, including access to the University libraries and recreation facilities. ICM students also pay a technology fee each term.
- **Tuition:** ICM students that subsequently transfer to the University generate significant revenues through tuition and the differential fees payable for the duration of their undergraduate degree studies at the University. Since these are students who would not otherwise have been admitted to the University, these follow-on fees are truly additional revenues for the University. The registration of qualified students from the ICM program at the University from 2008 – 2016 has resulted in over \$47.1 million in revenue for the University.

RESOURCE REQUIREMENTS:

Recognizing that ICM use of University facilities and resources increases with student enrollment, the Agreement gives the University control over maximum levels of student enrollment. This is important for the University to manage available facilities and resources. For 2015-16, ICM programs were assigned 10 full day (8 am to 10 pm) and 4 half day (1:30 pm – 5:30 pm) classrooms. The former were located in the Fitzgerald Building (5), St. Paul's College (4), and the Education Building (1). Classroom assignments for the latter were accommodated in Education, Russell, Tier, Architecture II, Machray Hall, Engineering II, and St. Paul's College (most rooms are used only one afternoon per week). The Registrar has noted that we have sufficient teaching space inventory to accommodate the ICM programs.

Instructional space rental costs paid to both St. John's and St. Paul's colleges total just over \$222,000 from 2008 to 2016. Other expenses include audiovisual equipment rental, as well as other minor expenses totaled less than \$35,000 over the period. Combined, these expenses represent roughly 1.8% of the total revenue collected during the period. Although overhead costs exist as part of the ICM program, these are mainly fixed expenses such as amortization, principle and interest, electricity, and heating expense, which would exist without ICM. Further, the proposed agreement charges ICM for flow-through utility charges assessed to other units on campus (e.g. telephone and postage), and rental rate charges should the royalty fees payable to the University fall below a threshold of equivalent value for use of administrative space.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

The ICM Program was introduced prior to Taking Our Place: The University of Manitoba Strategic Plan 2015-2020. However, the University's relationship with ICM and the ongoing program strongly supports the second goal under 'Inspiring Minds through innovative and quality teaching', that is, to 'Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.'

The ICM Program has contributed to the University meeting and surpassing its initial international

student target of 10% of total undergraduate enrolment and further increasing the diversity of the international student population. The success of these students has strengthened our international reputation as a provider of relevant and high quality programs.

IMPLICATIONS:

There are minimal implications to the University. The proposed Agreement is explicit that the arrangement between the University and ICM is not a partnership. Therefore, ICM bears the financial and legal risk for offering the ICM Program. The Fees paid to the University are not based on the profitability of the ICM Program (or ICM in general), they are a fixed percentage fee stipulated in the agreement. Robust risk management provisions are included in the Agreement to mitigate financial and/or legal risk to the University, such as:

- Expanding the scope of the indemnity and insurance clauses;
- Terms and conditions around use of the Facilities, including protections for the University with respect to assignment and relocation of space, retainer of ownership, reasonable use, damage to property, liens, and prohibition of assignment or subletting of space.
- a minimum fee payable to the University based on usage of administrative square footage;
- The University has the ability to terminate the Agreement under specified terms and conditions, such as default.

ALTERNATIVES:

An international pathway program will no longer be offered at the University of Manitoba, and as result, the University will no longer benefit from a stream of diverse international students and the Fees/tuition generated from the Agreement.

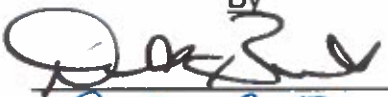
CONSULTATION:

Provost and Vice-President (Academic), Vice-Provost (Integrated Planning and Academic Programs), Vice-Provost (Students), Vice-President (Administration), Associate Vice-President (Administration), Registrar, Executive Director (Enrollment Services), General Counsel



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>		<u>April 10, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Janice Restick</u>	<u>Apr 10, 2017</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	April 5, 2017
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Submission prepared by: Naomi Andrew, Director and General Counsel

Submission approved by: _____

Attachments

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

1. Summary Document provided to Senate
2. ICM Review Document for Senate
3. Copy of ICM Agreement, April 7, 2017

Recognition and Educational Services Agreement between the University of Manitoba (the “University”) and the International College of Manitoba (“ICM”)

PREAMBLE

1. In 2007, the University entered into ten-year agreement with Navitas Canada Holdings Limited (“Navitas”), a company wholly owned by IBT (Canada) Pty Ltd, a 100% subsidiary of Navitas Limited of Australia. In Manitoba, the company operates as the International College of Manitoba (ICM). On October 20, 2011, Navitas’ name was changed to International College of Manitoba Limited.
2. The current agreement between the University and ICM expires on December 31, 2017.
3. The President committed that any proposed renewal of the agreement with ICM would come before Senate for approval.
4. The University and ICM completed a progress report and evaluative review of the ICM Program (the “ICM Review Document”) together with an in-depth review of the current agreement. Based on this review, the University began the process of discussing the terms and conditions of a renewal that would replace the existing agreement and extend the relationship between the University and ICM.
5. The relationship between ICM and the University has grown and matured over the last 10 years. While there have been challenges, the relationship has proven to be viable and beneficial for the University community. An improved, more comprehensive agreement, that specifically addresses previously raised issues, will provide for an enhanced operational framework that will build upon the current relationship and allow for improvements moving forward.

OBSERVATIONS

1. *Relationship between the University and ICM*

- International College of Manitoba Limited, trading as International College of Manitoba, is a company duly incorporated under and pursuant to the laws of the Province of British Columbia, registered to conduct business in the Province of Manitoba, and wholly owned by Navitas.
- The relationship between the University and ICM is governed by contract. The University and ICM are not partners, joint venturers or members of a joint enterprise, nor is the relationship of principal and agent created. The proposed agreement is now explicit that the arrangement between the University and ICM is not a partnership. Therefore, ICM bears the financial and legal risk for offering the ICM Program. The fees paid to the University are not based on the profitability of the ICM Program (or ICM in general); they are fixed percentage fees stipulated in the agreement.

- Pursuant to the agreement, ICM recruits and offers a range of academic and other supports to international students who, because of English language proficiency and/or academic standing, would not ordinarily be eligible for direct admission to the University. The University provides services and facilities in support of ICM's teaching and learning role, for which ICM pays a royalty fee. The University also provides academic oversight of the university-level courses offered by ICM. The objective of the agreement between the University and ICM is to increase the quality, quantity, preparedness, success, and diversity of international students attending the University.

2. **ICM Program**

- Details of the ICM Program are set out in the ICM Review Document. To summarize, there are two programs offered by ICM:
 - **University Transfer Program I (UTP I)**, designed to help students who have not achieved results deemed equivalent to Manitoba grade 12, and to meet UTP II entry requirements. Completion does not provide credit toward a degree at the University; and
 - **University Transfer Program II (UTP II)**, university-level courses based on our curriculum, taught and moderated by University-approved instructors, and assessed by University academic units as equivalent to their first-year courses.
- The ICM Program is designed to address the unique challenges of international students. It provides the acclimatization that they require, thereby ensuring their academic and social readiness for continued success in university-level studies. The program comprises study skills development embedded within rigorous academic course content, high levels of social and academic support and intensive English language instruction, if required.
- To ease students' transition to the Canadian academic environment, the ICM Program provides:
 - small class sizes and additional instruction time;
 - a high degree of interaction between the instructors and students; and
 - adaptive instruction with a strong emphasis on group work, presentations and peer assessment.
- To further enhance student success, the ICM Program places strong emphasis on academic honesty and learning in a Canadian environment. This is augmented by psycho-social supports to aid students in adapting to their new environment and developing healthy social networks.

3. **Alignment with Institutional Priorities**

- The ICM Program was introduced prior to *Taking Our Place: The University of Manitoba Strategic Plan 2015-2020*. However, the University's relationship with ICM and the ongoing program strongly supports the second goal under 'Inspiring Minds through innovative and quality teaching', that is, to 'Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.'

- ICM’s enrollment has grown from an initial intake of 33 students, in September 2008, to approximately 1,300 by September 2016. This growth has contributed to the University meeting and surpassing its initial international student target of 10% of total undergraduate enrolment—this target is now in the process of being revised. By November 2015, international students comprised 16.2% of the UM student population and ICM graduates made up 20% of these students.
- It should be noted that while the initial rate of growth in enrolments has slowed, current international events—most notably the effect of Brexit and the recent American elections—may result in increased international student interest and enrolments generally in Canada. This is addressed in the proposed agreement by introducing a mechanism to review enrollment targets annually going forward.
- The ICM program has played a significant role in increasing the number of international students on campus, increasing the diversity of the international student population, and through the success of these students strengthening our international reputation as a provider of relevant and high quality programs.

4. *Financial Benefits to the University*

- The University of Manitoba, along with all publically funded institutions in Manitoba, is facing a future of significant funding and budgeting challenges, along with potentially mandated fiscal restraints. For some, the preference may be to create an internal program that would hopefully create the same results as the ICM Program. However, the costs that would be incurred to create, resource, and maintain such a complex program internally would be beyond the current abilities of the University. ICM is an international company that specializes in bridge programming for international students who want to study abroad. The relationship between the University and ICM has proven to be positive, both from a program outcome and a financial perspective.
- In the context of provincial funding constraints, revenue generated from the agreement with ICM provides additional flexibility for participating units to invest in needs, such as graduate student support. For the broader University, the availability of these royalties facilitates the realization of more strategic projects, such as the Learning Commons development. It should be noted that ICM royalties do not cover UTP II course delivery costs, such as consumables, instructors, TAs and graders—these are paid by ICM. As well, the revenue provided by the ICM Program to date needs to be considered in the context of the strong enrolment growth experienced since inception in 2007 to December 2015. At current enrolment levels, these revenues will accumulate significantly.
- Revenues generated by the University from the agreement with ICM are significant. Financial contributions to the University are three-fold and set out in more detail in the ICM Review Document:
 - **Royalty Fees:** Each term ICM pays royalty fees to the University in the form of a percentage of ICM gross revenues, as specified in the Third Schedule of the proposed

agreement. The royalty fees paid to the University are over and above payments made to the English Learning Centre (ELC), and for the professors teaching ICM courses, which are paid directly by ICM. Since the inception of ICM, the annual contract royalty payments have continued to grow, with the 2016 annual payment reaching \$4.1 million. Royalty fees during the period covered by the accompanying report, 2007 to December 2015, accumulated to \$14.4 million. Including the most recent remittance in January 2017, royalties since September 2008, have now accumulated to \$18,217,388.

- **Other Fees:** Each term ICM pays agreed fees to the University for ICM student access to the University for a variety of student services, including access to the University libraries and recreation facilities. ICM students also pay a technology fee each term.
- **Tuition:** ICM students that subsequently transfer to the University generate significant revenues through tuition and the differential fees payable for the duration of their undergraduate degree studies at the University. Since these are students who would not otherwise have been admitted to the University, these follow-on fees are truly additional revenues for the University. The registration of qualified students from the ICM program at the University from 2008 – 2016 has resulted in over \$47.1 million in revenue for the University.
- The revenues generated by the University under the agreement benefit the University community in many ways, including:
 - University faculties are reimbursed from the fee payments for delivering courses in the UTP II program. \$3.4 million of the revenue has been transferred directly to faculties during the period of 2008-2016.
 - \$8.6 million of these fee payments have supported capital projects such as the Learning Commons, upgrades to St. Paul's College and renovations to the Fitzgerald Building.
 - The technology fee has accumulated to \$876,913, which has been directed to the Technology Endowment Fund and, used for the repayment of loans taken for larger projects, such as the campus WIFI project.
 - Future revenues flowing from ICM royalties, assuming steady state enrolment at the current level, have the potential to address a number of high impact strategic initiatives over the term of a new contract.
 - ICM also contributes revenues external to the current agreement, for example,
 - Through the recently negotiated membership of ICM students to the UM Active Living Center—this has been built into the new contract.
 - To December, 2015, ICM has contributed approx. \$2,958,646 to the ELC and IEP programs for English language instruction.
 - Contribution to instructors' salaries from inception (2007) to end of current term exceeds \$10,000,000. Currently, 84% of ICM's instructors teaching UTP II courses are teaching or have taught for the University or another Manitoban university. This additional income is important to these instructors, some of whom are graduate students in University programs.
 - Contributions to Student Residences arising from ICM student use of those facilities has accumulated to \$2,200,000.

5. *Discussion about the ICM Program*

While offering a number of benefits, the operation of ICM at the University has presented some challenges, which are listed below. These challenges have been the subject of discussion during annual presentations to Senate addressing ICM operations and periodically in discussions with ICM through the International College of Manitoba and University of Manitoba Academic Advisory Council (“AAC”).

Questions

A number of questions have been asked about the quality of the ICM Program and students, which are addressed below:

- **Non-Preferential Program Access:** ICM students who successfully complete 30 credit hours of UTP II courses are eligible to apply for admission to University undergraduate degree programs, subject to meeting all admissions requirements, including those for specific university-level courses, and meeting the minimum GPA levels required for admission to the relevant program, on the same basis as all other international student applicants. No guarantee of admission to competitive entry programs or those subject to an international quota is provided. As such no preferential program access is provided; ICM graduates have to compete on merit, particularly in programs such as Engineering and Asper that limit international student admissions.
- **Quality Assurance:** The proposed agreement contains provisions to ensure the integrity of the ICM Program:
 - University Departments or Faculties provide oversight and liaise with ICM to ensure that UTP II courses conform to University academic standards. They also ensure that instructors are properly qualified and that assessment procedures are appropriate.
 - Course results are reviewed by the AAC each term and reported to Senate annually.
- **Academic Integrity:** There is some evidence, both within the University and other universities within Canada, that the incidence of academic misconduct, relative to domestic students, tends to be higher on average among international students as a cohort. Notwithstanding, there is no definitive evidence that ICM graduates experience rates of academic misconduct higher than the rest of the international student cohort at the University. This is posited as arising from a variety of factors related to cultural norms, language attainment, and adaptation to a very different educational setting in Canada.
ICM takes issues of academic misconduct seriously and works hard to ensure students are taught how to appropriately cite and collaborate on academic work. Students are provided this information at pre-departure (prior to arriving in Canada) in the ICM Student Handbook, upon arrival at orientation, in a specialized introductory class (ILS-Interactive Learning Series) mandatory for all students, at the start of each course, in workshops offered during the term, and on a remedial basis, as necessary.

In addition to education about appropriate academic conduct, ICM provides advising supports and study and organizational skills instruction to help their students adapt to the Canadian environment.

As noted in the Review document, academic misconduct at ICM is recorded as first, second, and third offense, with penalties associated with each.

Academic misconduct statistics are reviewed each term at the AAC, and prior to the introduction in 2015 of a mandatory workshop for students submitting plagiarised materials (at the request of AAC), academic misconduct was reported for, on average, 4-5% of students in ICM courses (with 80% first time offences, dominated by plagiarism and inappropriate collaboration). During the Fall 2016 term, twenty-eight ICM students were linked with incidents of academic misconduct, representing approximately 2.16% of ICM student population, down from 4.40% in the previous term. AAC will continue to monitor this behavior.

ICM graduates transferring to the University become part of the broader body of international students and, as such, are included in discussions about the experience of a relatively higher incidence of academic misconduct amongst international students.

- **Academic Performance:** Outcomes for ICM Graduates entering the University compared to other the University international students, for the period from inception to December 2015 are presented in the accompanying ICM Review Document. As well, comparative GPA statistics are presented annually at Senate. The available evidence suggests that on aggregate ICM graduates perform about as well as other international students with respect to progression, graduation, and GPA. However, while we continue to undertake this exercise, there are significant differences between ICM students and international students admitted directly to the University. As opposed to the latter, prior to entering the University programs ICM students have not met the University required admission standards—that is the purpose of the UTP II program. Additionally, when comparing progression data it needs to be recognized that ICM students are not able to transfer in courses from previous work completed at international universities (because of the aforementioned eligibility issue), as such, time to completion, on average, would be expected to be longer than that of comparison group.

Improvements to Agreement

Concerns were raised about the current agreement with ICM that have been addressed in the proposed agreement:

- **Academic Freedom:** a section has been added to the proposed agreement recognizing the importance of academic freedom within the ICM Program, and whereby ICM commits to the principles of academic freedom.
- **Recruiting Practices:** The proposed agreement places an obligation on ICM to inform students that they are not students of the University. Further, on January 1, 2016, The International Education Act (“IEA”) and its’ associated regulations, including the Code of

Practice and Conduct Regulation (the “Regulations”) were introduced. The IEA has two main purposes:

- to protect international students attending educational institutions in the province from potential fraud and negligence; and
- to promote Manitoba’s reputation as a high quality destination for international study by providing a measure of quality assurance through the IEA.

ICM is a designated education provider under the Act. Not only is ICM legally compelled to comply with the Act and Regulations, it is also responsible for conveying the contents of the Regulation to their staff recruiters and to the contracted agents associated with ICM.

- **ICM use of facilities and resources:** Recognizing that the use of University facilities and resources increases with ICM student enrollment, the proposed agreement gives the University control over maximum levels of student enrollment. This is important for the University to manage available facilities and resources. For 2015-16, ICM programs were assigned 10 full day (8 am to 10 pm) and 4 half day (1:30 pm – 5:30 pm) classrooms. The former were located in the Fitzgerald Building (5), St. Paul’s College (4), and the Education Building (1). Classroom assignments for the latter were accommodated in Education, Russell, Tier, Architecture II, Machray Hall, Engineering II, and St. Paul’s College (most rooms are used only one afternoon per week). The University Registrar has noted that we have sufficient teaching space inventory to accommodate the ICM programs.
- **Intellectual Property:** the proposed agreement reaffirms that ownership of course materials and any other works produced by University instructors are governed by the collective agreement (or University Policy in the case of a non-UMFA member).
- **Financial expense to the University:** Instructional space rental costs paid to both St. John’s and St. Paul’s colleges total just over \$222,000 from 2008 to 2016. Other expenses include audiovisual equipment rental, as well as other minor expenses totaled less than \$35,000 over the period. Combined, these expenses represent roughly 1.8% of the total revenue collected during the period. Although overhead costs exist as part of the ICM program, these are mainly fixed expenses such as amortization, principle and interest, electricity, and heating expense, which would exist without ICM. Further, the proposed agreement charges ICM for flow-through utility charges assessed to other units on campus (e.g. telephone and postage), and rental rate charges should the royalty fees payable to the University fall below a threshold of equivalent value.
- **Risk Management:** Robust risk management provisions have been added to the proposed agreement to mitigate financial and/or legal risk to the University, such as:
 - Expanding the scope of the indemnity and insurance clauses;
 - Terms and conditions around use of the facilities, including protections for the University with respect to assignment and relocation of space, retainer of ownership, reasonable use, damage to property, liens, and prohibition of assignment or subletting of space.

- a minimum fee payable to the University based on usage of administrative square footage;
- the ability to terminate the agreement under specified terms and conditions, such as default.

6. ICM Review Document

- To support Senate’s discussions about the agreement, a comprehensive report on ICM’s operations since inception has been prepared and is included herewith.
- The report outlines the mechanisms in place to ensure that all course features related to design, delivery, and assessment meet University standards and equivalency. The course moderation process provides for departmental review and approval of instructor credentials, course syllabi, examinations, and final grades.
- The report also outlines a variety of outcomes, including those related to students’ academic performance within the ICM Program, benchmarks against other cohorts of students, instructor attitudes, and student satisfaction.
- Lastly, the report sets out the financial contributions of the ICM Program to the University.

7. Conclusion

The University and ICM completed a progress report and evaluative review of the ICM Program and a thorough analysis of the current agreement, taking into consideration how the ICM Program and arrangement between the parties has matured and changed since 2007. The University considered things such as:

- The increased student enrollment (and therefore increased use of facilities);
- Fine tuning and changes to program administrative that have occurred over the years; and
- The role of the committees and lines of communication.

The University also looked back on previous concerns raised by the University community over the years.

It was important to ensure that the ICM Program and proposed agreement:

- Not only protects the University from legal and financial risks;
- But also reflects the realities of the current arrangement and addresses concerns of the University community.

The relationship between the University and ICM is essential to providing a learning environment rich with diversity and opportunity. Having a successful and recognized program onsite at the University that

provides international students with a pathway to post-secondary education is fundamental to the future success of many international students.

The relationship between the University and ICM has been enhanced through a mutual program review that recognized and acknowledged the past and ongoing challenges faced by both institutions. With this in mind, and with a more robust and comprehensive agreement in place, we can move forward with compatible goals and approaches to success.

8. Recommendation

That the Senate recommend the Recognition and Educational Services Agreement between the University of Manitoba and ICM be renewed.

Respectfully submitted,

Janice Ristock,
Provost and Vice-President (Academic)

The structure of the new Agreement closely mirrors that of the one currently in place, with several important additions. The following provides a section-by-section summary of highlights.

Current Agreement	Proposed Agreement
RECITALS	
<p>The section includes three enumerated elements which indicate that:</p> <ul style="list-style-type: none"> • The Pathway will offer a range of educational services and the University will provide facilities and services, in consideration for which ICM will pay fees; • Pathway students that successfully complete UTP II will be eligible to apply to the University and receive Transfer Credits; and • This agreement will form the basis of the relationship. 	<p>The renewed Agreement reiterates the prior recitals and adds a new one noting that this agreement replaces the agreement currently in effect.</p>
SECTION I – Definitions And Interpretation	
<p>The section provides definitions for 23 different terms used throughout the agreement.</p>	<p>The same terms appear in the proposed Agreement.</p> <p>Two have been renamed for added clarity:</p> <ul style="list-style-type: none"> • “Semester” becomes “Term;” and • “Program” becomes “University Program.” <p>Five additional terms have been added:</p> <ul style="list-style-type: none"> • “Facilities,” in reference the new Schedule Six (see below); • “ICM Programs,” to differentiate from University Program; • “JSAB,” in reference to the new entity in Section Seven (see below); • “Mandatory Fees,” reference those paid by all students for access to services and facilities; • “University ESL Programs,” to differentiate from University Program and ICM Programs.
<p>A clause on interpretation is included to clarify how the agreement is to be understood.</p>	<p>The clause on interpretation is restated, with the addition of a reference to the Schedules that form part of the new Agreement (see below).</p>

Current Agreement	Proposed Agreement
SECTION II – AGREEMENT TERM	
The section outlines a term commencing December 1, 2007 and ending December 31, 2017.	The new Agreement commences on the date it is signed by both parties and expires on December 31 st , 2028,
SECTION III – Core Agreement	
The section has a brief overview of the relationship which, similar to the recital, indicates that the UNIVERSITY will provide facilities and access to undergraduate curriculum to the Pathway, that the Pathway will deliver courses in accordance with the agreement and pay fees to the University in consideration for the facilities and services it provides.	The clause is restated, noting the co-operative relationship.
OBLIGATIONS OF THE COLLEGE	
<p>This section stipulates that the Pathway shall:</p> <ul style="list-style-type: none"> • Cooperate with the University on courses eligible for transfer credit that will be fully articulated; • Provide for a program that students may complete in two terms; • Have entry criteria as outlined (see Second Schedule, below); • Ensure access to and completion of non-credit English and math studies for students requiring it; • Meet the minimum class contact hours per week; • Ensure students meet the University’s prerequisite requirements for taking any given course; • Engage instructional staff that meet requirements for appointment at the University; • Be responsible for all Pathway employees, including instructional staff; • Require evaluation and achievement of students consistent with the University; • Ensure that students are aware of their status vis-à-vis the Pathway and the University, access to University services (per Fifth Schedule, below) and University 	<p>The clauses are restated in the new agreement, with the following changes:</p> <ul style="list-style-type: none"> • ICM is required to collect Mandatory Fees (see Section II, above) from students and remit them to the university; • The provision referencing University property has been amended to reference the new Fifth Schedule (see below); • A new provision has been included requiring ICM to extend academic freedom to its instructors in a manner similar to that which the University provides its instructors.

Current Agreement	Proposed Agreement
<p>policies (for which the University maintains absolute discretion);</p> <ul style="list-style-type: none"> • Provide a fair grade appeal process separate from the University appeals process; • Charge tuition fees at a level comparable to the University; • Offer ancillary (i.e. non-credit) courses; • Offer no other programs that imply an affiliation with the University without its approval; • Be responsible for administrative practices for student records, classes and examinations, tuition and fees, hiring and termination of staff; equipment and document handling, and student advising; • Pay fees to the University (per Third Schedule); • Conduct an annual audit of revenues and fees and provide it to the University upon request; • Prepare all promotional material and seek approval of the University for same where it refers – expressly or by inference – to the University; • Advise the University of legal action taken against ICM which could give rise to action against the University, provide documentation related thereto when requested by the University, and inform the University of any potential claims which may involve a claim against the University; • Make no alterations or improvements to the University property; • Permit the University representatives to attend any course; • Be responsible for the conduct of all persons on the University campus at the invitation of ICM (e.g. students, staff, instructors); and provide a list of all staff (including instructors); • Comply with all applicable laws and with the policies of the University and provide evidence of compliance upon request; 	

Current Agreement	Proposed Agreement
<ul style="list-style-type: none"> • Require that students have comprehensive health insurance; • Honor the University's agreements with exclusive service providers on campus. 	
INDEMNITY AND INSURANCE	
<p>This section outlines ICM's indemnification of the University for any costs the University incurs in relation to gross negligence or non-performance. This section also requires ICM to maintain and all relevant insurance policies with limits and coverage acceptable to the University.</p> <p>As well, ICM is required to produce documentation of same upon request.</p>	<p>The proposed agreement contains all of the basic provisions of the current agreement, but is significantly expanded to specify in further detail each of the provisions of the current agreement.</p>
OBLIGATIONS OF THE UNIVERSITY	
<p>This section stipulates that the University shall:</p> <ul style="list-style-type: none"> • Ensure that there is a course coordinator in place for each department with whom the Pathway can consult; • Each term, make available a recruitment or admissions officer to advise Pathway students on University programs of study and credit transfers; • Provide sufficient facilities and equipment to the Pathway including classrooms, 	<p>The clauses are restated in the new agreement, with the following changes:</p> <ul style="list-style-type: none"> • A new provision has been added requiring the University to appoint a senior employee to act as a liaison between ICM and the University; • The two current provisions on teaching and administrative space have be collapsed into one and condensed, referring instead to the new and more detailed Sixth Schedule;

Current Agreement	Proposed Agreement
<p>audiovisual equipment, software (where feasible), internet connectivity, library access, and administrative space, with chargebacks for which other units are assessed (e.g. telephone and postage).</p> <ul style="list-style-type: none"> • Include the Pathway as a study option in its materials for prospective students who would not be able to enter the University directly; • Provide the Pathway licence to promote course as eligible for transfer credit to the University; • In the event that the agreement is terminated, provide arrangements for students to complete their program of study. 	<ul style="list-style-type: none"> • A new provision is added noting that the University will not otherwise establish a similar Pathway program; and • A new provision is added indicating that the University will support and share the evaluation of Pathway students' performance.
MUTUAL COVENANTS	
<p>This section stipulates that both parties agree that:</p> <ul style="list-style-type: none"> • The University will provide Equivalency Audit services and that grades may be adjusted accordingly; • Pathway graduates may apply for admission to the University on a competitive basis (i.e. admission is not guaranteed) and receive Transfer Credit in the appropriate degree program; • A joint Academic Advisory Committee will be created comprising majority representation by the University, with the purpose of reviewing and providing advice to the University and the Pathway on the academic program; • Marketing costs incurred by either party may be billed to the other where a prior agreement has been reached; • The agreement does not imply any relationship beyond that specified and that the ICM is responsible for its own employees and related costs and obligations; • Each party is responsible for their own taxes; 	<p>The clauses are restated in the new agreement, with the following changes:</p> <ul style="list-style-type: none"> • A new Joint Strategic Advisory Board has been formed comprising equal representation of senior administration of both the University and ICM, with the purpose of holding annual discussions on issues related to the agreement, delivery of student services, student transitions, and emerging opportunities and threats; • A new provision in which both parties will work to facilitate students' entry into required ESL programs (as required), their participation in social activities, and transition into the Pathway academic program; and • The marketing provision has been expanded to provide for joint marketing efforts if and when both parties agrees this is so desired.

Current Agreement	Proposed Agreement
<ul style="list-style-type: none"> • The agreement may be terminated by either party under specified terms and conditions; • Each party retains ownership of its own intellectual property and where new material is created is shall vest jointly between the specified party and/or the employed author, consistent with current University policies and agreements; • ICM will consider itself to be an “educational body” under FIPPA, and either party may share information in confidence, subject to required disclosure under the law. 	
GENERAL	
<p>This section includes several general provision outlining that</p> <ul style="list-style-type: none"> • The agreement will be governed by the laws of Manitoba; • Provisions are severable; • Amendments may be made by mutual agreement; • Mediation and Arbitration may be used to resolve disputes; • Waivers must be provided in writing; • Approvals by either party are at their discretion; • Both parties will make good faith efforts to fulfill the agreement; • Neither party can assign its rights or obligations; • Each party will bear its own costs; • The agreement may be executed in counterparts; and • Formal notice must be in writing and delivered in person or by mail. 	<p>The clauses are restated in the new agreement, with the following added provisions:</p> <ul style="list-style-type: none"> • Each party assures it has full legal capacity to enter into the agreement and its obligations and undertaken due diligence; • A <i>force majeure</i> provision; • A provision noting that the University is not in a joint enterprise with ICM, nor a partnership; • ICM will not register title again any University lands; and • Provisions on indemnity and responsibility for taxes survive the agreement until no longer required by law.
FIRST SCHEDULE – Rules for the ICM Programs	
<p>Detailed terms and conditions of the program, namely that:</p> <ul style="list-style-type: none"> • The Pathway programs will be structured to allow for student progression into the University degree programs; 	<p>The clauses are restated in the new agreement, with the following added provisions:</p> <ul style="list-style-type: none"> • The programs are renamed to UTP Stage I and UTP Stage II; • Students who successfully complete the UTP II program with a minimum 2.0 GPA

Current Agreement	Proposed Agreement
<ul style="list-style-type: none"> • There will be two programs: the Foundation Studies Program for non-credit courses (e.g. Grade 12 pre-requisites) and UTP for for-credit university courses; • Students will complete 30 credit hours of University-approved courses; • The Pathway programs will generally reflect the University’s practices and the University will provide notice of changes that may impact Pathway programs; • Students who have successfully completed 30 credit hours and meet the University admission requirements will be admitted with applicable transfer credits; and • Student may be permitted to complete up to a maximum of 60 credit hours within the Pathway. 	<p>will be eligible to apply for admission to the University with transfer credit;</p>
SECOND SCHEDULE – Admission Criteria	
<p>Detailed admission criteria for the program are listed in this Schedule.</p> <ul style="list-style-type: none"> • the Pathway is responsible for recruiting and admitting students under the terms of this schedule. • Provides for annual review of admissions criteria; 	<ul style="list-style-type: none"> • New clauses have been added to reflect admission to the UTP Stage I and AES programs, including a detailed table of English competency criteria; • Recruitment targets have been set and will be determined on a go-forward basis by the JSAB. • Provides that the University will endeavour to give 12 months’ notice of changes to admissions criteria.
THIRD SCHEDULE – Fees	
<p>Outlines the fees to be paid to the University for the UTP course.</p>	<ul style="list-style-type: none"> • The fee structure has been expanded and now includes separate fees for UTP I, UTP II and AES courses.
FOURTH SCHEDULE – Schedule of Requirements for Course Co-ordination	
<p>Notes the commitments of the University to designate Course Coordinators and outlines the duties of same. More information on this process</p>	<ul style="list-style-type: none"> • Deans are now responsible for the appointment of course coordinators for courses eligible for Transfer Credit;

Current Agreement	Proposed Agreement
is provided in Appendix 14 of the attached report to Senate.	
FIFTH SCHEDULE – Access to University Services	
Notes that Pathway students will have access to the University services, pay a fee for same, and produce a student ID card when accessing services.	<ul style="list-style-type: none"> • Specifies that this excludes the services offered by UMSU or any other third party.
SIXTH SCHEDULE – Facilities	
There was no Sixth Schedule in the original agreement.	<p>Notes that the University will provide the use of facilities exclusively for the sole purposes of the fulfillment of the terms of the agreement, and also provides non-exclusive use of common areas.</p> <p>Provides all standard protections for the University with respect to assignment and relocation of space, retainer of ownership, reasonable use, damage to property, liens, and prohibition of assignment or subletting of space.</p> <p>Also provides for flow-through utility charges assessed to other units on campus (e.g. telephone and postage), and rental rate charges should payments to the University (under the Third Schedule) fall below a threshold of equivalent value.</p>

ICM Review Document for Senate

For the Period 2008-09 to 2015-16

FINAL

March 3, 2017

Executive Summary

The International College of Manitoba (ICM) delivers pathway programs for primarily international students who would not normally qualify for direct entry to the University of Manitoba (UM). ICM students who successfully complete the ICM program are eligible to apply for transfer to UM and if they meet prescribed admissions criteria will be granted transfer credits for university courses completed at ICM. While at ICM, students pursue their studies in a supportive environment that includes small class sizes, extended teaching hours, additional learning assistance and social-emotional support in their transition to living and studying in Canada. ICM's intensive learning experience familiarizes students with Canadian university teaching and learning styles, academic expectations, writing standards, and English language usage. Students also receive help in locating housing and assistance in adapting to the Canadian culture and the University's learning environment. ICM helps students who are far from friends and family, and who are often living on their own for the first time, to build the supportive social networks that are necessary for success in postsecondary studies.

ICM has been in partnership with UM since December 2007, with the first students arriving in September 2008. From inception to December 2015, 1,720 students have successfully completed the ICM program with a minimum 2.0 GPA. Of these students, there were 1,610 that subsequently registered at the U of M in a degree-seeking program, by Winter 2016.

This report outlines the contractual relationship between ICM and UM. It describes the quality control measures that ensure that course content, instructor qualifications, all course work including final examinations and the overall approval process for assessing student performance and outcomes meet the academic standards for the same courses offered by UM. The report also describes professional development opportunities provided to instructors at ICM and includes their feedback on teaching experiences at the College. It outlines the support and programming available to students to facilitate their adaptation to the Canadian cultural and academic context. Data on ICM student enrolment, academic attainment, and satisfaction with the program are reported. The performance of ICM students after transfer to the UM is compared with that of international students who were admitted under direct entry to UM programs.

Overall, this report demonstrates that the viability of ICM programs, faculty support, and student achievement are high. Student numbers have grown significantly since its inception in 2007, and ICM transfer students' academic performance in UM programs has compared favorably with direct entry international students. Students and faculty report high levels of satisfaction with the teaching and learning support provided by ICM. Student satisfaction with extracurricular support is high. While these indicators of quality are gratifying, like all things they can be improved upon. ICM continually assesses the program together with UM to ensure that high standards are maintained while seeking further opportunities for innovation and improvement.

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1. Introduction and Background

a. Rationale for the Relationship

In the Spring of 2007, UM began formal negotiations with Navitas that resulted in the signing of a contract in December of that year. At that time, one of the UM's strategic goals was to increase international student numbers to comprise at least 10 per cent of its undergraduate population.

UM's Academic Strategic Plans have always placed special emphasis on student success. In 2007, the Provost, Robert Kerr, reported that "35-40% of international students are unsuccessful at the end of their first year. For those international students who are not required to participate in English language training at the University prior to admission (those admitted on the basis of their English Language Test Scores) the failure rate is 52%"¹.

The University felt that it was critical to provide a less difficult transition to university study for international undergraduate students. The International College of Manitoba (ICM) was seen as one way to accomplish this.

Moreover, the establishment of ICM was expected to strengthen UM's efforts to internationalize the institution and to diversify the international undergraduate student body.

b. Summary of Academic Framework

In 2007, UM entered into an agreement with Navitas Canada Holdings Limited, a company incorporated under the laws of British Columbia and registered in the Province of Manitoba. Navitas Canada Holdings Limited is wholly owned by IBT (Canada) Pty Ltd, a 100% subsidiary of Navitas Limited of Australia, formerly known as IBT Education Limited. In Manitoba, the company operates as the International College of Manitoba (ICM). On October 20, 2011, Navitas Canada Holdings Limited was changed to International College of Manitoba Limited.

ICM recruits and offers a range of academic and other supports to international students who, because of English language proficiency and/or academic standing, would not ordinarily be eligible for direct admission to UM. UM provides services and facilities in support of ICM's teaching and learning role, for which ICM pays a royalty. UM also provides academic oversight of the university-level courses offered by ICM. The objective of the agreement between UM and ICM is to increase the quality, quantity, preparedness, success, and diversity of international students attending the UM.

c. Programs Offered by ICM

ICM offers the following two programs:

- **The Foundation Studies Program, also referred to as University Transfer Program Stage I (UTP I):** This is a pre-university program designed to help students meet UTP II entry requirements (i.e. course pre-requisites). Completion of this program does not entitle students to any credit toward a degree at UM. UTP I courses may be viewed as equivalent to Grade 12 courses only for

¹ Minutes of the Senate Meeting held on January 9, 2008, pg. 4.

the purposes of progressing to UTP II programs. Approximately 10 percent of ICM students are registered in the UTP I program in any given term.

- **The University Transfer Program Stage II (UTP II):** This program consists of university-level courses based on UM curriculum, taught and moderated by UM-approved instructors, and assessed by UM academic units as equivalent to their first-year courses. The UTP II program is designed to prepare students for success in UM degree programs. Upon successful completion of 30 credit hours of UTP II courses with a minimum grade point average of 2.00, students are eligible to apply for transfer to UM. These courses are fully transferrable to undergraduate degree programs at UM; many other universities in Canada also accept these courses for transfer credit.

Students are admitted to UTP II only if they have completed appropriate course work at the secondary level equivalent to Manitoba Grade 12 with an entrance score marginally below that set for direct entry to UM, but which is mutually agreed to between ICM and UM's Admission Office.

d. Academic Advisory Council

The International College of Manitoba and University of Manitoba Academic Advisory Council (AAC) advises UM and ICM regarding the UTP II program and manages the academic relationship between the two partners. The membership of this Council comprises equal numbers appointed by UM and by ICM, plus a council Chair appointed by UM.

The AAC is a key point of liaison between ICM and UM and has four main functions:

1. Provide advice to ICM and UM on the academic operations of ICM.
2. Review the activities of ICM.
3. Monitor student achievement.
4. Report annually to Senate via UM President.

The role of this Council is reviewed in Section 5 below. The complete Terms of Reference for the Council can be found in Appendix 1.

e. Academic Responsibilities

University of Manitoba

Instructors of UTP II courses must be approved in advance by the relevant Deans of Faculties or Heads of academic departments of UM.

To ensure that each UTP II course meets UM's academic standards and therefore qualifies for transfer credit to UM programs, the UM Dean of the relevant Faculty is responsible for appointing a Course Coordinator who, in turn, is responsible for:

- ensuring the instructor is qualified to teach the course according to the standards of the UM department;
- reviewing the UTP II course outline, including the proposed assessment components, to ensure they meet departmental standards;

- providing occasional advice regarding course content and assessment standards to the UTP II instructor;
- ensuring equivalency of assessment standards by reviewing a sample of assignments and/or final examinations; and
- reviewing the final course grades to ensure these are consistent with UM norms.

International College of Manitoba

ICM operates in ways consistent with UM's normal teaching and learning practices. In particular, ICM:

- ensures that students have access to supplementary non-credit courses, and, if required, ensures that students satisfactorily complete such courses;
- ensures that students enrolled in UTP II courses have met the required prerequisite(s);
- ensures that each UTP II course has no fewer contact hours than the University's equivalent course;
- engages sufficient numbers of instructional staff to offer the UTP II program, and ensures that all instructional staff meet the threshold requirements for appointment to a similar UM position;
- ensures that students are evaluated in UTP II courses using similar assessment methods and meet levels of achievement that are consistent with those required by UM in its equivalent courses;
- provides a fair grade appeal process to students in UTP II courses—see Appendix 9, ICM Academic Handbook, section 5.5;
- charges students in UTP II courses tuition fees that are comparable to those charged to international students in equivalent courses offered by UM; and
- is responsible for the conduct of ICM staff and students on campus.

f. Admission to the University and Transfer Credits

ICM students who successfully complete 30 credit hours of UTP II courses are eligible to apply for admission to undergraduate degree programs offered by UM, subject to:

- meeting all admissions requirements including those for specific university-level courses;
- meeting the minimum GPA required for admission to the relevant program; and
- understanding that UM cannot guarantee admission of ICM graduates as admission to UM is competitive and may be subject to quota (usually Faculty-specific).

If an ICM student is admitted to UM, transfer credits are awarded for completed UTP II courses, all of which have been evaluated by the relevant academic department as equivalent to corresponding UM courses. In cases where ICM students are not admitted to a particular Faculty (such as Engineering) because of limits on the number of international students, ICM works with the Faculty and the student to explore options at other Canadian universities.

g. Rules for the Operation of UTP II Courses

UTP II courses follow UM's policies and practices with respect to prerequisites, co-requisites, progression, and exemptions. ICM monitors changes in UM policies and practices and calendar requirements.

h. University Services and Facilities

ICM students are provided access to UM services such as libraries and counseling services that are available to UM students. Access is provided at fees similar to those paid by UM students.

ICM classes are held in various UM buildings in accordance with UM's classroom booking system. ICM uses UM laboratories for its Science course offerings. Oversight of the use of these laboratories is provided by University personnel.

UM's Admissions Office works closely with ICM staff to ensure a smooth transition of suitably qualified ICM students to UM programs. At least once per term, a recruitment officer or admissions officer advises ICM students on the University's undergraduate programs. Advisors from various faculties also meet with ICM students as they consider which UM programs to join after completing their studies at ICM.

As part of the agreement, UM currently provides nine offices in University Centre for the administration of ICM.

i. Quality Assurance

ICM strives to ensure that the quality of the student experience at ICM is high. Accordingly, a number of quality assurance programs have been implemented to assist in assessing and increasing, where necessary, the quality of programming, instruction, and student experience. Subsequent sections of this report indicate steps taken by ICM to assure that ICM courses and processes meet UM's high standards of quality—Section 5 below outlines some of these quality assurance practices.

2. The Learning Environment at ICM

ICM programs provide a bridge between secondary school and university studies, primarily for international students who do not meet the admission standards for direct entry to UM. ICM offers students the opportunity to complete university-level courses based exclusively on UM's curriculum.

a. Student Diversity

ICM is characterized by a wide range of diversity within its student body. Students are distinguished not only by their national and cultural origins but also by significant variability of their:

- first language;
- approach to learning;
- academic expectations;
- prior academic attainment; and
- motivation.

This diversity provides a rich and rewarding learning and teaching environment for students and instructors. It also generates challenges that students and instructors must overcome if students are to be successful.

ICM admission requirements are slightly lower than UM for English language proficiency and for high school grades. This means that the risk associated with taking students who are below the minimum UM admissions requirement is assumed by ICM. ICM students who transfer to UM must demonstrate their eligibility to enter UM which ensures that UM gets students who have demonstrated an ability to succeed. ICM students are still required to meet the minimum entrance requirements to any UM program as approved by Senate, prior to transferring to the institution.²

b. Distinctive Teaching and Learning Environment

ICM addresses the challenges that international students may encounter through a holistic, student-centred approach to their teaching and learning experience, which starts at pre-departure and continues through to their transition to the mainstream university program. Facilitating this process are a variety of support programs and systems, which are outlined further in this document.

ICM's teaching philosophy embodies the following values and principles:

- respect for diversity;
- adaptation to the learning needs of students;
- emphasis on scholarly inquiry and lifelong learning; and
- encouragement for students to become independent learners.

Access to UM facilities and participation in the UM student community provide ICM students with a seamless transition to their future studies at the UM.

ICM also believes that a supportive learning environment extends beyond academic instruction and embraces general student welfare, with programming provided to meet these needs. In this regard, ICM

² For information on Program Admission Requirements at the University of Manitoba, please visit <http://umanitoba.ca/student/admissions/application/program-admission-requirements.html>.

surveys its students regularly and adapts its programs and services to meet the full range of needs students express. Appendix 2 and 3 provide additional information on these surveys.

c. Academic Schedule

ICM's academic year consists of three thirteen-week terms. This allows students to spread their studies across a twelve month period and, because there are three intakes per year, allows students the greatest flexibility in beginning and completing their studies at ICM.

d. Development of Generic Skills and Abilities

In all of its teaching, ICM aims to develop in students the following generic skills:

- written and oral communication;
- appreciation of primary and secondary research;
- analysis and critical evaluation of evidence;
- problem solving;
- use of information technology;
- academic integrity;
- independent learning;
- interpersonal communication;
- team work;
- class participation;
- cultural awareness; and
- time management.

The aim is not only to give students the required content in each course, but also to develop and demonstrate scholarly skills appropriate to the Canadian post-secondary context.

e. Delivery Model

The strategies and structures employed by ICM include:

- small class sizes, generally fewer than 35 students;
- one additional contact hour per week with instructors in each course;
- block teaching (most courses are offered in 2- or 4-hour blocks);
- an adaptive teaching model that focuses on student needs as they arise such as making additional tutorials available to students who are at risk;
- a mandatory first term Interactive Learning Skills (ILS) course which develops skills in listening, analytical and critical thinking, research, academic writing (including grammar and referencing), individual and group work;
- accessible individual learning assistance (instructor consultation and ICM academic advisors);
- proactive intervention if early academic results indicate difficulties; and
- attendance taking, with follow-up on irregular attendance.

f. ICM's Welcoming Environment

ICM has cultivated a warm and welcoming open-door atmosphere where students can access academic and general advice whenever it is needed. This is essential for students in an unfamiliar cultural and learning environment.

Academic advisors try to balance friendly assistance with helping students become self-reliant in a post-secondary educational system. ICM has a four-person full-time Academic Advising team.

g. ICM Programs

(i) Admission to ICM

ICM admits students directly into the UTP II program whose English language proficiency is below that required by UM for direct entry. Following admission and the successful completion of 30 credit hours of university-level courses at ICM, ICM students are deemed by UM to have demonstrated English language proficiency. Students whose proficiency is marginally below that required by ICM enrol in the Academic English Success course in which they concurrently take additional language training and suitable university-level courses (see Mixed Programs below).

In other cases, students that may not be directly admissible to UM (because they have not achieved results in academic subjects deemed equivalent to Manitoba grade 12 courses, or if UM is unsure of their qualifications) are also admitted to ICM. However, in all cases, actual admission to ICM is on the basis of school performance standards agreed between ICM and UM.

ICM offers two programs, University Transfer Program Stage 1 (UTP I) and University Transfer Program Stage II (UTP II). The program framework is set out in Figure 1 below.

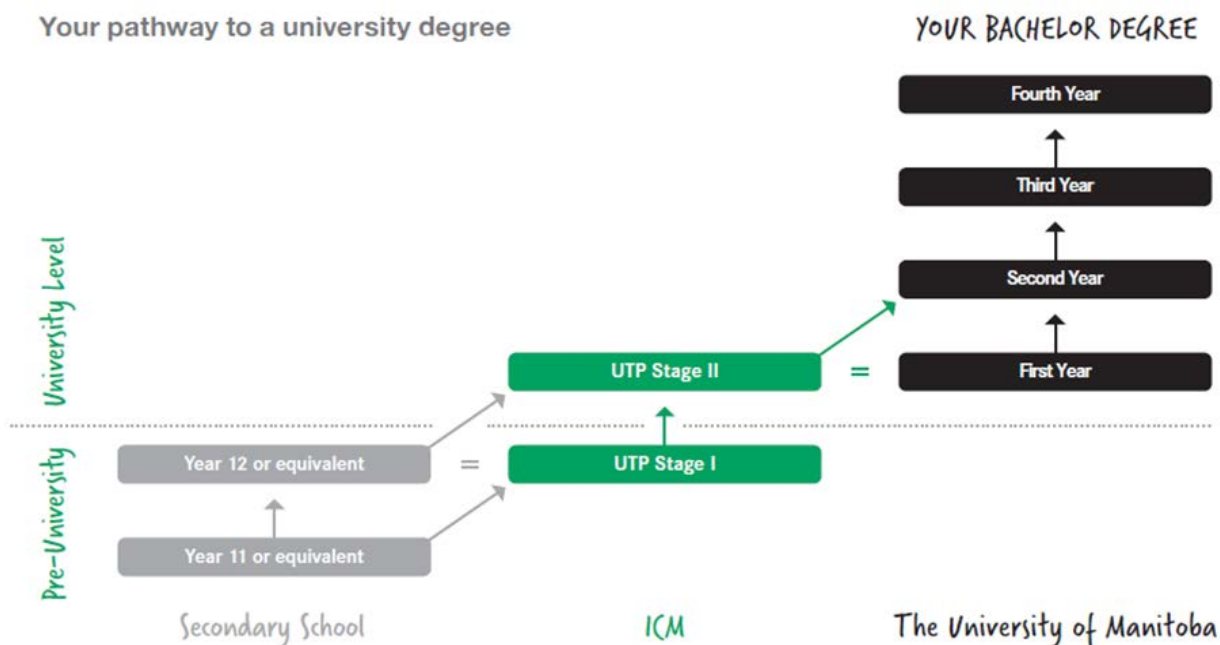
(ii) University Transfer Program Stage I (UTP I)

The UTP I curriculum has been developed for ICM, in conjunction with UTP II instructors, to ensure that students achieve the preparation needed for successful transition to their University studies. The program focusses on academic reading and writing, critical thinking, mathematics, chemistry and physics that serve as prerequisites for admission to corresponding courses in the University Transfer Program Stage II (UTP II).

Students complete the program by passing eight courses, each consisting of four hours of class time per week, per term—a total of 52 hours of study per course. Students must meet minimum academic performance criteria, which vary depending on the student's anticipated study stream in UTP II. For example, entry to the UTP II Engineering pathway program requires a 75 percent average in Physics, Chemistry, and Math, and no grade less than 70 percent; entry to Business pathway program requires a 65 percent average; entry for Arts or Science pathway programs, requires a 60 percent average. A student that passes four UTP I courses in one term with a minimum grade of 70 percent in each subject may advance immediately to UTP II.

Students in the UTP II program who are lacking required high school prerequisites in mathematics, chemistry, or physics may register in the appropriate UTP I courses.

Figure 1: ICM University Transfer Program Stage I and Stage II Program Framework



Entry into UTP Stage II is dependent upon successful completion of UTP Stage I or satisfactory completion of Year 12 or equivalent.

Entry into second year of your university degree is dependent upon successful completion of UTP Stage II with the specified Grade Point Average (GPA).

UTP I courses offered at ICM change from time to time and include:

- Basic Chemistry
- Basic Physics
- English Skills (Reading)
- English Skills (Writing)
- The Story of English
- Foundations of Mathematics
- Introduction to Algebra
- Introduction to Mathematics
- Introduction to Business Management
- Introduction to Economics
- World Issues
- Introduction to Statistics

Complete UTP I course descriptions can be found in Appendix 4.

(iii) University Transfer Program Stage II (UTP II)

The UTP II pathway programs consist of courses, the successful completion of which, facilitates transfers to undergraduate programs in Arts, Business, Engineering, Environment, Earth and Resources, and Science at UM. Appendix 5, Table A lists all of the UTP II UM courses offered by ICM since 2008. In recent years, ICM has offered approximately 30-35 different UTP II courses per term. Not all courses are taught each term, but care is taken to rotate course offerings so that students have access to a wide variety of subjects during their studies at ICM. Many courses are delivered in multiple sections, consistent with UM policy, which allows ICM to keep class sizes small. In the winter term of 2015, for example, UTP II offered 33 courses in 97 sections, as shown in Appendix 5, Table B.

Complete course descriptions for the UTP II courses can be found in Appendix 6.

(iv) Mixed Program

ICM admits students directly to its UTP I and UTP II programs with an IELTS score of 5.5 and above with no band less than 5.0 (or equivalent). However, UTP I and UTP II students who have an IELTS score of 5.0, and no band lower than 4.5, are admitted to ICM's "Mixed" program. These students register in an Academic English Studies (AES) course which meets for 16 hours per week. ICM's Academic English Studies course is taught by ICM instructors using a curriculum devised and overseen by UM's English Language Centre. These students also register in one or two academic courses, normally math or basic science courses that do not require extensive reading or writing. The Mixed program allows students to focus on the acquisition of English and to utilize their language studies in actual classroom situations. This approach reinforces interest in learning English and allows students to make progress in their academic studies at the same time. See Appendix 7 for the AES course outline.

(v) Ancillary Courses

ICM offers a course to all UTP II students referred to as Interactive Learning Skills (ILS). This is a required, non-credit pass/fail course for which students are charged no fee. This course, provided over 13 weeks in the student's first term of study, addresses the learning skills required to be successful in university studies in a Canadian teaching and learning environment. These skills include preparing for tests, note taking, time management, writing research papers, and understanding and avoiding academic dishonesty. The course also includes information to assist students' adaptation to the Canadian context such as history of Winnipeg, field trips around the city, colloquial English, and cultural differences students may encounter in Canada.

Students on academic probation (Appendix 9, ICM Academic Handbook, Section 5.6) or students at risk are required to enrol in a free seminar series entitled REBOOT. This series consists of eight workshops that help students understand the significance of their academic record, their personal learning styles, effective learning strategies for different types of courses, and personal action plans for their current terms. Students are required to meet individually with academic advisors to assess their plans.

During the May 2015 term, ICM introduced a mandatory workshop for students who had been identified as submitting plagiarised materials during the previous term. The objective of this workshop is to instill in students an appreciation of what constitutes academic plagiarism and to help students devise specific strategies to guard against such academic dishonesty in future.

Complete course descriptions for the ancillary course offerings can be found in Appendix 8.

h. Other Student Activities

ICM provides a number of support activities each term. These include the following:

PRE-DEPARTURE SERVICES – Prior to the start of each term, ICM provides detailed pre-departure services to new incoming students. This includes numerous personal e-mail communications on accommodations booking, registering for classes, and how to be prepared for coming to Winnipeg. Additionally, ICM hosts pre-departure webinars for students prior to each intake, explaining what to bring with them, what to expect when arriving in Winnipeg, banking information, last-minute accommodations, and getting around campus. Students have the opportunity to ask questions and acquire information on any outstanding issue. These webinars serve as a forum for students to meet each other prior to arriving so they do not feel alone during the orientation session upon arrival in Winnipeg.

Navitas maintains an offshore network of 23 offices with more than 130 staff that have responsibility for more than 100 source countries. These staff are engaged in supporting students and their parents during preparation for the students' travel and study at ICM.

ORIENTATION - A compulsory Orientation Day provides a series of creative and enjoyable activities that orient students to ICM, the overall operation of UM, and to Winnipeg. The Orientation Day is facilitated by trained student volunteers who spend an entire term planning the activities and events. An Orientation "Campus Tour" familiarizes student with important locations on the UM campus. An "Academic Success" session familiarizes students with important information about their studies at ICM including an introduction to the Student Academic Handbook which can be found in Appendix 9. This is followed by an interactive session that quizzes students on what they have learned, with prizes awarded. Finally, a major goal of Orientation Day is to allow students to meet new people and to have some fun.

PEER ADVISORS – ICM's Peer Advisors are students trained to advise other students. They provide help and advice to students with questions about their studies and general inquiries. All Peer Advisors participate in a series of training sessions and working group activities designed to prepare them for their role. This program provides an excellent opportunity for students to get involved with helping others. Peer Advisors are a great resource for students, in addition to ICM's formal student advisors.

PEER EDUCATORS – The Peer Education Program involves two groups of students who have done exceptionally well academically and wish to assist others with their studies. The first of these groups are the Peer Tutors. After a period of training, Peer Tutors are available twice per week, on a drop-in basis, to students seeking help with assignments for particular courses. The second group are the Supplementary Instruction (SI) Leaders. These high achieving students are nominated by their former instructors to lead supplementary group sessions to review core course concepts and facilitate additional practice exercises for students.

ACADEMIC WORKSHOPS - ICM offers a number of workshops each term that are designed to help students improve their academic skills. These include study strategies, reading and writing, and exam preparation. Workshops are also held on 'how to apply' to different UM Faculties.

ICM STUDENT COUNCIL - The Student Council is comprised of a Student Leader, an Incoming Student Leader, and twenty general members. The Council's main purpose is to serve as an advocate for its members with respect to the physical environment within which ICM operates, and to provide support to students through social events and other awareness activities. Students are encouraged to join the Student Council for a two-term commitment.

SOCIAL EVENTS - ICM hosts three student-led social events each term. Many different types of events are offered, and have previously included soccer and cricket games, a Halloween ghost walk field trip, skating at the Forks, winter outdoor activities at the Fort Whyte Centre, international pot luck dinners, movie nights, glow bowling, paint ball, and cultural nights featuring music and dance performances by students. These events are very well supported by the student body.

COURSE AND PROGRAM ADVISING - ICM has four staff available for academic advising who see students on a drop-in basis. The ICM web-based student portal also contains a great deal of academic information to help students make informed choices, and workshops are provided each term by ICM academic advisors to help students plan their programs. Advisors from various UM Faculties provide up to three information sessions annually depending on frequency of admissions to their programs.

VOLUNTEERING - Once students are settled in Winnipeg, ICM encourages them to get involved as volunteers with activities at ICM, UM, or the greater Winnipeg community. Volunteer opportunities at ICM include planning social events, tutoring academic subjects, assisting at Orientation, and helping with other special events. ICM also engages its "alumni" (those who have transferred to UM) in volunteer opportunities. These include lead roles in Orientation or Peer support program opportunities. Those who express interest in these are provided specific training.

INTEGRATED TUTORIALS – ICM, with the support of the instructor's feedback, embeds additional tutorials within some of its courses that help students develop skills in essay-writing and problem-solving. Subject-specific tutorials in the past have included Literary Topics, Business Communications, Thermal Sciences, and Statistics.

STUDENT PORTAL - Students and instructors have a user-friendly, web-based portal that provides administrative support, communication, and course administration tools to enhance the students' studies.

TRANSITION WORKSHOPS - University staff from UM's Enrolment Services and the International Center provide a workshop each term to help students with their transition to UM. ICM students are introduced to Aurora, the student registration system at UM, and are provided with information on the registration process. Students are also given some guidelines about student advising facilities in the Registrar's Office, Faculties, and Departments to help make their transfer to mainstream UM programs as seamless as possible.

i. Access to University of Manitoba Facilities

Each term, ICM students pay compulsory fees (established by the University) to UM, akin to those paid by UM students. This provides ICM students with access to general student services and facilities available to UM students. These include the International Centre, University Health Services, Recreation Services, Career and Counseling Services, campus libraries, computer labs, residences, and the homestay program. ICM students are issued an “UMnet” ID to access computer services. The overall objective is that ICM students will benefit from access to UM facilities on the same basis as UM students.

j. Student Feedback

ICM makes available a variety of ways for students to provide feedback about their ICM experience. All students are asked to complete a web version of the University of Manitoba Students' Evaluation of Educational Quality (SEEQ) for all courses. Students also evaluate their teaching and laboratory assistants through a survey created by ICM and administered through the student portal. If students identify instructional issues, ICM discusses them individually with the instructor until they are resolved satisfactorily.

A Student Satisfaction Survey is completed annually (Appendix 2). In 2016, 14% of students completed the survey. A summary of the key measures is provided in Tables 1, 2(a) and 2(b).

Table 1: 2016 Student Satisfaction Survey related to the teaching and learning environment.

Areas Assessed	Excellent and Good	Excellent, Good, Satisfactory
Overall, how do you rate the quality of teaching:	76%	98%
Overall, how do you rate the quality of support services:	61%	92%
Overall, how do you rate your College in providing these learning opportunities:*	67%	93%
Overall, how do you rate the quality of the facilities and resources:	73%	97%
Overall, how do you rate the quality of customer service:	68%	93%

*Learning about diverse cultural backgrounds, improving English language skills, developing academic skills, developing work related skills, understanding expectations for studying at university.

ICM has maintained or improved on its performance, as assessed by the survey, in each year the survey has been completed. Section 2k below outlines just some of the actions ICM has taken in response to this feedback.

Table 2a: Student Satisfaction Survey related to the teaching and learning environment, 2009 – 2016

	Excellent, Good and Satisfactory Ratings							
	2009	2010	2011	2012	2013	2014	2015	2016
Overall, how do you rate the quality of teaching:	100%	99%	96%	99%	97%	96%	97%	98%
Overall, how to you rate the quality of support services:	96%	100%	93%	97%	93%	95%	95%	92%
Overall, how to you rate the quality of the learning culture:	88%	100%	95%	98%	96%	N/A	N/A	N/A
Overall, how to you rate the quality of the learning environment:*	92%	96%	94%	98%	95%	94%	N/A	N/A
Overall, how to you rate the quality of the facilities and resources:	92%	96%	98%	97%	98%	94%	95%	97%
Overall, how to you rate the quality of customer service:	88%	97%	97%	98%	98%	95%	90%	93%
Participation rate	21%	30%	26%	52%	29%	19%	27%	14%

*This question was re-phrased to 'Overall, the College has an excellent environment' in the 2015 Student Satisfaction Survey.

Table 2b: Student Satisfaction Survey re: ICM overall environment

	Strongly Agree, Agree, Neutral Ratings	
	2015	2016
Overall, the College has an excellent environment:	87%	91%

In recent years, the participation rate in the survey, as seen in Table 2a, has been disappointing. ICM has attempted to encourage participation by offering incentives to participate and by considering when best to schedule the survey, including the possibility of asking students to complete this during class time. These efforts proved useful in 2015; however, participation rates dipped again in 2016. In future years, ICM will work with the ICM Student Council to help promote the value of student feedback through the completion of this survey.

Navitas participates in the International Graduate Insight Group independent research survey known as the "i-graduate survey". This provides comparative data from the International Student Barometer (ISB) from over 1200 educational institutions internationally and over 1.3 million student respondents. Colleges and universities are compared with one another, and are provided trend analyses of their own

performance over time. In Canada, universities such as British Columbia, Toronto, Queens, Simon Fraser, York, and Ryerson purchase this service. The survey captures feedback from students about their experiences in terms of pre-arrival information, learning environments, living environments, and supports available. ICM participates in the survey every two years. The ISB data provides ICM with comparative data on key elements of student experiences as compared to other post-secondary institutions, other Navitas colleges, and at ICM over time.

The results of the 2013 i-Graduate survey³ are located in Appendix 3. At ICM, 341 of 751 students (45%) of possible respondents participated.

Table 3 shows that ICM’s overall scores in each of the four main categories (learning, living, support, and arrival) and indicates areas needing improvement.

Table 3: 2013 i-Graduate Survey of student satisfaction percentage of students who were satisfied or very satisfied with ICM overall.

	ICM	ISB %	Navitas %	ISB +/-	Navitas +/-
<i>LEARNING OVERALL</i>	84%	86%	88%	-2%	-4%
<i>LIVING OVERALL</i>	84%	87%	87%	-1%	-1%
<i>SUPPORT OVERALL</i>	89%	90%	89%	-1%	0%
<i>ARRIVAL OVERALL</i>	85%	89%	88%	-4%	-3%
OVERALL	86%	89%	87%	-3%	-1%

In addition, the survey looks at sub-categories of data and Table 4 shows that the ICM scores in this regard are comparable with both the ISB and other Navitas Colleges. It also identifies areas where ICM students would appreciate additional services, such as career advice and work experience.

Using both internal and independently conducted external research, ICM is regularly monitoring the satisfaction of its students. It uses these data to continually adjust and improve its student service.

³ The 2015 survey results are not yet available.

Table 4: 2013 i-Graduate Survey of student satisfaction percentage of students who were satisfied or very satisfied with learning at ICM

	ICM	ISB %	Navitas %	ISB +/-	Navitas +/-
LEARNING AVERAGE	88%	86%	90%	+2%	-2%
LEARNING OVERALL	84%	86%	88%	-2%	-4%
Course content	94%	89%	91%	+5%	+3%
Physical library	92%	89%	90%	+3%	+2%
Assessment	91%	87%	91%	+4%	0%
Technology	89%	89%	91%	0%	-2%
Good teachers	89%	87%	91%	+2%	-2%
Online library	89%	90%	90%	-1%	-1%
Performance feedback	90%	81%	89%	+9%	-1%
Learning support	93%	88%	90%	+5%	+3%
Virtual learning	91%	91%	92%	0%	-1%
Preparing for studies	91%	92%	92%	-1%	-1%
Language support	88%	88%	90%	0%	-2%
Marking criteria	90%	81%	90%	+9%	0%
Multicultural	92%	90%	91%	+2%	+1%
Teachers' English	88%	90%	92%	-2%	-4%
Learning spaces	85%	89%	91%	-4%	-6%
Careers advice	77%	73%	83%	+4%	-6%
Work experience	75%	69%	82%	+6%	-7%

k. ICM Response to Student Feedback

ICM reviews the feedback received from all student surveys and gives special attention to those items for which satisfaction levels are below 90%, and those categories where there is a relatively low proportion of “good” and “excellent” ratings.

Course specific feedback, in the form of SEEQ evaluations for every course, provides useful information on the quality of instruction. ICM’s Senior Academic Manager meets with the individual instructors to discuss these results, provides suggestions or strategies for dealing with reported problems, and helps instructors develop a follow-up plan.

Student concerns about the physical classroom environment are communicated to UM in an effort to find solutions.

ICM promoted and supported the formation of a student advisory committee in 2009-2010, which subsequently resulted in the establishment of the ICM Student Council. Since that time, the Student Council has taken a strong leadership role in two ways. On the one hand, the Student Council serves as an effective advocate for its members with respect to the physical environment within which ICM operates. At the same time, the Student Council is active in the organization of social events at ICM and the encouragement of ICM students to participate in volunteer activities both in ICM and in the broader community. These activities in turn have helped ICM “grads” to achieve leadership positions in UM Faculty-based student organizations, in the UM Senate, and as elected officials in the University of Manitoba Student Union.

3. ICM Students

a. International Mobility and ICM Student Profile

Globally, hundreds of thousands of students engage in studies outside of their home country. The motivations of these students are multifarious, but in large measure they, and their parents, seek educational opportunities abroad due a few key factors (or combination thereof):

- **Access:** The access to high-quality education in their home country is quite limited. Though most countries can boast at least one high-quality post-secondary institution, the number of spots available in such institutions is quite limited and alternative options are not reputable or otherwise undesirable. Study in a university or college outside of the country is the only option for those students who do not have the very highest academic grades.
- **Reputation:** Many students are focused on opportunities for gainful employment and rely on the credibility and rigour that are imparted by an international credential from a reputable educational institution.
- **English:** Many students understand that their career prospects rely on strong fluency with English which, in turn, makes them a more attractive candidate for hire and provides a higher degree of mobility and work options.
- **Opportunities:** Some students look to study as the first step towards immigration. International students that graduate from university are excellent candidates for immigration as they have a recognized credential, a fluency in an official language, work experience (in many cases), strong social networks, and an already well-developed understanding of the host country's cultural norms.

For these reasons, and more, international study is a goal for many students and their families from a very early age. While some students come from affluent backgrounds, many families around the world save for many years in order to afford their children the opportunity to study and succeed abroad.

Many universities actively seek out international students as they are often seen as one reputational marker of an institution's openness to, and engagement with, the world. International students provide different perspectives in the classroom, add to the cultural mosaic, support transnational research, and provide the university with a cadre of motivated talent that contribute to its diversity, learning, financial health, and place in the world.

The University of Manitoba provides students a compelling option for accessible, high-quality education that is internationally recognized and provided in an environment that is not merely tolerant, but safe, welcoming, and supportive. In Canada and Manitoba, this is buttressed by numerous governmental initiatives: robust public funding for education, health care coverage, ability to work while studying, the encouragement to work and immigrate after graduation, and a tuition tax rebate for those who choose to stay.

While the above is a broad characterization of global drivers of international mobility, there are several traits that characterize students that choose ICM.

They do not meet UM entrance requirements. Notwithstanding UM's strong commitment to accessibility and equity in educational delivery, ICM students are beyond the reach of the UM because they cannot be admitted.

They are price sensitive. Fees at ICM are kept comparable to those charged by the UM. Notwithstanding that these are significantly higher than domestic rates (for various reasons), they are moderate in the Canadian context and – when comparing other English speaking destinations – are relatively low. ICM – like UM – is attractive because of the offer a high-quality of education at a reasonable price. This is particularly true when you factor in the relatively low cost of living – accommodations, transportation, and food – in Winnipeg.

They are courageous, but realistic. ICM students are attuned to the challenges they will face trying to succeed in a completely foreign environment – particularly if they've already experienced academic struggles – and choose to take on the challenge all the same. They do so, however, knowing that they need additional assistance and seek out options that provide the additional academic and social wraparound supports provided the College.

Students marginalized by no study options at home, sensitive to costs, and willing to take a chance on themselves - this particular combination of factors makes ICM students a unique cohort of students. ICM students are very diverse in terms of nationality and culture, extremely dedicated and hardworking, and highly motivated by the knowledge that ICM represents their best and, in many cases, only chance to obtain a university degree.

b. Enrolment at ICM over time

In September 2008, the first intake of students at ICM was 33 students and enrolment has grown to 1,206 students as of the Winter 2016 term. Table 5 shows total student enrolment consisting of returning students and new students, by term.

Students admitted to UTP I generally need two terms to complete their program before transferring to the UTP II. Some students may need to complete additional courses in order to fulfill pre-requisites for UTP II science courses. All of these circumstances would extend the time students spend in ICM.

Students in UTP II can complete the program in three terms, however, those in the Mixed program, who need to complete an Academic English Skills program in conjunction with academic work, generally need one additional term to complete their studies.

Table 5: Enrolment by term

	Total Enrolment	Returning Students	New Students
Fall 2008	33	-	33
Winter 2009	81	29	52
Summer 2009	116	75	41
Fall 2009	202	93	109
Winter 2010	247	168	79
Summer 2010	268	188	80
Fall 2010	378	223	155
Winter 2011	418	315	103
Summer 2011	405	320	85
Fall 2011	510	304	206
Winter 2012	576	410	166
Summer 2012	527	416	111
Fall 2012	671	434	237
Winter 2013	735	528	207
Summer 2013	682	551	131
Fall 2013	864	561	303
Winter 2014	902	684	218
Summer 2014	798	625	173
Fall 2014	1,032	629	403
Winter 2015	1,111	811	300
Summer 2015	925	759	166
Fall 2015	1,164	757	407
Winter 2016	1,206	877	329

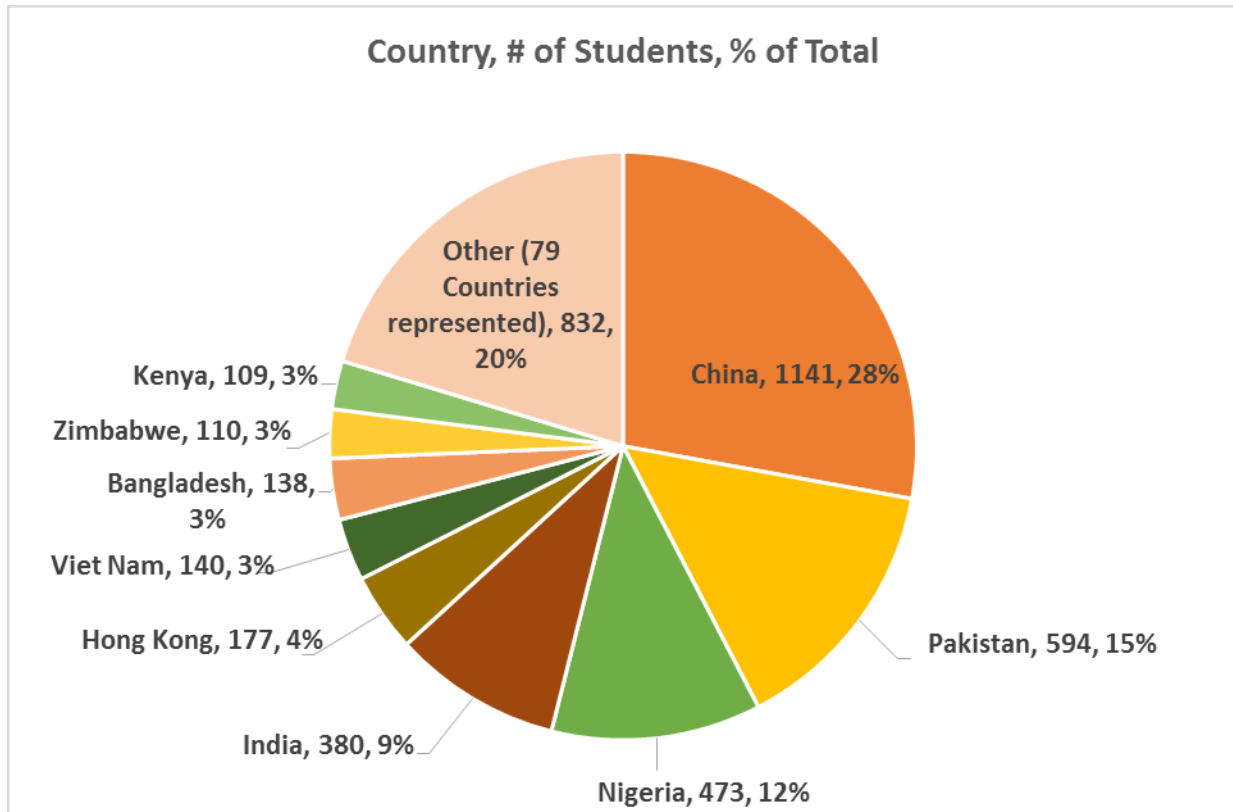
From inception to December 2015, 1720 students have successfully completed the ICM program with a minimum of 30 credit hours and a GPA of 2.0 or greater. Of these students, there were 1610 (93.6%) that subsequently registered at the U of M in a degree-seeking program, by Winter 2016. See Table 8 for a breakdown of students by ICM program and completion date.

ICM has contributed to UM meeting and surpassing its international student target of 10% of total undergraduate enrolment. By November 2015, international students comprised 16.2% of the overall student population and ICM graduates made up 20% of the international student population at UM.

c. Country of Origin

ICM has admitted students from over 80 countries for the period through 2008/09 to 2015/16. Figure 2 presents the proportion of students from the countries with the largest representation at ICM. A complete listing of students admitted to ICM, by academic year and country, can be found in Appendix 10. A few students in the list are shown as having Canadian citizenship, derived from their parents' Canadian citizenship; however, their entire educational experience has been outside of Canada.

Figure 2: Student Diversity at ICM 2008-2009 to 2015-2016 (n = 4,094)



d. Retention of ICM Students

Table 6 presents attrition rates (eligible returning students who did not re-register at ICM), by academic term. Students who chose to defer their studies for a single term are not included in this measure of attrition.

At UM during the period 2010-2012, the latest three-year period for which data are available, the average attrition rate between first year and second year for all undergraduate students was 13.6%, with no difference between domestic and international students. At ICM during the comparable three year period, the average attrition rate was 5.7%.

Table 6: ICM Attrition Rates

Attrition Rate	
Fall 2008	12%
Winter 2009	3%
Summer 2009	6%

Attrition Rate	
Fall 2012	6%
Winter 2013	6%
Summer 2013	6%

Attrition Rate	
Fall 2009	7%
Winter 2010	8%
Summer 2010	7%

Attrition Rate	
Fall 2013	6%
Winter 2014	2%
Summer 2014	8%

Fall 2010	2%
Winter 2011	6%
Summer 2011	7%

Fall 2014	5%
Winter 2015	9%
Summer 2015	6%

Fall 2011	4%
Winter 2012	7%
Summer 2012	7%

In addition to tracking student attrition, ICM attempts to gather information from students concerning their reason for leaving the program, although not every student chooses to reveal this information. Table 7 summarizes this information, provided by 620 exiting students since ICM began in 2008.

Table 7: Student Reasons for leaving their ICM Program, 2008-2016 (n = 915)

Reason for Leaving	Students (%)
Did not Re-Enrol (No Specific Reason)	32.46%
Other University/College	22.08%
Manitoba Institute of Trades and Technology	12.68%
Red River College	8.74%
Returned Home	8.52%
Academic Difficulties	4.15%
Financial Issues	3.39%
University of Manitoba Direct Entry	2.51%
Visa-Related Matters	2.51%
Unknown	2.08%
Other Navitas College	0.87%

ICM collects anecdotal data regarding the transfer of students to other post-secondary institutions. As noted above in Table 7, approximately 44% of students who withdrew from ICM moved to another post-secondary institution. Students have self-reported studying at a variety of universities across the country, including Dalhousie University, University of New Brunswick, Concordia University, University of Toronto, Carlton University, University of Ottawa, Ryerson University, Lakehead University, University of Regina, University of Alberta, Thompson Rivers University, and University of Winnipeg. Some students have also chosen to transfer from degree to diploma programs and have pursued options with Red River College and Manitoba Institute of Trades and Technology (formerly Winnipeg Technical College). Some students have indicated they planned to study in their home country, the UK, Australia or the US.

e. Graduation Numbers and Rates

On average, ICM students complete the UTP II program in 3.5 terms of study. Those students who were required to complete the UTP I program or the Mixed program before beginning their UTP II studies in general require an additional one or two terms at ICM.

Table 8 details the number of students who successfully complete the UTP II program, by declared ICM program of study (i.e. passed a minimum of 30 credit hours of UTP II courses with a minimum GPA of 2.0). Students can complete the ICM program in April, August, or December. Students who hope to be admitted to Faculties that have September-only intakes (e.g., Asper School of Business or the Faculty of Engineering) may apply and be admitted to the Faculty of Arts, the Faculty of Science, or the Division of Extended Education until these applications can be considered. Some of these latter students choose to stay an extra term at ICM.

Table 8: ICM Graduates by program stream

Term Ending	Arts	Business	Engineering	Science	Total Graduates*
Aug 2009	1	4	1	5	11
Dec 2009	1	6	1	5	13
April 2010	2	9	2	5	18
Aug 2010	5	19	11	12	47
Dec 2010	8	11	5	10	34
April 2011	6	24	6	13	49
Aug 2011	16	32	17	21	86
Dec 2011	22	27	8	6	63
April 2012	12	27	12	11	62
Aug 2012	21	36	22	22	101
Dec 2012	13	33	13	14	73
April 2013	22	28	13	21	84

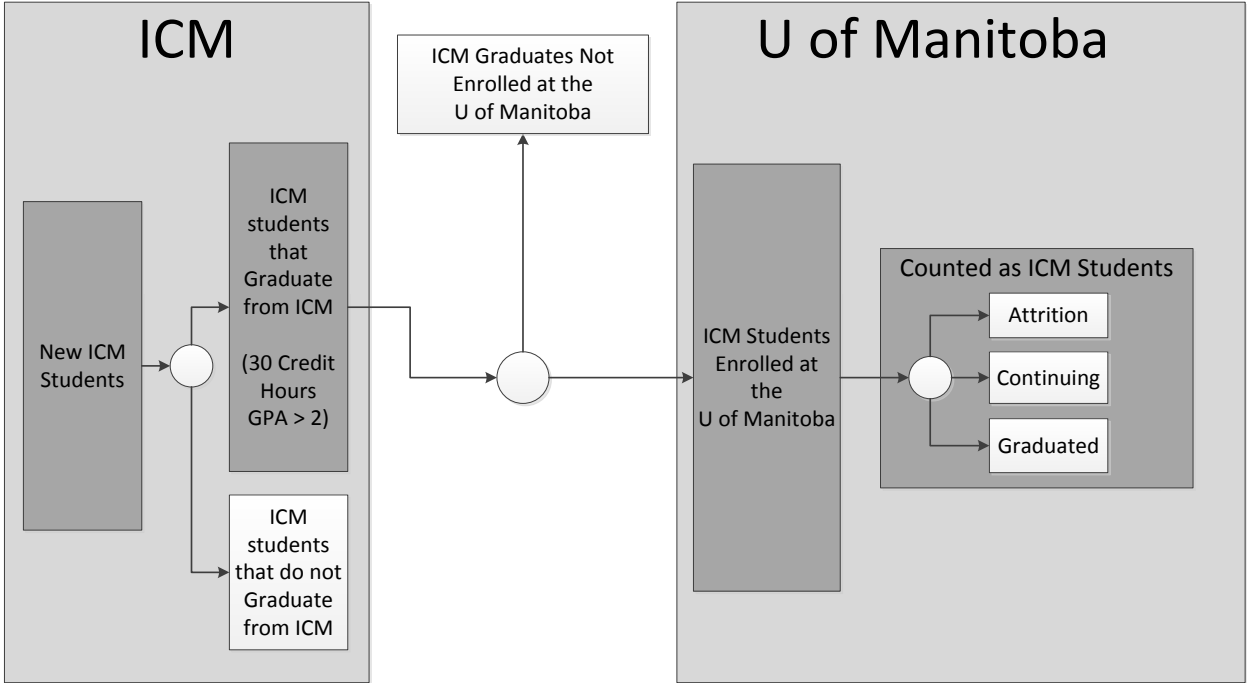
Term Ending	Arts	Business	Engineering	Science	Total Graduates*
Aug 2013	22	49	28	35	134
Dec 2013	21	26	14	44	105
April 2014	26	50	27	21	124
Aug 2014	17	60	37	37	151
Dec 2014	20	32	13	59	124
April 2015	14	45	17	61	137
Aug 2015	33	45	16	70	164
Dec 2015	36	32	8	64	140
Cumulative	318	595	271	536	1720

* Graduates are those students who completed the ICM program with 30 credit hours and a minimum 2.0 GPA.

f. Transfers to the University of Manitoba

Between August 2009 and December 2015, 1720 students have successfully completed the UTP II program (achieving a minimum of 30 credit hours with a GPA of 2.0 or greater). Of these, by the end of Winter 2016, a total of 1610 or 93.6% had registered at UM for at least one term.

Figure 3: ICM Student Pathways to UM



(i) Program of Study at the University of Manitoba

Table 9 documents the distribution of ICM students, by Faculty for the 2015-2016 academic year.

Table 9: ICM Enrolment by Faculty at the University of Manitoba, 2015-2016 (n=388)⁴

Admit Term	Faculty	Full	Part	Total
Fall 2015	Agricultural & Food Sciences	7	1	8
	Architecture	1	0	1
	Art, School of	2	0	2
	Arts	66	18	84
	Business, Asper School of	39	2	41
	Engineering	13	1	14
	Environment, Earth & Res.	12	1	13
	Kinesiology and Rec Mgmt	1	0	1
	Medicine ⁵	1	0	1
	Science	91	22	113
	Subtotal	233	45	278
Winter 2016	Arts	35	19	54
	Environment, Earth & Res.	3	1	4
	Science	41	11	52
	Subtotal	79	31	110
	Total	312	76	388

(ii) Academic Performance at the University of Manitoba

The Office of Institutional Analysis provides data each year on the performance of ICM graduates (those who have achieved a minimum of 30 credit hours with a GPA of 2.0 or greater) admitted to UM; these has been included in the Annual Reports on the Operation of the ICM to Senate. These data compare ICM student outcomes with both domestic and international student cohorts that have been admitted on the basis of high school performance, following their second year of study. The domestic cohort includes Canadians and permanent residents, and the international cohort includes students with international status. A summary of the comparison of Degree GPA's from 2009-10 to 2015-16 is

⁴ Historical data in this regard have been provided in the annual reports to Senate.

⁵ Effective July 1, 2015, the Faculty of Human Ecology's programs and departments joined other academic units within the university. Students in Family Social Sciences are now reported under the College of Medicine.

presented in Table 10. This summary includes the academic performance of only those students who moved directly from ICM into UM in following year, and only for the Fall and Winter terms.

In general, ICM students compare favourably with international students who are admitted directly to the University of Manitoba.

Table 10: ICM Graduates at the UM by Cohort Group

	Sessional GPA*	Degree GPA**	N
Session 2015-16			
Domestic students (Intake Fall 2014)	2.88	2.90	2994
International students (Intake Fall 2014)	2.40	2.51	277
ICM graduates starting at U of M in Fall 2015 or Winter 2016	2.34	2.82	388
Session 2014-15			
Domestic students (Intake Fall 2013)	2.80	2.85	2954
International students (Intake Fall 2013)	2.47	2.55	258
ICM graduates starting at U of M in Fall 2014 or Winter 2015	2.35	2.89	322
Session 2013-14			
<i>Domestic students (Intake Fall 2012)</i>	2.82	2.87	3034
International students (Intake Fall 2012)	2.49	2.56	278
ICM graduates starting at U of M in Fall 2013 or Winter 2014	2.29	2.79	207
Session 2012-13			
Domestic students (Intake Fall 2011)	2.86	2.87	2950
International students (Intake Fall 2011)	2.43	2.51	211
ICM graduates starting at U of M in Fall 2012 or Winter 2013	2.35	2.80	163
Session 2011-12			
Domestic students (Intake Fall 2010)	2.90	2.90	2994
International students (Intake Fall 2010)	2.29	2.35	229
ICM graduates starting at U of M in Fall 2011 or Winter 2012	2.29	2.82	202

	Sessional GPA*	Degree GPA**	N
Session 2010-11			
Domestic students (Intake Fall 2009)	2.80	2.82	2880
International students (Intake Fall 2009)	2.32	2.49	194
ICM graduates starting at U of M in Fall 2010 or Winter 2011	2.17	2.69	68
Session 2009-10			
Domestic students (Intake Fall 2008)	2.77	2.79	2683
International students (Intake Fall 2008)	2.36	2.48	159
ICM graduates starting at U of M in Fall 2009 or Winter 2010	2.53	2.93	23

*The Sessional GPA is based on students' course completions in both the Fall and Winter term.

**The Degree GPA is based on all courses applied to the program, including transfer courses.

g. Summary of Student Data

A critical indicator of ICM program quality is whether those that graduate succeed in their programs once they transfer to the UM. Annual studies completed by the Office of Institutional Analysis (Tables 11a and 11b) show that ICM graduates that transition to UM are performing similarly and in some cases better than, direct entry international students. A cohort would normally be assessed for graduation after six years; however, as comparison solely on the basis of graduation does not address continuing students, the categories of graduated and continuing students have been combined to provide a sense of the outcomes of these two groups. The details of this summary are available in Appendix 11.

Table 11a: Comparison of Outcomes for ICM Graduate Compared to UM International Students

ICM Graduates - Continuing and Graduated Combined							
Year	Cohort Size	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2009-10	23	100%	87%	78%	65%	70%	70%
2010-11	89	100%	93%	90%	85%	74%	--
2011-12	194	98%	94%	90%	79%	--	--
2012-13	219	95%	95%	84%	--	--	--
2013-14	319	98%	91%	--	--	--	--
2014-15	356	98%	--	--	--	--	--

Notes:

1. Percentages for Attrition + Continuing + Graduated may not add to 100% due to rounding.
2. Students who graduated from the International College of Manitoba with a GPA of 2.0 or greater.
3. Categories of Attrition, Continuing, or Graduated track students regardless of movement from original, or any, faculty / college / school at the University of Manitoba.
4. First year of study at the University of Manitoba. Includes intake from Summer, Fall, and Winter terms.

Table 11b: Comparison of Outcomes for ICM Graduate Compared to UM International Students

International Students - Continuing and Graduated Combined:							
Year	Cohort Size	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2009-10	465	86%	79%	76%	74%	70%	70%
2010-11	561	88%	81%	79%	73%	72%	--
2011-12	606	88%	82%	75%	73%	--	--
2012-13	666	89%	80%	76%	--	--	--
2013-14	786	87%	81%	--	--	--	--
2014-15	899	87%	--	--	--	--	--

Notes:

1. Percentages for Attrition + Continuing + Graduated may not add to 100% due to rounding.
2. Categories of Attrition, Continuing, or Graduated track students regardless of movement from original, or any, faculty / college / school at the University of Manitoba.

4. Teaching and Teaching Support

a. Who are ICM's Instructors?

As noted previously, all UTP II instructors must be approved by the relevant UM Department or Faculty. During the winter term of 2015, ICM had 45 instructors teaching UTP II courses. Of these, 26 (58%) held a Ph.D. and six others (13%) were doctoral students. Many instructors have held previous appointments as sessional instructors at UM or at other Manitoba post-secondary institutions.

During that same term, ICM had nine instructors offering courses in the UTP I program. These instructors were chosen primarily for their teaching skills and are required to have university degrees plus some high school or undergraduate teaching experience at the first year level.

b. How are ICM Instructors Appointed?

ICM instructors are appointed on a sessional basis each term.

UTP II instructors must be approved by the relevant UM Faculty. This is typically done by the relevant Department Head or Associate Dean. Most instructors have been hired based on the recommendation of a department from their roster of instructors. These may be faculty members, graduate students, or sessional instructors. If a department has no recommendations to make, ICM recruits instructors and secures approval prior to offering teaching appointments.

c. Instructor Training and Support

All instructors participate in an orientation session that provides information about ICM and its approach to teaching. This session includes an overview of student demographics, approaches that have been successful for classroom management, strategies for teaching in four-hour blocks, and general policies. During the orientation, instructors receive training on the Student Portal and Moodle systems which are proprietary software for the academic management of courses. They are encouraged to set individual appointments with the ICM staff for assistance in the development of course materials and websites.

ICM offers professional development (PD) opportunities to instructors. These PD sessions are presented by experts from outside ICM. These are offered shortly after the conclusion of each term. Examples of topics covered in the PD session are presented in Table 12 below. In addition, a debriefing session at the end of each term allows instructors to share experiences, describe successful strategies, and to discuss challenges they face in delivering their courses. These sessions have been very popular and have helped best practices to emerge and be shared among instructors.

Instructors also have access to ICM's "wiki" site to provide information and resources regarding academic activities and logistics.

Collegiality among instructors and between instructors and ICM staff is also encouraged and supported as much as possible. Instructors that teach courses within the same area of study will share and discuss any issues they are facing in the classroom. Many ICM instructors also teach for the UM and are included in meetings and activities within their respective Departments. Some UM Departments have included ICM instructors in their meetings and professional development opportunities. As well, ICM has

struck an instructors committee to provide feedback and guidance on how academic collegiality and professional development can be supported, encouraged, and improved on a continuous basis.

Table 12: Sample Professional Development Sessions

<u>Title</u>	<u>Presenter</u>
<i>Gearing your instruction to international students.</i>	Dr. Lawrence Deane, Associate Dean, Faculty of Social Work
<i>Going the Distance: Effective Teaching in Lengthy Class Times</i>	Ms. Eunice Friesen, Associate Director, UM Centre for the Advancement of Teaching and Learning (CATL)
<i>Managing Diversity in the Classroom</i>	Prof Esther Blum, Senior Scholar, Faculty of Social Work and Co-Director of Qualtrica Consulting
<i>Development of the Independent Learner</i>	Dr. Mark Torchia Director, CATL
<i>Adaptive Teaching Strategies</i>	CATL
<i>Mental Health First Aid</i>	Mr. Nelson Camp, Mental Health Commission of Canada
<i>Campus Security Services and Dealing with Disruptive Students</i>	Mr. Rick Jansen, Director, Security Services
<i>Assisting Students Needing Special Accommodations</i>	Ms. Yelena Metrik, Student Accessibility Advisor, Student Accessibility Services

d. Facilities and Resources

ICM administrative offices are located on the fifth floor of University Centre. There is also a Student Advising Office on the third floor of Fitzgerald Building. Three offices in St. Paul’s College are available to instructors for student meetings and for drop-in office hours.

ICM classes are held in UM classrooms as assigned by the Registrar’s Office on the same basis as those of other classroom assignments. It should be noted that several classrooms assigned to ICM are provided on a block basis, providing for fully optimized use of those classrooms. In many instances, classrooms assigned to ICM are in continuous use from 8:30 a.m. to 9:45 p.m., Monday to Friday, plus some weekend classes.

The majority of teaching occurs in the Fitzgerald Building and St. Paul’s College, but a variety of other buildings on the Ft. Garry campus of UM are also used for some classes. Larger classrooms are made available for midterm tests and exams so that they can be conducted appropriately, and classroom technology is provided by UM. ICM is assigned classrooms on full-day (8 am to 10 pm) or half-day (1:30 pm to 5:30 pm) scheduled. In 2014-15, nine full-day rooms and four half-day rooms were booked. In 2015-16, full-day rooms increased to ten.

Wet labs (chemistry, physics, biology, engineering, and geology) and computer labs are normally held in UM Department facilities. Labs are scheduled around the availability of these resources. ICM covers all variable costs associated with these laboratories including consumable materials, teaching assistants and laboratory instructors as needed.

Students and instructors have access to the UM library system. They are issued an “UMnet” account to access the computer labs and internet on campus.

ICM students may be housed in campus residences and may participate in the UM homestay program. Suitable housing is always a matter of concern for students and their parents. ICM students have found safe and comfortable housing in on-campus UM residences, housing in families organized through the UM homestay program, and in private sector apartments and houses. Like the UM, ICM takes care to ensure that students are aware of their rights and responsibilities as tenants and the mechanisms available to them if they have concerns about their living arrangements.

e. Instructor Feedback

Instructors are provided feedback each term by means of Students' Evaluation of Educational Quality (SEEQ) surveys. These are reviewed by the ICM Senior Academic Manager, who normally discusses the results with instructors. SEEQ results are also made available to Course Coordinators.

Instructors complete a survey each term to provide feedback to ICM regarding the programs, policies, and administration. Key indicators from these surveys are shown in Table 13.

Instructors submit brief reports at the end of each term providing suggestions for adaptations for future classes, comments on student background that may be helpful for course development, additional supports that ICM can put in place to help students, and any other topics they wish to share.

Table 13: Instructor Survey Key Results, 2015-2016 (n = 44)

Questions/Statements	Percentage of Respondents		
	“Agree”	“Strongly Agree”	“Agree” and “Strongly Agree”
I am familiar with the academic standards expected of and applicable to ICM courses	29.6%	70.4%	100%
I am familiar with the academic integrity expectations applicable to ICM courses	15.9%	84.1%	100%
I know where to locate policies concerning academic standards and academic integrity	38.6%	59.1%	97.7%
Academic standards and academic integrity expectations are adequately implemented at ICM	40.9%	54.6%	95.5%

Instructors are also asked to give open-ended feedback at the conclusion of each term, providing observations and/or analysis on each section of each course they have delivered, including areas of success and where there could be improvement. These comments are synthesized and provided to the Academic Advisory Council as part of each end-of-term report; they are then, in turn, provided to respective Faculties and Departments for review, as appropriate.

In addition to feedback provided by instructors to ICM, the Vice-Provost (Integrated Planning and Academic Programs) conducted surveys (in 2012 and 2015) among ICM instructors on their experiences in teaching for the College. The surveys also asked Course Coordinators about work load demands in working with the College. Information from the surveys is available in Appendix 12.

5. Mechanisms for Quality Assurance

a. the Academic Advisory Council

The Academic Advisory Council (AAC) is responsible for providing advice to UM and ICM regarding the operations of ICM program. The Chair of the Council is appointed by UM and is currently the Vice-Provost (Integrated Planning and Academic Programs). Formally, three members are appointed by the University (although four normally attend Council meetings) and three members are appointed by ICM. UM members have tended to be drawn from the Deans of Faculties to which ICM offers pathways. Since its inception, one of the University appointments has been the Chair of the Senate Planning and Priorities Committee (SPPC).

As of September 2016, the AAC membership is as follows:

- Dr. David Collins, Vice Provost (Integrated Planning and Academic Programs);
- Dr. Michael Benarroch, Dean, Asper School of Business, Faculty of Management;
- Dr. Stefi Baum, Dean, Faculty of Science;
- Ada Ducas, Chair of SPPC
- Ms. Bev Hudson, President, Navitas North America;
- Mr. Darcy Rollins, College Director and Principal, ICM; and
- Mr. Robert Daudet, Senior Academic Manager, ICM.

The Council's Terms of Reference are found in Appendix 1.

The Council meets following each term to review ICM's activities, based on a report from ICM detailing enrolment, students' country of origin, programs of study, grade distributions in all courses, student retention, and graduation rates from the UTP II program. These reports also provide comments from instructors and students on current courses and potential future course offerings.

In the autumn of each year, the Council prepares a report to the UM President describing and analyzing ICM's operations and activities during the three terms ending with the summer term. As a matter of course, these annual reports are forwarded by the UM President to the UM Senate for information and discussion. Appendix 13 provides information on where to access the annual reports.

b. UM Oversight for Quality Assurance

Departments or Faculties provide oversight and liaise with ICM to ensure that UTP II courses conform to UM academic standards. They also ensure that instructors are properly qualified and that assessment procedures are appropriate.

The process for ensuring course quality is as follows:

- Deans or Department Heads appoint Course Coordinators for each UTP II course delivered by ICM. Often, the Course Coordinators are the same individuals who coordinate these courses in the relevant Departments.
- Course Coordinators review instructor CV's and may participate in instructor hiring interviews. When multiple ICM instructors are teaching the same course, and where this is feasible and consistent with Departmental practice, they will utilize identical course outlines and hold

common mid-terms and final exams. This provides consistency in course offerings and serves to reduce workloads for Course Coordinators.

- It is the responsibility of the Course Coordinator to maintain regular contact with ICM course instructors and to provide advice and discussion of issues related to course content and delivery. The Course Coordinator meets as required with the College Director and Principal and/or the Senior Academic Manager at ICM to resolve any outstanding issues related to course delivery.
- The Course Coordinator provides instructors with current course outlines for UM courses for which ICM students seek transfer credit. These include details of assessment procedures and required course texts. Outlines are then adapted by instructors for the ICM offering. The Course Coordinator reviews and approves final outlines and assessment procedures prior to any course commencement.
- Course Coordinators are responsible for approving in advance all ICM assignments, tests, and examinations to ensure conformity with UM standards. They may also review samples of written assignments and completed tests.
- On completion of reviews, the Course Coordinator reviews all marks given in the course and approves all final grades in writing. The “Course Compliance Form”, as well as detailed information on the course moderation process, is attached in Appendix 14.

In support of the fulfillment of the responsibilities of their Course Coordinators, Faculties receive disbursements from the royalties paid by ICM each term, as outlined in Appendix 15.

6. Financial Contribution of ICM to UM

ICM financial contributions to UM are three-fold:

1. **Royalties:** Each term ICM pays royalties to UM in the form of a percentage of ICM revenues, as specified in the formal partnership Agreement.
2. **Fees:** Each term ICM pays agreed fees to UM for ICM student access to UM a variety of student services, including access to UM libraries and recreation facilities.
3. **Tuition:** ICM students that subsequently transfer to UM generate significant revenues through tuition and the differential fees payable for the duration of their undergraduate degree studies at UM. Since these are students who would not otherwise have been admitted to UM, these follow-on fees are truly additional revenues for UM.

a. Contract Royalties

The royalties generated by the ICM contract are all over and above payments made to the English Learning Centre (ELC), and for the professors teaching ICM courses, which are paid directly by ICM. Since the inception of ICM, the annual contract royalty payments have continued to grow, with the 2016 annual payment reaching \$4.1 million. As illustrated in Figure 4 and Table 14, contract royalties since the inception of the ICM contract have accumulated to \$14.4 million.

Figure 4: Contract Royalty Totals in \$000's (\$14.4 million)

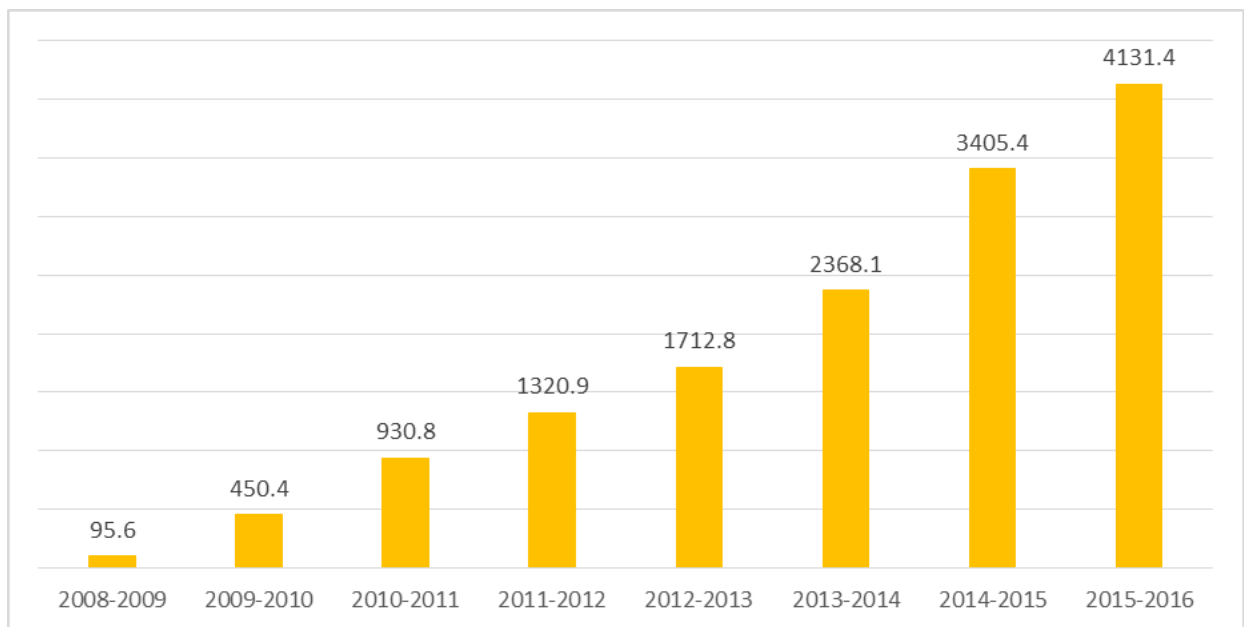


Table 14: Contract Royalties, Annual Totals in \$000's

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total
Revenue Growth	0%	371%	107%	42%	30%	38%	44%	21%	
Revenue	95.6	450.4	930.8	1,320.9	1,712.8	2,368.1	3,405.4	4,131.4	14,415.4

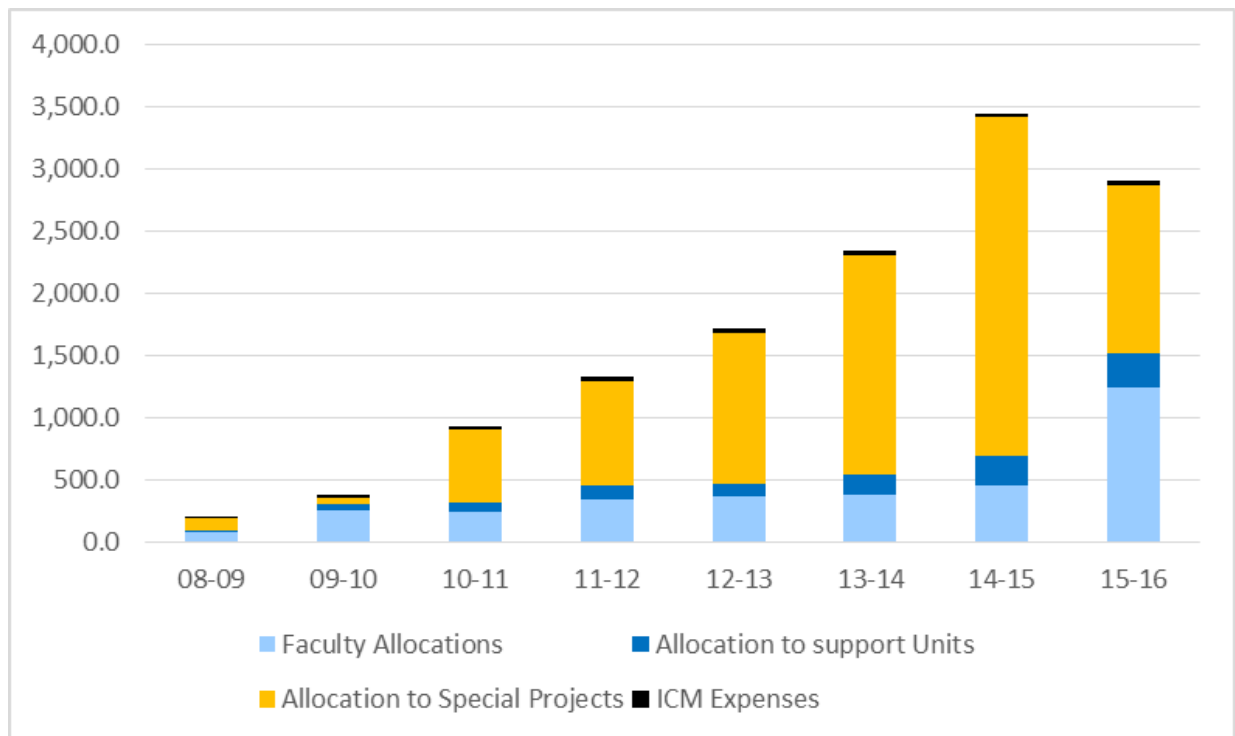
UM faculties are reimbursed from the royalty payments for delivering courses in the UTP II program. Reimbursement is based on the schedule presented in Appendix 15, and has accumulated to \$3.4 million of the revenue transferred directly to faculties during the period of 2008-2016 (see Table 15).

\$8.6 million in these royalties have supported capital projects such as the Learning Commons, upgrades to St. Paul's College, and renovations to the Fitzgerald Building.

As is the case for UM students, ICM students also pay a technology fee each term. To date this accumulated to \$876,913, which has been directed to the Technology Endowment Fund and, used for the repayment of loans taken for larger projects, such as the campus WIFI project.

Figure 5 and Table 15 provide allocation details of ICM contract revenue during the contract period.

Figure 5: Allocation of ICM Royalties in \$000's (\$13.3 million total)*



* Note that the allocation of royalties will not equal the total Contract Royalties due to the timing of reimbursements.

Table 15, Allocation of ICM Royalties, both annually and by type in \$000's*

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total
Faculty Allocations	76.5	251.5	247.0	345.5	364.0	384.0	452.5	1,242.0	3,363.0
Allocation to support Units	17.8	58.6	75.4	112.3	104.1	160.9	237.7	272.5	1,039.2
Allocation to Special Projects	95.0	39.5	577.2	829.9	1,213.4	1,765.9	2,727.8	1,354.3	8,603.1
ICM expenses	10.4	32.4	33.1	39.3	40.6	31.1	31.8	37.9	256.7
Annual Totals	199.7	382.0	932.7	1,327.0	1,722.1	2,341.8	3,449.8	2906.7	13,262.0

*Note that the allocation of royalties will not equal the total Contract Royalties due to the timing of reimbursements.

b. Expenses Associated with the ICM Program

As illustrated in Figure 5 (above) the ICM program is relatively cost neutral to UM, as ICM simply requires teaching and office space.

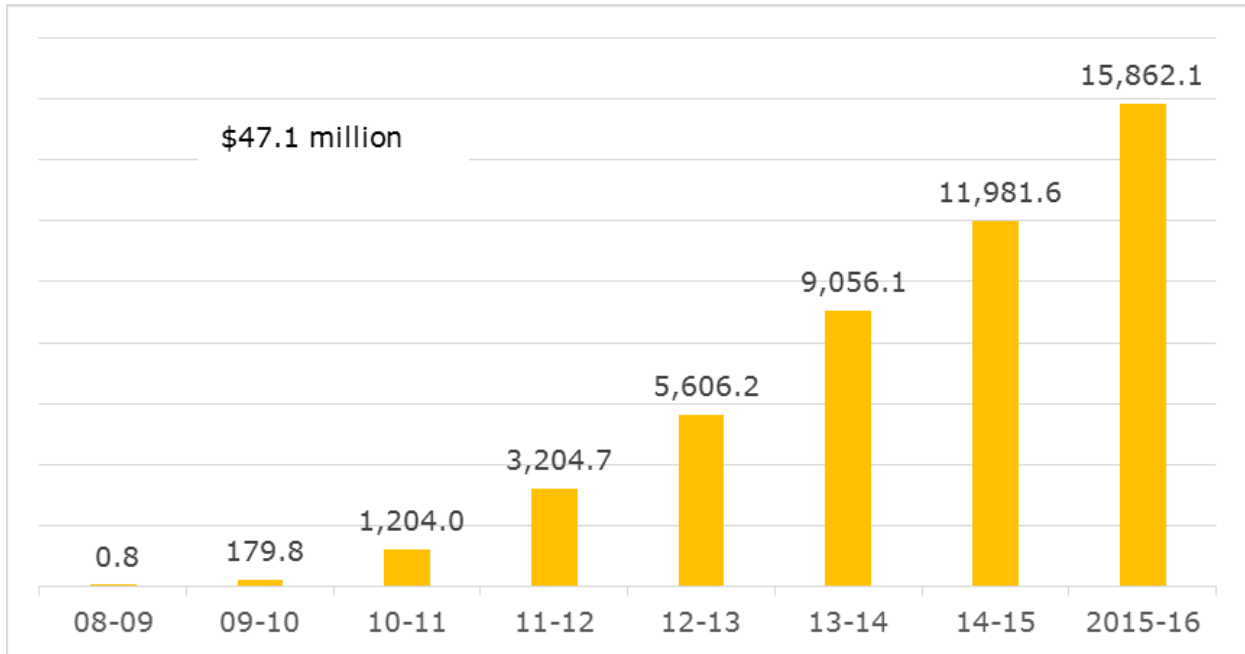
Instructional space rental costs paid to both St. John's and St. Paul's colleges total just over \$222,000 from 2008 to 2016. Other expenses include audiovisual equipment rental, as well as other minor expenses totaled less than \$35,000 over the period. Combined, these expenses represent roughly 1.8% of the total revenue collected during the period.

Although overhead costs exist as part of the ICM program, these are mainly fixed expenses such as amortization, principle and interest, electricity, and heating expense, which would exist without ICM. Therefore, these expenses have not be included as part of this analysis.

c. Revenue Generated by post-ICM Students Registering for UM Courses

The registration of qualified students from the ICM program at the UM from 2008 – 2016 has resulted in over \$47.1 million in revenue. Figure 6 provides a detailed breakdown of revenue by fiscal year.

Figure 6: Cumulative post-ICM Students', effect on revenue in \$000's



Revenue figures encompass all Post ICM students that attend the University of Manitoba regardless of student type, i.e. special student, non-degree seeking, etc.

Table 16: Total Revenues in \$000's

Revenue Type	Amount
Contract Royalties	\$ 14.4
Registration, Comprising Tuition (42.8) and Other (4.3)	47.1
Total Revenue	\$ 61.5

7. Summary

ICM makes every attempt to ensure a smooth transition of its students into UM undergraduate degree programs. ICM provides extra supports to enable international students to be successful in an unfamiliar educational environment. Over the past several years ICM students, the vast majority of whom did not meet UM entry standards when they began study at ICM, have performed at least as well as international students who had been directly admitted to UM. This is consistent with the expectations of ICM when it was established in 2007.

The processes used to guarantee quality assurance addressed in this document have been followed and are proving robust. UM Course Coordinators provide intensive academic oversight of ICM courses and of ICM instructors and, as this report suggests, UM academic standards have been maintained consistently at ICM.

The students from ICM bring significant benefits to UM academically, financially, socially and culturally. They leave ICM academically well prepared. As UM students they have become involved in the student life on campus, in part at least because during their time at ICM they grew to appreciate living and studying in a Canadian university.

Note:

Appendices are available to members of the Board of Governors on the Boardvantage Portal.

Recognition and Educational Services Agreement

between

The University of Manitoba

and

**International College of Manitoba Limited,
trading as International College of Manitoba**

Date: _____, 2017

THIS AGREEMENT is made at Winnipeg on _____, 2017.

BETWEEN: The University of Manitoba

An educational institution incorporated under and pursuant to the laws of the Province of Manitoba, Canada (hereafter referred to as the "University")
Address: University of Manitoba, Winnipeg, MB, Canada R3T 2N2, Canada
Facsimile: + 1 204-261-1318

AND: International College of Manitoba Limited, trading as International College of Manitoba

A company duly incorporated under and pursuant to the laws of the Province of British Columbia, Canada, registered to conduct business in the Province of Manitoba, Canada, and wholly owned by NVT (hereafter referred to as the "College") Address: Level 8 Brookfield Place, 125 St Georges Terrace, Perth WA 6000, Australia
Facsimile: + 61 8 9314 9699.

RECITALS:

- A. This Agreement replaces and restates the Recognition and Educational Services Agreement between the University and the College, which had a commencement date of December 1, 2007.
- B. The University and the College have agreed to enter into an arrangement pursuant to which the College will maintain, develop and offer a range of educational services to Students and the University will provide the College with services and facilities to assist in the provision of those educational services, in consideration of which the College shall pay to the University the Fees.
- C. The agreement of the Parties shall be effected in accordance with the terms and conditions specified in this Agreement.

IT IS AGREED:

1. DEFINITIONS AND INTERPRETATION

1.1 Definitions

In this Agreement:

- (a) "**Academic Advisory Committee**" means the advisory committee established by clause 7.4 of this Agreement, the functions of which are to provide advice to the College on the content of the ICM Programs, learning objectives to be pursued by the

ICM Programs, assessment procedures relating to the ICM Programs, and to undertake a review of the curriculum of the College both present and planned.

- (b) **“Agreement”** means this document, including any schedule or annexure to it.
- (c) **"Agreement Term"** means the term of this Agreement referred to in clause 2 of this Agreement and any extension or renewal of that term under clause 2.
- (d) **"Ancillary Courses"** means:
 - (i) Courses not eligible for Transfer Credit for delivery at the College as part of an ICM Program;
 - (ii) the supplementary Courses referred to in clauses 4.1(d) and 4.1(e) of this Agreement; and
 - (iii) such other Courses as the Parties may agree to be included in this definition from time to time, including Courses at any level.
- (e) **“Bachelor’s Degree”** means a Bachelor’s degree awarded by the University.
- (f) **"Campus"** means the campus of the University.
- (g) **“Chair”** means Head of a Department or Dean of a Faculty or Director of a School of the University.
- (h) **"Courses"** means the individual courses comprised in a ICM Program as approved by the University.
- (i) **“Commencement Date”** means the date on which this Agreement commences as per clause 2.1.
- (j) **“Department”** means an academic Department or Faculty or School of the University.
- (k) **“Equivalency Audit”** means an audit undertaken by the University for the purpose of ensuring the Courses eligible for Transfer Credit offered by the College as part of the ICM Stage II Program are equivalent to the corresponding courses offered by the University in terms of assignments, examinations and services.
- (l) **“FTE”** means fulltime student equivalent calculated on a term basis.
- (m) **“Facilities”** means the administrative and teaching facilities made available to the College under clause 6.1(d) in accordance with the terms and conditions set out in the Sixth Schedule.

(n) "**Fees**" means the fees, charges and royalties paid by the College to the University pursuant to clause 4.1(r) of this Agreement.

(o) "**ICM Programs**" means the UTP and any other program(s) that the University and the College approve in writing as ICM Programs for the purposes of this Agreement. For the avoidance of doubt, the University, through its approval process, has sole discretion as to whether to approve any additional ICM Programs.

(p) "**Intellectual Property**" shall mean all intellectual property rights throughout the world for the full term of the rights concerned, whether or not registered and whether or not registrable, including without limitation copyright, database rights, patents, rights in inventions, know-how and technical information, design rights, design patents, registered designs, domain names, trademarks (including business and brand names, devices and logos) and the right to apply for any of the foregoing anywhere in the world.

(q) "**JSAB**" means the joint strategic advisory board established pursuant to clause 7.3.

(r) "**Mandatory Fees**" means the mandatory fees as outlined by the University and generally charged to all students with similar status at the University, including the Student Services Fee and Sport and Recreation Membership Fee.

(s) "**NVT**" means Navitas Limited ACN 109 613 309 (formerly IBT Education Limited) of Level 8 Brookfield Place, 125 St. Georges Terrace, Perth, Western Australia, a public company registered under the Corporations Act 2001 in Australia and listed on the Australian Securities Exchange.

(t) "**Parties**" means the parties to this Agreement and Party means any one of them.

(u) "**Students**" means students of the College who are enrolled in an ICM Program.

(v) "**Tax**" means a tax, levy, duty, charge, deduction or withholding, however it is described, that is imposed by law or by an agency of the government of Canada or Manitoba, together with any related interest, penalty, fine or other charge.

(w) "**Term**" means an academic term of approximately 13 weeks. Each academic year shall comprise three (3) Terms.

(x) "**Transfer Credit**" means the credit granted by the University towards a degree, diploma or certificate for the successful completion of UTP Stage II Courses, and any other Courses approved in writing by the University as eligible for such credit from time to time, offered by the College in accordance with the terms and conditions of this Agreement for those Courses for which there is an equivalent University course that earns credit.

(y) **“University ESL Programs”** means English as a second language programs conducted by the University, which as at the date of this Agreement are the Intensive Academic English Program and the Intensive English Program.

(z) **“University Program”** is a predetermined collection of courses the completion of which leads to the awarding of a degree by the University (which for the avoidance of doubt does not include the ICM Programs).

(aa) **“University Policies and Regulations”** means all or any of the by-laws, policies, procedures and regulations (including academic and quality assurance procedures) approved by the University from time to time and which relate directly or indirectly to the ICM Programs.

(bb) **“UTP”** means the University Transfer Program which prepares College Students to transfer into specified undergraduate University Programs, of which there are two (2) streams, the UTP Stage I and UTP Stage II, with the corresponding admission criteria as set out in the Second Schedule.

1.2 Interpretation

In this Agreement:

- (a) headings are for convenience only and do not affect interpretation unless the context indicates a contrary intention;
- (b) a reference to any Party includes that Party's administrators, successors, substitutes and assigns, including any person taking by way of novation;
- (c) a reference to this Agreement or to any other agreement, deed or document includes, respectively, this Agreement or that other agreement, deed or document as amended, novated, supplemented, varied or replaced from time to time;
- (d) words importing the singular include the plural (and vice versa), words denoting a given gender include all other genders, and words denoting individuals include corporations (and vice versa);
- (e) a reference to a clause or schedule is a reference, respectively, to a clause or schedule of this Agreement;
- (f) references to currency are references to Canadian currency unless otherwise specifically provided;
- (g) reference to any legislation or to any section or provision thereof includes any statutory modification or re-enactment or any statutory provision substituted

for it, and ordinances, by-laws, regulations, and other statutory instruments issued thereunder; and

- (h) the Schedules form part of this Agreement and shall have effect as if set out in full in the body of this Agreement and any reference to this Agreement includes the Schedules.

This Agreement is not to be interpreted against the interests of a Party merely because that Party proposed this Agreement or some provision in it or because that Party relies on a provision of this Agreement to protect itself.

2. AGREEMENT TERM

- 2.1 This Agreement shall commence on the date of this Agreement and, subject to the provisions of this Agreement in relation to termination, shall expire on the 31st December, 2028.
- 2.2 Without affecting the Agreement Term specified in clause 2.1 and the provisions of this Agreement in relation to termination, the Parties agree with each other that:
 - (a) upon expiration of the Agreement Term the Agreement shall be at an end; but
 - (b) no later than fifteen (15) months prior to the expiration of the Agreement Term, the Parties will negotiate in good faith with a view to establishing the terms and conditions upon which there may be an extension or renewal of this Agreement for further ten (10)-year periods, or multiples thereof noting that the agreement of each Party to any such renewal or further extension is in the absolute discretion of that Party.
- 2.3 This Agreement replaces the Recognition and Educational Services Agreement between the Parties that had a commencement date of December 1, 2007.

3. CORE AGREEMENT

- 3.1 In consideration of the University providing assistance, facilities and access to the undergraduate curriculum (including calendar descriptions and course outlines) to the College, and maintaining a close, co-operative and collaborative relationship with the College, as provided for in this Agreement, the College shall conduct the Courses in accordance with the terms and conditions of this Agreement and shall pay to the University the Fees.

4. OBLIGATIONS OF THE COLLEGE

- 4.1 The College covenants and agrees with the University that it shall:
 - (a) **(Academic Freedom)** remain committed to the principles of academic freedom and ensure that should any difficulties arise in relation to these principles they will be dealt with in a fair manner. The College shall entitle its

instructors to freedom in carrying out teaching duties, including but not limited to examining, questioning and engaging in debate on issues related to the subject being taught and freedom from institutional censorship, subject to College policies and regulations on responsibilities of academic staff to students and in accordance with the course description and, where applicable, in accordance with relevant University policy, collective agreements or contracts;

- (b) **(Duration of ICM Programs)** ensure that the program of study for the UTP Stage II can be completed in a minimum of two (2) Terms of full-time study, and that other ICM Programs will be of a duration agreed by the Parties from time-to-time;
- (c) **(Entry criteria)** ensure that entry criteria for admission to the UTP shall be in accordance with the requirements specified in the Second Schedule;
- (d) **(Additional English study)** ensure that Students have access to and, in the case of Students required by the provisions for entry criteria specified in the Second Schedule, actually enroll and satisfactorily complete a supplementary, non-credit support program of English in addition to any other Courses required for the purposes of an ICM Program;
- (e) **(Additional Mathematics study)** ensure that Students have access to supplementary, non-credit support program of mathematics in addition to any other Courses required for the purposes of an ICM Program. In the case of students required by the provisions for entry criteria specified in the Second Schedule, the College shall ensure that such students actually enroll in and satisfactorily complete said program;
- (f) **(Contact Hours)** ensure that each Course prescribed as part of an ICM Program shall have no fewer hours of class contact per week than the equivalent course in a University Program;
- (g) **(Prerequisites and Prior Learning)** ensure that no students shall be permitted to study a Course for which they have not met the University's normal prerequisite, or from which they would normally be precluded on the basis of course challenge;
- (h) **(Staffing)** engage a sufficient number of instructional staff to properly conduct the ICM Programs and, further, shall ensure that all such staff shall meet the minimum requirements for appointment in a similar capacity at the University;
- (i) **(Responsibility of staff)** be entirely responsible for the engagement and termination of all employees (including but not limited to members of instructional staff) of the College;

- (j) **(Evaluation)** ensure that Students are evaluated in the Courses eligible for Transfer Credit in a manner and requiring a level of achievement that is consistent with that required by the University in its equivalent courses;
- (k) **(Students)** ensure that:
 - (i) Students are informed by the College that: they are students of the College but they are not students of the University; the University shall make services and facilities available to Students solely as provided in the Fifth Schedule; and any such use and/or access shall be in accordance with the University Policies and Regulations, any breaches of which shall be dealt with by the College or the University, at the University's absolute discretion; and
 - (ii) it does all things and take all such steps as may be reasonably required by the University from time to time to ensure that the position referred to in sub paragraph (i) is clearly understood by students of the College;
- (l) **(Student appeals)** provide a fair grade appeal process to its Students. The College further covenants with the University that advice to Students of the College in relation to grade appeals shall include specific reference to the fact that an appeal pursuant to the provisions of this clause is not an appeal within the meaning of the appeal processes defined in the University's rules for admission and academic progress of its students;
- (m) **(Tuition fees)** charge to Students enrolled in the Courses tuition fees, which for the UTP Stage II Courses shall remain comparable to those charged by the University to fee-paying international students in corresponding courses of Bachelor level University Programs;
- (n) **(Mandatory Fees)** collect all applicable Mandatory Fees from Students enrolled in the ICM Programs each Term on behalf of the University and remit those Mandatory Fees to the University in full;
- (o) **(Ancillary Courses)** in addition to the obligations of the College pursuant to clauses 4.1(d) and (e), use its best endeavours to procure and offer to Students Ancillary Courses;
- (p) **(No other programs)** not offer any programs other than ICM Programs on the Campus or at any other place or in any other way so as to give rise to an express or implied affiliation or association between the College and the University without the prior approval in writing of the University, which approval may be either granted, granted on condition or withheld in the absolute discretion of the University. For the avoidance of doubt, this clause does not restrict the College from supporting Students applying at other institutions contemplated by clause 7.2(b);

- (q) **(Administration)** (subject to the provisions of this Agreement) be entirely responsible for the administration of the ICM Programs including but not limited to:
- (i) the maintenance of Students' records;
 - (ii) lectures, tutorials, laboratory classes, examinations and the like;
 - (iii) collection of Student tuition, Mandatory Fees and other fees;
 - (iv) engagement, remuneration and termination of employees;
 - (v) the provision of administrative equipment, examination invigilation and the handling of examinations;
 - (vi) provision of student advice and counselling;
- (r) **(Fees)** pay to the University the Fees specified in the Third Schedule as consideration for the provision of assistance and the other covenants given by the University to the College pursuant to the terms of this Agreement;
- (s) **(Accounts and audits)** within four (4) months after the end of each financial year during the Agreement Term:
- (i) ensure an audit of the revenues and Fees of the College is carried out using a registered company auditor within Manitoba; and
 - (ii) if requested by the University, provide to the University, on a confidential basis, a certified copy of this audit report of the College;
- (t) **(Advertising)** be solely responsible for the preparation of advertising and promotional material for the ICM Programs provided that where any such material refers expressly or by inference to the University (including, but not limited to, the use of the name, logo or crest of the University, or any adaption thereof), such material and a request for approval to use the logo as required, shall be submitted to the Office of the Provost for approval prior to publication or distribution in every case and the Office of the Provost may grant, grant on condition or withhold approval in that person's absolute and unfettered discretion;
- (u) **(Advice on action)** advise the Office of the Provost immediately should any action be taken or be brought to the attention of the College, that action is proposed to be taken, or any event occurs which could reasonably give rise to any action under the laws of Canada or Manitoba, regardless of the reason for any such action and including (but not limited to) financial matters, additional audits, corporate registration of the College or viability reviews;

- (v) **(Provision of documentation)** provide to the Provost and Vice President (Academic) as and when reasonably required to do so (and in any event on a confidential basis) all documentation as may be requested by the University from time to time which has been prepared to address sub-paragraph (u);
- (w) **(Facilities)** comply with the terms and conditions of use of Facilities set out in the Sixth Schedule;
- (x) **(Monitoring)** permit representatives of the University to attend upon any Course at any time for the purpose of monitoring content and quality of instruction;
- (y) **(Responsibility for Conduct)** be entirely responsible for the conduct of all persons who enter upon the Campus at the invitation of the College including, without limitation, the College's faculty, employees and Students;
- (z) **(Information)** upon the request of the University, provide the University with a complete list of all faculty and staff who are engaged by the College to perform services for the College upon the Campus;
- (aa) **(Compliance with Laws)** in the exercise of its rights and the performance of its obligations hereunder at all times, at its sole cost and expense, comply with the applicable laws including without limitation, all applicable requirements of all government authorities, including federal, provincial, municipal legislative enactments, bylaws, police, fire, sanitary regulations and other regulations now and hereafter in force, including without limitation *The International Education Act* and with the policies, procedures, rules and regulations of the University in force from time to time, including without limitation the Respectful Workplace and Learning Environment Policy. The College will provide the University with evidence of its compliance with all laws and requirements as and when requested by the University;
- (bb) **(Health Insurance)** require that Students of the College have comprehensive health insurance coverage;
- (cc) **(Claims)** promptly inform the University of any claims, or potential claims, of any nature which have, will, or may involve a claim against the University; and
- (dd) **(Exclusive Services)** where the University has entered into an agreement with an exclusive distributor or service provider for the Campus, be bound to use that exclusive distributor or service provider.

5. INDEMNITY AND INSURANCE

5.1 Indemnity.



5.2 **College's Insurance**

- a) The College shall throughout the Agreement Term and any renewals thereof (and at any other time during which the College is in possession of the Facilities), at its sole cost and expense, take out and keep in full force and effect and in the names of the College and the University, as their respective interests may appear, the following insurance:
 - i) all risks replacement cost insurance against all perils normally covered in an "all risks" policy in an amount equal to the full replacement cost of all property of the College in or upon the Facilities;
 - ii) Comprehensive General Liability Insurance including personal injury liability, contractual liability, employers' liability, and owner's and contractors' protective insurance coverage with respect to the Facilities and the College's use thereof, coverage to include the activities and operations conducted by the College and any other person on the Facilities. Such policies shall: (1) be written on a comprehensive basis with inclusive limits of not less than ten million (\$10,000,000.00) dollars for bodily injury to any one or more persons or property damage and such higher limits as the University, acting reasonably, requires from time to time; and (2) contain a severability of interests clause and a cross-liability clause;
 - iii) Colleges' fire insurance for the replacement cost of the contents of the Facilities including loss of use thereof;
 - iv) any other form of insurance as the College or the University, acting reasonably, requires from time to time in form, in amounts and for

insurance risks against which a prudent person in the College's position would insure;

- b) All policies referred to herein shall contain a waiver of any subrogation rights that the College's insurers may have against the University and against those for whom the University is in law responsible.
- c) All policies:
 - i) shall be taken out with reputable insurers licenced to do business in Manitoba, although in respect of the Comprehensive General Liability Insurance referred to in clause 5.2(a)(ii), Navitas shall place that insurance with a reputable insurer licensed to do business in Manitoba in respect of at least the initial US\$1 million of coverage and the balance of the required coverage with Chubb Insurance Company of Australia Limited or any other insurance company with a Best's Rating of not less than A;
 - ii) shall be in a form satisfactory from time to time to the University acting reasonably;
 - iii) shall apply only as primary and not as excess to any other insurance available to the University; and
 - iv) shall not be invalidated as respects the interests of the University and declarations or conditions contained in the policies. All policies shall contain an undertaking by the insurers to notify the University in writing not less than thirty (30) days prior to any cancellation thereof for any reason other than non-payment of premium. The College undertakes to the University to pay premiums on such policies when due and to notify the University in writing not less than thirty (30) days prior to any material change in such policies.
- d) The College agrees that:
 - i) promptly upon request by the University, a certificate of currency of each such insurance policy will be delivered to the University; and
 - ii) no review or approval of any insurance certificate by the University shall derogate from or diminish the University's rights or the College's obligations concerned in this Agreement including, without limitation, those concerned in this clause 5.
- e) The College agrees that if the College fails to take out or keep in force any such insurance referred to in this clause 5.2, and should the College not commence to diligently rectify the situation within forty-eight (48) hours after written notice from the University to the College, the University has the right without assuming any obligation in connection therewith to effect such

insurance at the sole cost of the College and all outlays by the University shall be paid by the College to the University within fifteen (15) days without prejudice to any other rights and remedies of the University under this Agreement.

- f) The College agrees that in the event of damage or destruction to the leasehold improvements in the Facilities covered by insurance required to be taken out by the College pursuant to clause 5.2(a)(i), the College shall use the proceeds of such insurance for the purpose of repairing or restoring such leasehold improvements.

5.3 Increase in Insurance Premiums. The College shall not keep, use, sell or offer for sale in or upon the Facilities any article which may be prohibited by any fire insurance policy in force from time to time covering the Facilities. If:

- a) the occupancy of the Facilities;
- b) the conduct of business in the Facilities; or
- c) any acts or omissions of the College in the Facilities or any part thereof;

causes or results in any increase in premiums for the insurance carried from time to time by the University with respect to the Facilities or other University property, the College shall pay any such increase in premiums as Additional Rent within five (5) days after invoices for such additional premiums are rendered by the University.

5.4 Cancellation of Insurance. If any University insurance policy or any part thereof shall be cancelled or shall be threatened by the insurer to be cancelled or the coverage thereunder reduced in any way by the insurer by reason of the non-compliance of the College with the terms of this Agreement or the College's negligence or willful misconduct in respect of its use and occupation of the Facilities or any part thereof, or by anyone permitted by the College to be upon the Facilities, and if the College fails to remedy the condition giving rise to cancellation, threatened cancellation or reduction of coverage within forty-eight (48) hours after notice thereof by the University, the University may, at its option, either:

- a) re-enter and take possession of the Facilities forthwith by leaving upon the Facilities a notice in writing of its intention so to do and thereupon the University shall have the same rights and remedies as are contained in clause 7.9; or
- b) enter upon the Facilities and remedy the condition giving rise to such cancellation, threatened cancellation or reduction, including the removal of any offending article and the College shall pay the cost thereof to the University within five (5) days after demand and such cost may be collected by the University and the University shall not be liable for any damage or injury caused to any property of the College or of others located on the Facilities as a result of any such entry.

5.5 **Loss or Damage.** The University shall not be liable for any injury or death to person or loss or damage to property suffered by the College or anyone whom the College is responsible at law, occurring in or about the Facilities from whatever cause such injury, death, loss or damage may arise, unless the injury, death, loss or damage is caused by the willful or negligent act or omission of the University, or of anyone whom the University is responsible at law.

5.6

6. OBLIGATIONS OF THE UNIVERSITY

6.1 The University covenants and agrees with the College that, subject to the College complying with its obligations under this Agreement, and in consideration of the payment by the College to the University of the Fees, the University shall:

- (a) **(Provision of faculty liaison)** ensure that for each Department that has a transfer arrangement with the College there is a course coordinator as outlined in the Fourth Schedule at the cost of the University;
- (b) **(Provision of liaison)** ensure that a designated liaison is appointed during the Agreement Term, who shall be an appropriately qualified and senior employee of the University and shall assist the University in fulfilling its obligations under this Agreement as a liaison between the College and the University;
- (c) **(Counselling)** provide to the College, not less than once during each Term, a student recruitment officer or admissions officer who shall be available to advise Students enrolled in the ICM Programs or prospective Students of the College on the programs of study made available by the University from time to time including, without limitation, the undergraduate University Programs and the applicability of Transfer Credit;
- (d) **(Provision of administrative and teaching facilities and equipment)** provide to the College sufficient administrative and teaching facilities and equipment (other than consumable items and staff) as outlined in the Sixth Schedule to enable the College to fulfill its obligations under this Agreement in accordance with the terms and conditions set out in the Sixth Schedule;
- (e) **(Licence)** grant a non-exclusive, non-transferable, royalty free licence to the College to promote UTP Stage II Courses, and any other Courses agreed in writing by the University from time to time, as eligible for Transfer Credit to University Programs subject to the limitations, terms and conditions outlined in section 7.2 and the First Schedule;

In connection with the promotion and marketing of the ICM Programs:

- (i) the College shall make clear, in all dealings with Students and prospective Students, that it is acting as a licensee and an independent contractor, but not as agent of the University; and
- (ii) provide the University with copies of updates to its marketing information such information having been previously agreed to by the University;
- (f) **(exclusivity)** not, during the Agreement Term, manage, conduct or deliver the ICM Programs or any international pathway programs substantially similar to them targeted at international students except as contemplated by this Agreement or contract or agree with or otherwise authorize or allow any other person or entity other than the College to do so; and
- (g) **(academic tracking)** support the evaluation of Students once they are enrolled in their University Program by conducting any “academic tracking studies” conducted by the University in respect of its students generally from time to time. The University shall provide the results of any such studies deemed relevant to the ICM Program to the Academic Advisory Committee.

7. MUTUAL COVENANTS

The Parties agree with each other as follows:

7.1 Equivalency Audits

- (a) The University, through its Chairs, shall provide Equivalency Audit services to the College for course assignments and examinations. An Equivalency Audit may include a review of the distribution of grades in relation to an individual assignment or examination, or a review of a representative sample of student assignments or examinations.
- (b) The College will adjust grades following an Equivalency Audit if required by the University.

7.2 Progression of Students and Transfer Credit

- (a) Students that successfully complete the UTP Stage II as per the First Schedule may apply to the University for admission at the appropriate level into Bachelor’s Degree University Programs.

(b)



- [REDACTED]
- (c) Subject to clause 7.2(b), Students who have completed the UTP Stage II will be eligible, [REDACTED], to be awarded Transfer Credit in the appropriate Bachelor's Degree University Program as per the First Schedule.
 - (d) Students who have completed UTP Stage II and been granted admission into a Bachelor's Degree University Program will be eligible to transfer a maximum of 60 credit hours towards a Bachelor's Degree University Program.
 - (e) [REDACTED]
The University and the College shall issue a joint Letter of Offer to Students of the College which offers entry into the relevant ICM Program and confirms Students will be eligible to apply to a University Program after completing the requisite number of credit hours in the ICM Program provided they meet any specified pre-requisites and admission eligibility requirements as set out in the joint Letter of Offer. The Parties shall honour their respective commitments set out in the joint Letter of Offer accepted by each Student.

7.3 **Joint Strategic Advisory Board**

- (a) The Parties shall create the Joint Strategic Advisory Board (“**JSAB**”) which shall comprise:
 - (i) four members nominated by the University, being:
 1. the Provost and Vice-President (Academic);
 2. the Vice-President (Administration);
 3. the Vice-Provost (Integrated Planning and Academic Programs); and
 4. the Vice-Provost (Students); and
 - (ii) four College representatives, being:
 1. the President of Navitas North America;
 2. the Director and Principal;
 3. the Senior Academic Manager; and
 4. the Marketing Director,or their respective nominees.
- (b) The JSAB shall be co-chaired by a representative nominated from each of the Parties.

- (c) The role of the JSAB shall be to provide strategic oversight and advice to the Parties on issues relevant to this Agreement, including:
 - (i) reviewing the Parties' adherence to and performance of the terms and conditions of this Agreement;
 - (ii) providing advice and identifying appropriate opportunities for each Party to support the University and College;
 - (iii) reviewing the competitive international environment and addressing emerging opportunities and threats; and
 - (iv) any other matters as mutually agreed to by the co-chairs.
- (d) The JSAB shall meet not less than once per year. Additional meetings of the JSAB may be requested by either Co-Chair on an as-needed basis.

7.4 Academic Advisory Committee

- (a) The Parties shall create the Academic Advisory Committee which shall comprise:
 - (i) A Chair, nominated by the University, which as at the date of this Agreement is the Vice-Provost (Integrated Planning & Academic Programs);
 - (ii) four (4) members nominated by the University (exclusive of the Chair); and
 - (iii) four (4) members nominated by the College which as at the date of this Agreement are:
 - (A) the College Director;
 - (B) the Navitas Executive General Manager North America;
 - (C) the College's Senior Academic Manager; and
 - (D) the College's Marketing Director.
- (b) The Academic Advisory Committee shall be responsible for providing advice to the College and the University regarding the UTP and provide recommendations to the Parties regarding maximum student levels in the ICM Program. It will also decide on:
 - (i) the manner in which reports are referred back to each of the University and the College;
 - (ii) the frequency with which it meets, and
 - (iii) establishing its terms of reference which shall include provision for regular consultation with Students.

7.5 **Integration with University ESL Programs**

The Parties will each work collaboratively to:

- (a) facilitate referral and enrollment of prospective Students who do not meet the English language proficiency entry criteria of the ICM Programs into the University ESL Programs on a packaged basis under a joint Letter of Offer with the relevant ICM Program;
- (b) facilitate the seamless transition of Students who successfully complete the University ESL Programs to the relevant ICM Program; and
- (c) enable Students in the University ESL Program to participate where appropriate in social activities and other support programs provided by the College to Students in the ICM Programs.

7.6 **Marketing**

The College and the University may, at their discretion, collaborate to develop a comprehensive joint marketing strategy and tactics, which may include:

- (a) the provision of student recruitment and marketing services through the College's global international student recruitment network, consisting of NVT's regional office network, source country officers and network of professional recruiters and education counsellors to recruit students for the ICM and University Programs;
- (b) direct marketing to prospective students by the College and the University through partnerships, school events, seminars, workshops and webinars;
- (c) participation of the College and the University in various fairs and recruitment events;
- (d) various e-marketing platforms including social media; and
- (e) the College maintaining a website which is fed traffic from the NVT website.

In the event that one Party provides marketing support to the other Party following agreement in that regard being reached between the Parties and where it has been agreed between the Parties that costs are incurred in the provision of that marketing support then the Party for whom the marketing support has been provided will be liable to pay the pre-approved costs incurred, which shall be paid within sixty (60) days of the date of receipt of an invoice in that regard.

7.7 Relationship

- (a) Nothing in this Agreement constitutes the relationship of partnership or employer and employee or principal and agent and no such relationship may be construed or implied from the terms and conditions of this Agreement.
- (b) Except as may be permitted by this Agreement, the College shall not hold itself as having any relationship with the University other than as provided in this Agreement and any holding out by the College in that regard shall cease immediately upon the expiration or earlier determination of this Agreement.
- (c) No employee of the College is an employee of the University or entitled to receive from the University any benefits whatsoever. The College agrees that its employees are not entitled the rights and benefits afforded to the University's employees, including, but not limited to, participation in any of the University's group insurance or pension plans, vacation pay, overtime pay, termination pay or severance pay.
- (d) The University will not pay for or maintain any employee benefits including, but not limited to, workers compensation, Canada Pension Plan, employment insurance and other similar levies or to make any withholdings or remittances for income tax in respect of any amounts payable by the University to the College or by the College to any person employed by it pursuant to this Agreement or otherwise. The College is solely responsible for making all such contributions, premium payments and income tax remittances in accordance with any applicable statutory requirements. The College acknowledges that the University will rely on the College's covenants in determining its obligations under the *Income Tax Act* (Canada) and Regulations.

7.8 Responsibility for Taxes

- (a) Each Party is solely responsible for Taxes imposed on it under the laws of Canada or Manitoba, the laws of Australia and the laws of any other jurisdiction; and
- (b) The University shall be responsible for any real property Taxes and assessments imposed with regard to space on the Campus used by the College.
- (c) With respect to GST payable pursuant to the *Excise Tax Act* (Canada):
 - (i) the College represents and warrants that it is not legally required to pay GST with respect to the payment of Fees (as defined in the Agreement) by the College to the University;
 - (ii) in reliance on the College's representation and warranty in clause 7.8(c)(i) above, the University shall not collect GST from the College

with respect to the payment of Fees (as defined in this Agreement) by the College to the University;

- (iii) the College shall indemnify and save harmless the University from and against any and all GST, penalties, interest or other amount for which the University may become liable because the University has not collected GST from the College;
- (iv) the College is registered under the Excise Tax Act (Canada) for GST and its registration is 812105146. The registration is in good standing and has not been varied or rescinded; and
- (v) the College agrees that the representations, warranties and indemnifications contained in this clause 7.8(c) shall survive the expiry or termination of this Agreement.

7.9 Termination

- (a) Without affecting any other provision of this Agreement, either Party (the “Terminating Party”) may immediately terminate this Agreement by written notice to the other upon the happening of any one or more of the following events:

(i)

(ii)

(iii)

(iv)



(v)

(vi)

(vii)

(viii)

(ix)

(x)

- (b) Termination of this Agreement for any reason shall not extinguish, prejudice or affect any antecedent rights that may have accrued to a Party prior to the date of termination.
- (c) Upon termination or expiration of the Agreement, the College shall surrender the Facilities to the University. Unless otherwise agreed to by the parties in this Agreement, the College shall remove any and all temporary structures, goods, chattels, improvements or fixtures completed by the College or its contractors to the Facilities, all at the College's sole expense. The College's obligation to observe and perform this covenant, and to pay any repair costs required under clause 4.4 of the Sixth Schedule, shall survive the expiration of the Term or earlier termination of this Agreement.
- (d) The Parties agree that notwithstanding the termination of this Agreement under clause 7.9, the Parties will cooperate to ensure that any Student who has

already enrolled in an ICM Program at the time that notice of termination is given (by either Party) shall be given the opportunity to complete his or her ICM Program within the prescribed period at the cost and expense of the College to the extent that this is practicable and reasonable.

7.10 **Intellectual Property Rights**

- (a) The ownership of Intellectual Property in any University approved course materials for Courses eligible for Transfer Credit, and any other works, projects, manuals, reports, other like documentation and original works produced or created by the University or its employees or contractors in the performance of its obligations under this Agreement shall vest in the University and/or its employees and/or contractors in accordance with University policy, collective agreements or contracts. The University grants the College the right to utilise the Intellectual Property owned solely by the University (if any) for the purposes of this Agreement. Where the University co-owns any such Intellectual Property, the University agrees (on its part) that the College may use that Intellectual Property for the purposes of this Agreement provided that the other owner(s) of that Intellectual Property have also agreed to that use.
- (b) The ownership of Intellectual Property in any course materials, work projects, manuals, reports, other like documentation and original works of authorship produced or created by the College (without material contribution from the University or its employee or contractors) in the performance of its obligations under this Agreement shall vest in the College. For the avoidance of doubt, the grant of approval by the University of any Course or course material under this Agreement shall not of itself constitute the University having materially contributed to the Course material.
- (c) The ownership of Intellectual Property in any course materials, work projects, manuals, reports, other like documentation and original works of authorship produced or created jointly by the College and the University in the performance of their obligation under this Agreement shall vest jointly in the College and University and/or its employees and/or contractor in accordance with the applicable University policy, collective agreement or contract.

7.11 **Confidentiality**

- (a) As a private sector business organization, the College is not subject to *The Freedom of Information and Protection of Privacy Act* (Manitoba). However, the College will act as and consider itself to be an “educational body” under this legislation. The College will obtain the consent and authorization of Students to share personal information as may be required by this Agreement. As a private sector organization, the College acknowledges it is bound by the Personal Information and Electronic Documents Act (PIPEDA).

- (b) The Parties recognize and acknowledge that the University is a public body under *The Freedom of Information and Protection of Privacy Act* (“FIPPA”) and as such records in the custody and control of the University may be subject to access requests from third parties pursuant and subject to the provisions of FIPPA.
- (c) The University and the College may make available to the other certain confidential information, including documents related to the commercial, financial and labour interests of the Parties (“Confidential Information”). Each of the University and College shall maintain in confidence the Confidential Information disclosed by either and received from the other.
- (d) The obligation of confidentiality in this clause 7.11 shall not apply to information which:
 - (i) is already known to the Party to which it is disclosed, as evidenced by written records;
 - (ii) is now or shall enter the public domain other than by a breach of confidentiality obligations to the disclosing Party;
 - (iii) is lawfully obtained from third parties; or
 - (iv) either Party can demonstrate was developed by it independently of the information received from the disclosing Party.
- (e) Notwithstanding any other provision in this Agreement, disclosure of Confidential Information shall not be precluded if such disclosure is required by law or the listing rules of a stock exchange or in response to a valid order of any governmental agency, court or other quasi-judicial or regulatory body of competent jurisdiction, provided however, that the responding Party shall, to the extent and as promptly as is reasonably possible, give notice to the other Party of the requirement so that the other Party may contest the requirement to provide such Confidential Information.

8. GENERAL

8.1 Governing law

This Agreement is governed by and is to be construed according to the laws of the Province of Manitoba and the Parties submit unconditionally to the non-exclusive jurisdiction of the courts of that Province and courts with jurisdiction to hear appeals from them.

8.2 Severability

Any provision of this Agreement that is illegal, void or unenforceable is only ineffective to the extent of that illegality, voidness or unenforceability, without invalidating the remaining provisions.

8.3 Amendments

This Agreement may not be modified, amended or otherwise varied except by a document in writing signed by or on behalf of each of the Parties. During the course of this Agreement there may be matters or events that may affect the relationships between the Parties. In the event of such circumstances arising the Parties agree to convene and seek agreement with regard to a course of action, including but not limited to an amendment to the Agreement.

8.4 Representations and reliance

Each Party acknowledges and represents to the other Party that:

- (a) it has full legal power and capacity, and has obtained all internal approvals that are necessary or desirable to authorise it to enter into and perform its obligations under this Agreement and to carry out the transactions contemplated by this Agreement;
- (b) its obligations under this Agreement are valid and binding and enforceable against it in accordance with their terms;
- (c) it has relied on its own inquiries and due diligence and the nature and extent of the relationship contemplated by this Agreement; and
- (d) it has not entered into this Agreement in reliance on or as a result of any representation, promise, statement, conduct or inducement other than what is contained in this Agreement.

8.5 Mediation and Arbitration

If a dispute arises between the Parties in connection with this Agreement, the Parties agree to use the following procedure as a condition precedent to either Party pursuing other available remedies:

- (a) either Party may notify the other by written notice of the existence of a dispute and a desire to resolve the dispute by mediation;
- (b) a meeting will be held promptly between the Parties, attended by appropriate personnel and by individuals with decision-making authority regarding the dispute, to attempt in good faith to negotiate a resolution of the dispute;

- (c) if, within fourteen (14) days after such meeting or such further period as is agreeable to the Parties (the “Negotiation Period”), the Parties have not succeeded in negotiating a resolution of the dispute, they agree to submit the dispute to mediation and to bear equally the costs of mediation;
- (d) the Parties will jointly appoint a mutually acceptable mediator, within fourteen (14) days of the conclusion of the Negotiation Period; and
- (e) the Parties agree to participate in good faith in the mediation and negotiations related thereto for a period of thirty (30) days following appointment of the mediator or for such longer period as the Parties may agree. If the Parties are not successful in resolving the dispute through mediation or if the mediation has not commenced within fourteen (14) days following the appointment of the mediator or if the Parties cannot agree upon the mediator appointment, then the Parties agree that the dispute will be settled by a single arbitrator in accordance with the Rules of the ADR Institute of Canada, Inc., on the basis that the arbitrator is to be instructed to take all reasonable measures to ensure that the dispute is arbitrated and settled in as expeditious a manner as possible. The Seat of Arbitration will be the province of Manitoba, and the language of the arbitration will be English.

8.6 Force majeure

Neither Party shall be liable to the other or be deemed to be in breach of this Agreement for any failure or delay in rendering performance arising out of causes beyond its reasonable control and without its fault or negligence. Such causes may include, but are not limited to, acts of nature or of a public enemy, acts of terrorism, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, unusually severe weather, or public utility or common carrier. Dates or times of performance shall be extended to the extent of delays excused by this clause, provided that the Party whose performance is affected notifies the other promptly of the existence and nature of such delay.

8.7 Waiver

No waiver or indulgence by any Party to this Agreement is binding on the Parties unless it is in writing. No waiver of one breach of any term or condition of this Agreement will operate as a waiver of another breach of the same or any other term or condition of this Agreement.

8.8 Approvals

Subject to any law to the contrary, whether doing or execution of any act, matter or thing is dependent on the consent or approval of a Party, that consent or approval may be given or withheld in the absolute discretion of that Party unless this Agreement otherwise expressly provides.

8.9 **Further Acts**

The Parties will promptly do and perform all further acts and execute or deliver all further documents required by law or reasonably requested by any other Party to establish, maintain and protect the respective rights and remedies of the other Party and to carry out and give effect to the intent and purpose of this Agreement.

8.10 **Assignment**

Neither Party may assign any of its rights and obligations under this Agreement without the prior written consent of the other Party.

8.11 **Expenses**

Each Party will bear its own costs in relation to the preparation; execution and performance of this Agreement and its stamping (if required).

8.12 **Counterparts**

This Agreement may be executed in any number of counterparts (whether in original or a copy transmitted by fax or electronic means), all of which together constitute one and the same document.

8.13 **Notices**

Any notice, payment, or any and all of the material that either Party may be required or may desire to give or deliver to the other will be conclusively deemed validly given or delivered to and received by the addressee, if delivered personally on the date of such personal delivery or, if mailed, on the third business day after the mailing of the same in Manitoba by prepaid post addressed to the addresses set forth on the first page of this Agreement. Either Party may, from time to time, advise the other by notice in writing of any change of address of the Party giving such notice and from and after the giving of such notice the address therein specified will be conclusively deemed to be the address of the Party giving such notice.

8.14 **No Partnership or Agency**

The University does not in any way or for any purpose become a partner of the College in the conduct of its business, or otherwise, or a joint venturer or a member of a joint enterprise with the College, nor is the relationship of principal and agent created.

8.15 **No Registration**

The College shall not, at any time before or during the Term or any renewal thereof cause any document (whether in the form of a caveat or otherwise) to be registered against title to the University lands giving notice of any agreement to occupy and use the Facilities or this Agreement.

8.16 **Survival**

Clauses 5.1 (Indemnity) and 7.8 (Responsibility for Taxes) will remain in effect and will bind the Parties and their legal representatives, successors and permitted assigns until the applicable statutory limitation period from the date of termination or expiry of this Agreement has expired.

Signed for and on behalf of
The University of Manitoba
in the presence of

(Signature of Witness)

Signature of Vice-President
(Administration)

Signed for and on behalf of
International College of Manitoba Limited
trading as **International College**
of Manitoba
in the presence of

(Signature of Witness)

(Signature of CEO)

FIRST SCHEDULE

Rules for the ICM Programs

1. ICM Programs shall be structured into units designed to facilitate student progression to one or more University Programs.
2. The names of the ICM Programs shall be determined by the College after consultation with the University and be as approved by the University. At the time of the signing of this Agreement the names of the ICM Programs are:
 - (a) University Transfer Program or UTP Stage II (UTP Stage II) for University approved undergraduate ICM Programs; and
 - (b) University Transfer Program or UTP Stage I (UTP Stage I) for the pre-university (Grade 12 equivalent) ICM Programs.
3. The UTP Stage II shall generally comprise Courses of study (30 credit hours) from a schedule of courses provided by the University, and may include required and elective courses. These Courses may be changed from time to time, with the approval of the University, to better prepare Students for the transition to the University Programs.
4. The rules for the operation of the ICM Programs and Courses shall be consistent with those of the University with respect to prerequisites, co-requisites, progression, preclusions and exemptions. The College shall maintain a liaison with the relevant University staff in order to monitor changes to the University's practices. Whenever possible, the University shall endeavour to advise the College of actual or impending changes to its academic rules that might have an impact on the operation of the ICM Programs or units comprised within them at least 12 months prior to those changes taking effect.
5. Eligibility for admission to the University shall be granted to all applicants who have successfully completed the UTP Stage II with a minimum 30 credit hours and a minimum comprehensive Grade Point Average ("GPA") of 2.0, with Transfer Credit into appropriate University Programs provided that Students meet any specified pre-requisites and admission eligibility requirements as specified by the University in the applicable Letter of Offer. Students who have successfully completed the UTP Stage II may be admitted to University Programs, including competitive entry programs, on the same basis as students who have completed equivalent subjects with the University or other post-secondary institutions. In cases where the number of eligible applicants exceeds the available spaces, applicants will require higher averages than stipulated to be successful in the admissions competition.
6. Students who are ineligible for admission to their desired University Program after completing 30 credit hours of UTP Stage II Courses may be permitted to continue their studies at the College to a maximum of 60 credit hours.

SECOND SCHEDULE

Admission Criteria

1. The College shall be solely responsible for the recruitment of students to the ICM Programs and, as specified in this Schedule, shall ensure that students admitted satisfy the admission criteria specified in this Schedule, or as agreed from time to time. The College shall use reasonable endeavours to manage its recruitment of students to the ICM Programs so that the number of Students in those programs at any one time does not exceed the approximate maximum student level determined by the Provost & Vice-President (Academic) upon recommendation from the Academic Advisory Committee on an annual basis (which initially shall be approximately 1,300 Students in the ICM Programs at any one time). It is acknowledged that it is not possible to absolutely control the number of Students in the ICM Programs at any one time due to variables outside the control of the College such as variable offer acceptance rates, students applying to take breaks or defer their studies or needing to repeat courses.
2. The Parties acknowledge that any agreed changes to the admission criteria for ICM Programs will take effect no earlier than 12 months after such changes are agreed in order to provide sufficient notice to the Parties for the updating of marketing information. The University also acknowledges and agrees that, for the ICM Programs to be successful, there must be a difference between the admission criteria for the UTP Stage II ICM Programs and the admission criteria for direct entry into the first year of Bachelor's Degree University Programs. The University shall normally give the College at least 12 months' notice prior to any change to its admission criteria for its equivalent University Programs taking effect. Notwithstanding this clause 2, earlier changes may be made to admission criteria where required as a result of changes to applicable laws or regulations.
3. Students shall be admitted by the College to:
 - (a) the UTP Stage II ICM Programs only where students have completed study at the secondary level equivalent to Grade 12 with an acceptable University entrance average or an equivalent Canadian or international level, or have successfully completed the UTP Stage I ICM Program; and
 - (b) the UTP Stage I ICM Programs only where students require additional academic preparation prior to entering the UTP Stage II.
4. All Students admitted to the UTP Stage II shall, where the University specifies a Mathematics prerequisite:
 - (a) display mathematics competency as evidenced by a grade of at least 60% in mathematics at Grade 12 level or its equivalent; or
 - (b) be enrolled in a supplementary, non-credit mathematics Ancillary Course concurrently with enrolment in the UTP Stage II.

5. All Students admitted to the UTP shall:
- (a) display English competency as evidenced by:
 - (i) a grade of at least 70% in English at Grade 12 level or its equivalent; or
 - (ii) a minimum level of IELTS 5.5 for international students or the TOEFL iBT, Pearson Versant Navitas English Test, EIKEN Japan, GCE ‘O’ Levels or HKDSE level specified in the table below;
- or**
- (b) have completed GCE “O” levels, or a year of study in high school for which the instruction was in English or an undergraduate degree for which the instruction was in English;
- or**
- (c) if the student achieves a minimum level of IELTS 5.0 or equivalent, be enrolled in a UTP with Academic English Study (“AES”) delivered by the College.
6. For clarity, the below table sets out the English competency entry criteria for the UTP and direct entry to a Bachelor’s Degree at the University (which, in relation to the Bachelor’s Degree requirements is subject to any changes as determined by the University from time to time).

	<u>UTP Stages I or II with AES</u>	<u>UTP Stage I or Stage II</u>	<u>Direct entry to Bachelor’s Degree</u>
<u>English Language Requirements</u>	<u>IELTS: 5.0 with no band lower than 4.5</u> <u>TOEFL iBT: 60</u> <u>Pearson Versant Navitas English Test: 46</u> <u>EIKEN Japan: 2A</u> <u>GCE ‘O’ Levels: D</u> <u>HKDSE: English</u>	<u>IELTS: 5.5 with no band lower than 5.0</u> <u>TOEFL iBT: 69</u> <u>Pearson Versant Navitas English Test: 50</u> <u>EIKEN Japan: Pre-1</u> <u>GCE ‘O’ Levels: C</u> <u>HKDSE: English Level 3</u>	<u>IELTS: 6.5</u> <u>TOEFL iBT: 86 with no less than 20 on each component</u> <u>In addition to the IELTS and TOEFL tests, students may satisfy the University’s English language proficiency requirement in other ways as outlined on the University’s website</u> <u>http://www.umanitoba</u>

	<u>Level 2</u> <u>SPM English (1119): C6</u> <u>International Baccalaureate: Standard 4 or Higher 3</u>	<u>SPM English (1119): C4</u> <u>International Baccalaureate: Standard 5 or Higher 4</u>	ca/student/admissions/international/english/
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7. The College and the University shall review the criteria specified in this Schedule in consultation with each other on not less than an annual basis during the Agreement Term.

THIRD SCHEDULE

Fees

1. The College shall pay to the University the following Fees:



FOURTH SCHEDULE

Schedule of Requirements for Course Co-ordination

1. These arrangements are made to support the University's obligations under the Agreement and apply to Departments with transfer arrangements with the College. The University shall communicate the requirements of this Fourth Schedule to all relevant Departments.
2. The Dean will be responsible for appointing a course coordinator for Courses eligible for Transfer Credit offered in the ICM Programs, and generally assisting the University to meet its objectives for the ICM Programs. Note that nothing in this Schedule takes away the authority of the Dean to direct and supervise staff of the Department.
3. For each offering of a Course eligible for Transfer Credit, a course coordinator will be appointed at least 4 weeks before the commencement of the College's Term to be responsible for:
 - (a) ensuring the instructor(s) engaged by the College to deliver the Course meet(s) the qualifications established by the University for equivalent positions (4 weeks before the start of the College's Term);
 - (b) reviewing and approving the course outline including the proposed assessment components prepared by the College (2 weeks prior to the start of the College's Term);
 - (c) provision of occasional advice to the College instructor responsible for the Course (approximately 6 hours during the College's Term);
 - (d) reviewing and approving the examination paper and marking scheme prepared by the University or the College instructor, at the discretion of the University, to ensure it is representative of the University of Manitoba's academic standards, can be completed within the allocated time, that the questions are fair and free of ambiguity and error and the solutions are sufficiently explicit to provide effective guidance to markers (by week 10 of the College's Term);
 - (e) ensuring equivalency of assessment standards (assessing 2 or 3 good, average and poor assignments or examinations in each case);
 - (f) liaison with the College instructor to effect any necessary adjustment of grades to be awarded; and
 - (g) when required, arranging for remarking of examination scripts.

The College shall be required to comply with the review requirements, and decisions, of the course coordinator in relation to the matters outlined in this Schedule.

FIFTH SCHEDULE

Access to University Services

1. Students of the College shall have reasonable access to such services provided by the University as are normally available to students of the University at a per Term fee similar to that paid by students of the University. For greater certainty, this shall not include services provided to University students by third parties such as the University of Manitoba Students' Union.
2. Students of the College will produce a student identification card when requesting services.

SIXTH SCHEDULE

Facilities

ARTICLE 1

1. USE OF FACILITIES

- 1.1 Use of Facilities. The University shall provide the College with use of the Facilities in consideration of the covenants and agreements and subject to the terms and conditions contained herein.
- 1.2 Use of the Common Areas. The use and occupation by the College of the Facilities includes, for the purposes of carrying on its business, the non-exclusive license to the College, the College's employees and Students in common with the University, its other tenants and all others entitled or permitted, to the non-exclusive use of the common areas in the Campus, subject to Article 2 of this Sixth Schedule; the covenants, terms and conditions of this Agreement; and such reasonable rules, policies and procedures for the use thereof and access thereto as prescribed from time to time by the University.
- 1.3 Relocation. Upon giving reasonable prior notice to and consultation with the College, the University has the right to repurpose any of the Facilities, subject to providing the College with alternate facilities with similar or better space, function and quality to the Facilities on the University campus and as previously made available to the College. The University shall use reasonable endeavours to ensure that, where practicable, any relocation of the Facilities shall take place at a time mutually convenient to both the University and the College and, where possible, during Term breaks.
- 1.4 Utilities.
 - a) In no event is the University to be liable for, nor does the University have any obligation with respect to any interruption or cessation of, or failure in the supply of, any such utilities, services or systems in, to or servicing the Facilities whether or not supplied by the University or others.
 - b) The College shall not install any equipment which will exceed or overload the capacity of any utility, electrical or mechanical facilities in the Facilities or install any utility, electrical or mechanical facility or service which the University does not approve. The College agrees that if any equipment installed by the College requires additional utility, electrical or mechanical facilities, the University may, in its sole discretion, if they are available, elect to install them at the College's expense and in accordance with plans and specifications to be approved in advance in writing by the University.
 - c) The College will be charged for services typically charged to units of the University, such as telephone and postage.

ARTICLE 2

2. COMMON AREAS AND LANDS – CONTROL, SERVICES AND USE

2.1 Control of the Common Areas and Lands by the University.

- a) The University has the right, in its control, management and operation of its common areas and lands and by the establishment of rules and regulations and general policies by the University from time to time with respect to the operation of its common areas and lands or any part thereof at all times throughout the Term to:
- i) police and supervise its common areas;
 - ii) close all or any portion of its common areas and/or lands to such extent as the University may deem necessary, for any reasonable purpose whatsoever;
 - iii) obstruct or close off all or any part of its common areas and/or lands for the purpose of maintenance or repair;
 - iv) make and modify such reasonable rules, regulations and policies as may be advisable (which shall be binding upon the College) pertaining to, or necessary for, the operation and maintenance of its common areas and/or lands;
 - v) designate the areas and entrances and the times in, through and which loading and unloading of goods, merchandise and supplies shall be done by the College, provided that such designation is reasonable;
 - vi) designate and specify the kind of container to be used by the College for garbage and refuse and the manner and times and places at which same shall be placed for collection;
 - vii) from time to time change the area, level, location, arrangement and use of its common areas; and
 - viii) alter, remove or add other structures or facilities in its common areas.
- b) Notwithstanding anything contained in this Agreement, it is understood and agreed that if as a result of the reasonable exercise by the University of its rights set out in clause 1.3 and/or this clause 2.1 of this Schedule, the College's use of the Facilities are diminished or altered in any manner whatsoever, the University is not subject to any liability nor is the College entitled to any compensation nor shall any alteration or diminution be deemed to be a breach of any covenant in this Agreement. However the University shall make such alternate arrangements as are necessary in order to ensure that

it continues to comply with its obligation under clause 6.1(d) of this Agreement.

ARTICLE 3

3. USE OF THE FACILITIES

- 3.1 Use of the Facilities. The Facilities shall be used solely for the purpose or purposes of the performance of this Agreement and the administration and conduct of the ICM Programs and for no other purposes provided that in any event such purposes comply with the terms, covenants and conditions of this Agreement; all applicable laws, by-laws, regulations or other governmental ordinances from time to time in existence; and such reasonable rules, policies and procedures of the University.

ARTICLE 4

4. MAINTENANCE, REPAIRS AND ALTERATIONS

- 4.1 Nuisance. College shall not place, leave or permit or suffer to be placed, left in or upon the Facilities or common areas any debris, garbage or refuse, except as deposited in areas designated by the University.
- 4.2 General Repairs and Maintenance. The University shall be responsible for ensuring the Facilities are repaired and maintained to the same standard as other facilities on the Campus.
- 4.3 University's Approval of College's Repairs. The College shall not make any repairs, alterations, replacements, decorations or improvements or architectural, mechanical or electrical revisions to any part of the Facilities without first obtaining, the University's written approval, such approval not to be unreasonably withheld. The College shall submit to the University:
- a) details of the proposed work including drawing and specifications prepared by qualified architects or engineers and conforming to good engineering practice;
 - b) such indemnification against liens, costs, damages and expenses as the University reasonably requires; and
 - c) evidence satisfactory to the University that the College has obtained, at its expense, all necessary consents, permits, licenses and inspections from all governmental and regulatory authorities having jurisdiction. All such repairs, replacements, alterations, decorations or improvements by the College to the Facilities approved of by the University under this clause 4.3 shall be performed:
 - i) at the sole cost of the College;

- ii) in a good and workmanlike manner, consistent with the Facilities;
- iii) in accordance with the drawings and specifications approved by the University; and
- iv) subject to the reasonable regulations, controls and inspection of the University.

Any such repair, replacement, alteration, decoration or improvement made by the College without the prior written approval of the University or which is not made in accordance with the drawings and specifications approved by the University shall, if requested by the University, be promptly removed by the College at the College's expense and the Facilities returned to their previous condition. Failing such removal the University shall be entitled to remove same forthwith without notice at the College's sole cost and expense which shall be recoverable by the University.

In addition to the foregoing, if any such repair, replacement, alteration, decoration or improvements will in any way affect the University campus or its operations, the University will assign a designate from its physical plant to supervise any such repairs, replacements, alterations, decorations or improvements. The College shall report to such supervisor regularly, answer any questions of the supervisor and allow the supervisor regular access to the Facilities to inspect.

- 4.4 Repair Where the College is at Fault. If the Facilities or any part thereof, or any equipment, machinery, facilities, systems or improvements contained therein or made thereto, or to the roof or the outside walls of the Facilities or any other structural portions thereof require repair or replacement or become damaged or destroyed through the negligence, carelessness or misuse of the College, its Students or those for whom the College is in law responsible, the cost of the resulting repairs, replacements or alterations shall be paid by the College within five (5) days after presentation of an account of such expenses incurred by the University.
- 4.5 College Not To Overload Floors. The College shall not bring into the Facilities or any part thereof, any machinery, equipment, article or thing that by reason of its weight, size or use, might in the opinion of the University damage the Facilities and shall not at any time overload the floors of the Facilities. If any damage is caused to the Facilities by any machinery, equipment, object or thing or by overloading, or by any act, neglect, or misuse on the part of the College, or any of its servants, agents, or employees, or any person having business with the College, the College will forthwith repair such damage, or at the option of the University, pay the University within five (5) days after demand as the cost of repairing such damage.
- 4.6 College to Discharge all Liens. The College shall at all times during any period of use, possession or occupancy prior to the Commencement Date and throughout the Term any renewal thereof promptly pay all of its contractors, material men, suppliers and workmen and all charges incurred by or on behalf of the College for any work, materials or services which may be done, supplied, or performed at any time in respect of the Facilities and the College shall do any and all things necessary so as to ensure

that no builders' or other lien is registered against the Facilities or the Lands or any part thereof or against the University's interest in the Facilities or the Lands or against the College's interest in the Facilities as a result of any work, materials, or services incurred on behalf of the College, and if any such lien is made, filed or registered, the College shall discharge it or cause it to be discharged forthwith at the College's expense.

If the College fails to discharge or cause any such lien to be discharged as aforesaid, then, in addition to any other right or remedy of the University the University may, but it shall not be obligated to, discharge the same by paying the amount claimed to be due, and any additional amounts as may be required at law or otherwise, into Court or directly to any such lien claimant and the amount so paid by the University and all costs and expenses including reasonable legal fees (on a solicitor and own client basis) incurred as a result of the registration of any such lien, including without limitation, for the discharge of such lien shall be immediately due and payable by the College to the University within five (5) days after demand.

- 4.7 Signage. The University and the College recognize and value the need for appropriate signage. Such signage by the College will be at a location approved by the University. All signage shall be consistent with the University's architecture and design, and will require prior written approval by the University and shall be in accordance with the relevant by-laws of the City of Winnipeg and The University of Manitoba.

ARTICLE 5

5. DAMAGE AND DESTRUCTION

5.1 Damage or Destruction of the Facilities.

- a) If the Facilities are at any time destroyed or damaged (including, without limitation, smoke and water damage) as a result of fire, the elements, accident or other casualty required to be insured against by the University and not caused by the College, and if as a result of such occurrence the Facilities are rendered untenable in whole or part, this Agreement shall continue in full force and effect and the University shall, subject to Section 5.1(b) and (c) of this Sixth Schedule, commence diligently to reconstruct, rebuild or repair the Facilities;
- b) Notwithstanding anything contained in Section 5.1(a) of this Sixth Schedule, if the Facilities are damaged or destroyed by any cause whatsoever, and if, in the opinion of the University acting reasonably, the Facilities cannot be rebuilt or made fit for the purposes of the College within one hundred eighty (180) days of the happening of the damage or destruction, the University, instead of rebuilding or making the Facilities fit for the College in accordance with Section 5.1(a) of this Sixth Schedule may, at its option, elect to relocate the College to alternative space with reasonably similar or better space, function and quality to the Facilities;

- c) Nothing in this Section 5.1 requires the University to rebuild the Facilities in the condition and state that existed before any such occurrence provided that the Facilities, as re-built, will have reasonably similar or better space, facilities services and quality to those in the Facilities prior to the damage or destruction having regard, however, to the age of the Facilities at such time.

ARTICLE 6

6. ASSIGNMENT

- 6.1 Assignment and Subletting. The College will not assign this Agreement in whole or in part, nor sublet all or any part of the Facilities, nor mortgage or encumber the Facilities or any part thereof, nor suffer or permit the occupation of or part with or share possession of all or any part of the Facilities by any third party (all of the foregoing being hereinafter collectively referred to as a “Transfer”) without the prior written consent of the University, which may be withheld at the University’s discretion.
- 6.2 Corporate Ownership. If the College is a corporation, any change in ownership or control of such corporation shall and is hereby deemed to be a Transfer.
- 6.3 Assignment by the University. In the event of the sale, Agreement or other disposition by the University of the Facilities and the Lands or any part thereof, or the assignment by the University of this Agreement or any interest of the University hereunder, and to the extent that the purchaser or assignee thereof assumes the covenants and obligations of the University hereunder, the University shall, thereupon and without further agreement, be freed and relieved of all liability with respect to such covenants and obligations.

ARTICLE 7

7. 

7.1 

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7.3

PRESIDENT'S REPORT: April 18, 2017

GENERAL

The [Travel and Expense Steering Committee](#), chaired by Dr. Kelley Main, has released a report summarizing the responses to the stakeholder engagement process for the Travel and Expense Management Project. It was generated on the basis of feedback provided by faculty and staff about the current travel and expense management system, including process, policy and the Concur system and may be found on the [Travel and Expense Management project website](#). The Travel and Expense Steering Committee will use this feedback to inform recommendations to improve the university's travel and expense management system, it is expected that these recommendations will be submitted to the Provost and Vice-President (Academic) by June 2017 for review and consideration.

The Budget Model Redesign Initiative continues and the President recently accepted the Steering Committee's recommendation for a new and more decentralized budget model. Two information sharing sessions inviting faculty, staff and students were held in March to provide an update on the progress of the new model.

The Province recently announced that it will provide \$600,000 in capital funding to expand the Campus Day Care Centre and create 52 new spaces. The announcement comes less than a year after the Graduate Student's Association donated \$300,000 and University of Manitoba Students Union donated \$2.4 million to support this childcare expansion. Indigenous students will be given priority access to the newly created spaces. Work on the child care expansion project is expected to begin in late spring or early summer 2017, with the additional spaces ready for enrolment for the 2018/19 academic year.

On March 22, the federal government introduced its budget for 2017/18. New funds include support for Indigenous education and additional funding for post-secondary student grants and bursaries. External Relations is continuing to follow-up for additional information. The provincial budget is scheduled to be released on April 11, 2017.

Electronic voting was used for the University of Manitoba Student Union (UMSU) General Election and several student councils including Nursing, Science, Engineering International Students, Students of Fine Arts, University 1, Arts Student Body and St Paul's College resulting in outstanding turnout results:

- UMSU General Election: 27.8% turnout – 20 year high
- University of Manitoba Engineering Society (UMES) : 38.2% turnout – highest since 1987

The incoming executive will be led by incumbent UMSU president Tanjit Nagra.

ACADEMIC MATTERS

- Senior executive searches are in the process for the recruitment of a Vice-Provost (Indigenous Engagement) and a Dean of Graduate Studies and Vice-Provost (Graduate Education).
- UM Achieve is a new online resource that provides students with a way to track academic progress, map degree requirements, estimate time to degree completion and find alternative degree paths. UM Achieve was launched in March and is a resource to assist with academic advising and help students ensure timely completion of their academic goals.

- Johise Namwira, women's and gender studies student, was one of 338 young women chosen to attend House of Commons on International Women's Day (March 8th). Equal Voice organized representatives from every riding across the country; they met with Prime Minister Justin Trudeau, Party Leaders and former Prime Minister Kim Campbell.
- Maryam Al-Azazi, respiratory therapy student, was one of two students awarded the 2017 Nahlah Ayed Prize for Student Leadership and Global Citizenship. She has worked or volunteered with a variety of Winnipeg organizations including helping Syrian refugees and advocating for marginalized groups.
- A team of students from the University of Manitoba took home the \$20,000 grand prize at the Munich Re Cup, a prestigious national actuarial case competition. The team's first-place victory is the second in the competition's three-year history. The competition is open to all Society of Actuaries (SOA) Centres of Excellence across Canada. The Warren Centre for Actuarial Studies and Research at the Asper School of Business was named a Centre of Excellence in 2009.
- Asper MBA's business planning competition team, Paramergent, enjoyed amazing success on the March international competition circuit receiving second place overall in the fast pitch competition at the prestigious Brown-Forman Cardinal Challenge at the University of Louisville. The team also placed a close second in their division at Cardinal's business plan competition, and fourth at the U of M's Stu Clark Investment Competition. Paramergent is pitching a business plan for the first all-in-one mobile software application that paramedics can use to track and report a patient's pre-hospital journey and transmit the relevant information directly into a hospital's records.
- Asper School of Business hosted a panel discussion focusing on the critical need to engage Indigenous participation in Manitoba's economy. 20/20 Vision: Indigenous Participation: Key to Success of Manitoba's Future Economy brought together business, community and government leaders with expertise in Indigenous business and community engagement to explore directions forward during what is proving to be a pivotal moment in our national and provincial history.
- Two occupational therapy graduate students organized a community art show at The Madison, a supportive housing complex operated by Siloam Mission. The students used art therapy to help residents of The Madison develop life skills. The art show enabled the residents to display or sell their works to the public.
- The Faculty of Science held an Indigenous student and alumni evening event, "Building Community in Science." The first of a series of events being planned to engage with faculty's Indigenous alumni to help foster ongoing and future initiatives that will build and strengthen relationships as part of the University's strategic commitment to Indigenous achievement.

RESEARCH MATTERS

- On March 3, 2017, the provincial and federal governments announced \$2,732,998 to nine research projects at the University of Manitoba. The investment made by the Government of Canada is part of the Canada Foundation for Innovation's (CFI) John R. Evans Leaders Fund. This fund helps universities attract and retain the best and brightest researchers from around the world by giving them access to cutting-edge research tools.

- The recipients are:
 - Kristine Cowley and Katinka Stecina (Physiology), \$400,000 - Human Spinal Cord Injury Research Centre for Health, Balance and Motor Control
 - Rebecca Davis (Chemistry), \$320,000 - Laboratory for Asymmetric Organocatalysis
 - Chuang Deng (Mechanical Engineering), \$319,682 - In-situ Nano-mechanical and Nano-electrical Characterization of Low-dimensional Nanomaterials
 - Joseph Gordon (Nursing/Children's Hospital Research Institute of Manitoba), \$319,670 - Comprehensive In Vivo and Culture-based Exercise and Metabolic Analysis Platform
 - Ian Jeffrey (Electrical & Computer Engineering), \$181,344 - Near Real-Time Electromagnetic Imaging
 - Sachin Katyal (Pharmacology/Research Institute of Oncology & Hematology), \$319,986 - Identification of Novel Therapeutics to Modulate DNA Damage Repair in the Treatment of Cancer
 - Peter Pelka (Microbiology), \$318,480 - Studies of Cellular Reprogramming by Adenovirus
 - Qiuyan Yuan (Civil Engineering), \$320,000 - A Tissue Engineering Platform for Fibrotic and Developmental Diseases
 - Adrian West (Physiology), \$233,836 - Infrastructure for Zero Waste Research Program

- On March 15, 2017, the University of Winnipeg and University of Manitoba announced the recent signing of a service agreement that will have the two universities collaborate on commercialization of technologies. The University of Winnipeg will have access to the expertise and services of the University of Manitoba's Technology Transfer Office.

The services provided include:

- Invention assessment for commercial and technical viability
- Patenting assistance and coordination with patent agents (if required)
- Market assessment and marketing of technology to potential receptors
- Discussion and recommendations on commercialization strategies with inventors
- Assistance in identifying corporate partners and with creation of startup companies (if required)
- License negotiations (if required)

The University of Manitoba currently provides similar services to: Brandon University, Winnipeg Regional Health Authority, Health Sciences Centre, St-Boniface General Hospital, Children's Hospital Research Institute of Manitoba and CancerCare Manitoba.

- On March 13, 2017, TRIUMF announced the recent appointment of Distinguished Professor and Vice-President (Research and International) Dr. Digvir S. Jayas as Chair of the Board of Management. He has been serving the Board as Vice-Chair since April 2015. His appointment to Chair became effective November 29, 2016. Based in Vancouver, TRIUMF is Canada's national laboratory for accelerator-based science and nuclear and particle physics research.

The University of Manitoba has been a TRIUMF member since March 20, 2009 and is a key contributor of technology for FrPNC francium laser trap, ARIEL beam separation, the Ultracold Neutron project, the TRINAT Fundamental Symmetries program, and many other TRIUMF projects.

In the role of Board Chair, Jayas provides strategic direction and operational oversight for the laboratory and its partnerships. Jayas works in close collaboration with TRIUMF Director Dr. Jonathan Bagger in communicating the laboratory’s vision and engaging both member universities and federal agencies to help further TRIUMF’s goals and priority projects such as the completion of its flagship facility, the Advanced Rare Isotope Laboratory (ARIEL).

- Twenty-six researchers were awarded funding from various external sponsors totaling \$1,461,506. Those receiving more than \$25,000 per project are:

PI	Sponsor	Title	Awarded
Ayele, Belay (Plant Science)	NSERC	Development of hormone based genomic tools to accelerate wheat breeding for enhanced preharvest sprouting tolerance	\$105,867
Cardwell, Ryan (Agricultural and Food Sciences)	SSHRC	Determinants of public support for supply management: A randomized survey experiment	\$69,233
Eftekharpour, Eftekhar (Physiology & Pathophysiology)	Paralyzed Veterans of America	Increasing neuroprotection and regeneration after spinal cord injury	\$201,390
Filizadeh, Shaahin (Electrical and Computer Engineering)	Mitacs Inc.	Real-time modeling and simulation of alternative modular multilevel converter topologies	\$75,000
Frosk, Patrick (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Exploring genomic technologies for use in clinical medicine	\$30,000
Ireland, Laurie (Family Medicine)	Research Manitoba	Building access to specialist care for remote, rural populations through eConsultations (BASE)	\$100,000
Jafari Jozani, Mohammad (Statistics)	NSERC	Partial discharge source classification based on analyzing PD pulse waveforms using statistical pattern recognition techniques	\$25,000
Rajapakse, Athula (Electrical and Computer Engineering)	Manitoba HVDC Research Centre	Investigation of power system protection performance under special operating conditions	\$25,127

Restall, Gayle (Occupational Therapy)	CIHR	HIV stigma and discrimination in Manitoba	\$32,912
Roth, James (Biological Sciences)	NSERC	Polar bears and permafrost: Student-led climate change field research at the Arctic's edge	\$156,000
Stasolla, Claudio (Plant Science)	Mitacs Inc.	Enhancing water stress tolerance through phytoglobin manipulation	\$55,000
't Jong, Geert (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Kidscan: A network of clinical trial sites that facilitate multi-centre drug trials across Canada	\$90,000

ADMINISTRATIVE MATTERS

- The Province of Manitoba introduced new public sector compensation legislation and its impact on the University is being analyzed.
- On March 9, 2017, the City of Winnipeg in support of the TransCanada Trail and associated infrastructure including the Bike Kiosk, awarded the University a 2-year Community Incentive Grant worth \$30,000 to be received with completion of milestones. This funding will augment the approximately \$150,000 received from Western Diversification for the project.
- On March 10, 2017, the Province of Manitoba formally approved a \$40,000 Waste Reduction and Pollution Prevention (WRAPP) grant in support of the waste audit and composting investigation. Monies will be received with completion of milestones.
- In support of active transportation and healthy living opportunities, shower passes at a cost of \$2/day or \$10/month are now available at the Joe Doupe Center for Bannatyne staff and faculty.
- Maria Versace and Student Advocacy held two sessions on investigating misconduct in March 2017; one at Fort Garry and one at Bannatyne. Efforts are being made to better promote the program, with the target audience being department heads and associate deans. Next session dates will be in the fall 2017.
- On March 20th Jackie Gruber and Maria Versace attended the first meeting of the Sexual Assault and Violence Steering Committee (SAVSC), which replaces the Sexual Assault Working Group. Terms of reference and initiatives moving forward were discussed. The committee is a joint initiative of Student Affairs and Human Resources.
- The Office of Human Rights & Conflict Management released its 2015/16 annual report on March 21, 2017. The report has been distributed to various stakeholders both on and off campus and will be posted to the website.

EXTERNAL MATTERS

- For the period of April 1, 2016 to March 24, 2017, the University has raised \$41,365,042 towards the 2016/2017 fiscal year.
- As of March 24, 2017 we have raised \$276,891,321 in philanthropic gifts, tracking ahead of our cumulative goal for 2016/2017 of \$250 million. We are continuing discussions with the provincial government regarding a \$150 million commitment towards our \$500 million goal for the Front and Centre campaign.
- Significant gifts in the last reporting period include:
 - Guy Carpenter & Company Ltd. has renewed its support of the Guy Carpenter Chair in Agricultural Risk Management and Insurance with an additional gift of \$750,000 to extend the chair for a period of five years.
 - Mr. Richard Bird [BA/69] made a \$125,000 endowed gift to create the Ptarmigan Youth in Care Tuition Grant.
 - The Friends of Engineering made a gift of \$100,000 towards construction of the Stanley Pauley Engineering Building.
- On March 2 and 4, the University hosted Visionary Conversations Across the Nation events for alumni and friends living in Vancouver and Victoria. The event, titled "Acknowledging the Past, Creating our Future - a discussion focused on the importance of human rights in today's climate", was moderated by President David Barnard and featured Mr. Ry Moran, Director, National Centre for Truth and Reconciliation and Dr. Katherine Starzyk, Assistant Professor, Department of Psychology.
- On March 9, the University hosted a Visionary Conversations event at the Bannatyne Campus. The event, titled "Why do we allow poverty to persist in Canada? - What role should corporations, individuals, governments and non-profit organizations play in reducing poverty?" was moderated by President David Barnard. Panelists included Mr. Donald Benham, Hunger and Poverty Awareness Manager, Winnipeg Harvest, Dr. Evelyn Forget, Professor, Community Health Sciences, Mr. Edward Kennedy, President and CEO, North West Company, Dr. Susan Prentice, Professor, Department of Sociology and Ms. Diane Redsky, Executive Director, Ma Mawi Wi Chi Itata Centre. Over 160 alumni, friends and community members attended to take part in the discussion.
- On March 21, President David Barnard and Mr. John Kearsey, Vice-President (External), met with Mayor Brian Bowman to discuss the City of Winnipeg's support for the Front and Centre campaign and other areas for partnership. The meeting included a discussion with Mr. Ry Moran and Dr. Frank Deer, Acting Executive Lead, Indigenous Achievement and a tour of Migizii Agamik.
- On March 23, the University of Manitoba hosted a reception to reconnect with alumni and friends living in Edmonton. The event took place at the Art Gallery of Alberta and featured student speaker Ms. Rebecca Kunzman [BA/06], first-year student, Faculty of Law.

- On March 28, President David Barnard and Dr. Jay Doering, Associate Vice-President (Partnerships), met with Mr. Sean Barr, Assistant Deputy Minister, Western Economic Diversification. The purpose of the meeting was to discuss campus infrastructure, research priorities, and Western Economic Diversification-funded projects at the University.
- The recipients of the 2017 Distinguished Alumni Awards will be honoured at the Celebration of Excellence on May 2 at the Metropolitan Entertainment Centre. The 2017 Distinguished Alumni Award recipients are:
 - Lifetime Achievement: John Patkau [BA/69, BES/69, MArch/72] and Patricia Patkau [BID/73]
 - Professional Achievement: Reva Stone [BA/68, BFA(Hons)/85]
 - Community Service: Sr. Lesley Sacouman [BA/75]
 - Service to the University of Manitoba: Isabella Wiebe [BMROT/86]
 - Outstanding Young Alumni: Desiree Scott [BA/16]
- Alumni Relations has received five approved nominations for the position of Alumni Representative to the Board of Governors. The election will open on Monday, March 20 and will run until Monday, May 22. Completed ballots can be obtained through Alumni Relations and submitted by mail, fax or email, or by delivering them to the Alumni Relations office during business hours. Ballots must include the voter's alumni number. Results will be determined on May 24, 2017. The candidates are:
 - Samuel Davidson [BComm(Hons)/15]
 - Marcelo Dubiel [BSc(ME)/11]
 - Jerome Knysh [BSc(IE)/84, ExtEd/87, MBA/90]
 - James Mansfield [MSC/90]
 - Derek Neufeld [BSc(ME)/11]